

Graduate Studies Handbook



2022-2023



PennState
Donald P. Bellisario
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 Donald P. Bellisario College of Communications at Penn State. 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 Bellisario College of Communications. Your adviser, the Associate Dean of Graduate Programs and Research and the Coordinator of Graduate Programs can help you secure answers to questions you might have.

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: <https://bulletins.psu.edu>

Donald P. Bellisario 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.

M.A. MEDIA Thesis Option	M.A. MEDIA Non-Thesis Option	Integrated Undergraduate/Graduate MEDIA
36 credits	36 credits	36 credits at the graduate level, 120 credits at the undergraduate level, with up to 12 credits double counted
30 credits of course work	33 credits of course work	*see thesis/non-thesis requirements
6 credits of thesis research (COMM 600)	3 credits of master's paper/project research (COMM 596)	*see thesis/non-thesis requirements
3 credits of either COMM 506 or COMM 511 (Research Methods; students may take both)	3 credits of either COMM 506 or COMM 511 (Research Methods; students may take both)	3 credits of either COMM 506 or COMM 511 (Research Methods; students may take both)
At least 18 credits at the 500-600 level	At least 18 credits at the 500-600 level	At least 18 credits at the 500-600 level
3 credits of COMM 515 (MA Proseminar)	3 credits of COMM 515 (MA Proseminar)	3 credits of COMM 515 (MA Proseminar)
1 credit of COMM 590 (Colloquium)	1 credit of COMM 590 (Colloquium)	1 credit of COMM 590 (Colloquium)
Formal meetings: program plan, thesis proposal, defense of the thesis	Formal meetings: program plan, paper/project proposal, defense of the paper	*see thesis/non-thesis requirements
Satisfactory completion of course work and thesis requires two years	Satisfactory completion of course work and paper/project requires two years	*see thesis/non-thesis requirements

Media Studies Thesis Option

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. 47). 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 - Thesis Option Program Outline

Core

- COMM 515 MA Proseminar in Mass Communications
- COMM 590 Colloquium (1 credit—does 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 our 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

Media Studies - Non-Thesis Option

In consultation with and with approval from the student's committee, a master's paper/project may be deemed more appropriate based on the student's career aspirations. Students who choose to write a master's paper/project instead of a thesis will still be required to earn 36 credits. Students choosing to write a thesis will be required to take 6 credits of COMM 600 Thesis Research, and students choosing to write a master's paper/project will be required to take 3 credits of COMM 596. Therefore the students choosing to write a master's paper/project will need to take an additional class, for 33 credits of course work, in addition to 3 credits of COMM 596 for the master's paper.

The scope and scale of the master's paper will follow Graduate Council's expectations for original scholarly work that advances knowledge, such as a manuscript suitable for journal publication. The master's paper should not be considered or used as a lesser intellectual activity than a thesis, but should be used only when it is appropriate to the type of research the student is doing as a capstone for their master's degree. The student should be able to articulate his or her case for writing a master's paper instead of a thesis. The Bellisario College of Communications will require a student who chooses to write a master's paper to hold a final defense of his or her paper. It is expected that a Master's student who plans to continue on to a Ph.D. will complete a thesis.

The final decision of whether a student will write a thesis or a master's paper/project will be made at the student's program plan meeting.

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 (33 credits of course work, 3 additional credits of COMM 596)
3. A minimum of 18 credits at the 500 level.
4. A minimum of 21 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) for course work. Six credit maximum of independent study (596) that is not associated with final paper/project.
8. An additional 3 credits of 596 for non-thesis option.
9. An oral examination of the project or paper.

MA in Media Studies - Non-Thesis Option

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 15 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.

Paper/Project Credits (3 credits maximum)

- COMM 596

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

The Bellisario 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 or paper/project 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 Bellisario 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 Bellisario 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-thesis option)

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-thesis option
COMM 596	Non-thesis credits	3 credits	required non-thesis option
COMM 590	Colloquium	1 credit	required (<i>not used to fulfill minimum credit requirement</i>)

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

12 credits (thesis)/15 credits (non-thesis) of coursework beyond the required proseminar and research course (*not including COMM 600 for thesis or COMM 596 for non-thesis*) 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 90). 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

Non-Thesis Option (3 credits of COMM 596)

Oral Exam of paper/project.

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	Social and Cultural Aspects of Advertising
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.

Juris Doctor (J.D.) and M.A. Program

The Donald P. Bellisario College of Communications (COMM) and Penn State Law (PSL) offer a joint degree leading to a Juris Doctor (J.D.); and a Master of Arts (M.A.) in Media Studies.

Students interested in the J.D./M.A. program need to meet the following requirements to apply:

- Students applying to the joint degree program must be admitted separately into both PSL and COMM.
- Students must first be admitted to the law school and must complete the required first-year curriculum in the J.D. program before commencing the Media Studies M.A. component.
- Application to the M.A. program in Media Studies is through the Graduate School Application. Formal admission to the M.A. program would normally take place during the student's first year of law, but COMM may extend provisional admission to the M.A. program at the time an applicant applies to PSL particularly where an applicant's law school choice depends upon admission to the J.D./M.A. joint degree program.

College Specific Admission Requirements

- Penn State Law: The PSL admissions process considers academic transcripts, leadership activities, community activities, work experience, personal background, letters of recommendation, the personal statement, LSAT scores and the LSAT writing sample. An admissions committee identifies candidates who are academically prepared for law study and who will contribute to the promotion of diversity and excellence in the student body and the legal profession. There is no standard prescribed undergraduate curriculum. The following are required of J.D. degree applicants: a completed application form, LSAT score, LSDAS report, a one-page personal statement and two letters of recommendation.
- Donald P. Bellisario College of Communications: The COMM Media Studies M.A. admissions process is guided by a selection committee, which seeks students with the greatest potential for success, based on academic performance (a bachelor's degree is required), GRE scores, motivation and leadership potential. All applicants must submit a completed graduate school application, including three letters of reference, a statement of purpose, current resume, standardized test scores (GRE), a writing sample, and a transcript from each institution attended. Official transcripts showing degree conferral will be required when the applicant is recommended for admission and accepts the program offer. At the student's request, the LSAT may replace the GRE for joint degree admissions purposes. [Graduate Enrollment Services transcript information.](#)

All international applicants whose first language is not English or who have not received baccalaureate or master's degrees from an institution in which the language of instruction is English must take the Test of English as a Second Language (TOEFL) and submit the results of that test with the application for admission. A TOEFL score of 550 on the paper test or a score of 213 on the computer-based test, or 80 points on the new Internet-based test with a minimum of 24 points on the new speaking portion; or the International English Language Testing System (IELTS) with a minimum composite score of 6.5 is required for admission.

Residency: A typical J.D./M.A. joint degree student will be in residence at PSL for six semesters and at COMM for two semesters.

Inter-program Transfer of Credits

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double-counting of credits as outlined below.

Penn State Law: A maximum of twelve (12) 500-level credits for Media Studies M.A. course work may be transferred for credit toward the J.D. degree at PSL. Students must obtain a grade satisfactory to PSL for the course work to be credited toward the J.D. degree. The following COMM courses may qualify for credit toward the PSL J.D.: COMM 504, COMM 505, COMM 506, COMM 511, COMM 513, COMM 516, COMM 517, COMM 518, COMM 580, COMM 582, COMM 585, and COMM 587.

COMM Media Studies: A maximum of twelve (12) credits of PSL course work will be counted for credit for the minimum requirements for a master's degree. These courses must be approved by the student's advisory committee and Joint Degree Program Faculty Adviser in COMM, normally during the Program Proposal Meeting.

Note: The J.D. seminar requirement and the Media Studies thesis requirement must be fulfilled separately, using unique research topics.

Possible 500 level courses that may qualify toward the J.D./M.A.:

COMM 504 - Seminar in the History of Mass Communication

COMM 505 - International Communication Problems - Legal and communications problems of the international flow of news and opinion; international press codes.

COMM 506 - Research Methods in Communications - The scientific method; survey of basic concepts of theoretical and empirical research; variety of methodology; criteria for adequate research.

COMM 511 - Mass Communications Research Methods II - Problems of bibliographical research; evaluation of sources and materials in mass communications history, biography, structure, ethics, and other areas.

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 516 - Introduction to Data Analysis in Communications (3) To understand and be able to use data analysis techniques common to research in communications.

COMM 517 - Psychological Aspects of Communication Technology (3) Investigation of psychological aspects of human-computer interaction (HCI) and computer-mediated communication (CMC).

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.

COMM 580 - Seminar in Telecommunications (3) Study of the historical and contemporary issues and problems in telecommunications.

COMM 582 - Ethics and Emerging Communications Technology (3) Identification and analysis of ethical issues raised by electronic communications technologies.

COMM 585 – Media & Telecommunications Industries (3) Study the structure and performance of media, telecommunications and information industries applying principles and ideas from microeconomics, finance and communications.

COMM 587 – Internet Law & Policy (3) Examination of legal, policy and business developments in Internet-mediated communications emphasizing the impact on regulatory and economic models.

Sequence of Study

The sequence of courses will be determined by the student and their adviser(s). However, students must successfully complete the first-year curriculum with PSL before beginning the M.A. Media Studies program. In compliance with ABA Standards and Rules law students may not enroll for more than 17 credits per semester at Penn State as a law student; the maximum credit load for graduate students is 15 credits per semester. It is expected that most joint degree students will complete the first two semesters of the M.A. consecutively in either the first or second year after completion of the first-year curriculum with Penn State Law.

Recommended Program of Study and Advising

All students in the program will have two advisers, one from PSL and one from COMM; the adviser from COMM may be any member of the Graduate Faculty in the College. Periodic interaction between the two advisers is encouraged. A program of study is developed for each student, taking into account the fact that some courses at both locations are offered on a rotating or intermittent basis. Many courses are offered every year, but some are offered every two or three years. Advisers will have available a list of projected relevant courses or educational experiences in order to work with the student on an individualized program of study. The standard committee structure will apply to the COMM M.A. program.

Fulfillment of Degree Requirements and Graduation

A student in the program may complete the requirements for one of the degrees and be awarded that degree prior to completing all the requirements for the other degree; provided, however, that the student shall have successfully completed at least two semesters of work towards the other degree. All courses in one program that will count towards meeting the requirements of the other must be completed before the awarding of either degree. Students will be required to fulfill all requirements for each degree in order to be awarded that degree, subject to the inter-program transfer of credits. If students accepted into the joint degree program are unable to complete the J.D. degree, they are still eligible to receive the M.A. degree if all M.A. degree requirements have been satisfied.

Important Note: If the joint degree student is using law (900-level) credits toward the graduate degree during their last semester of enrollment, they should be prepared to extend their graduate degree graduation to a subsequent semester (the following semester at a minimum). This is due to the graduate degree approval deadline falling before the law (900-level) course grading processes are complete. If students accepted into the joint degree program are unable to complete the J.D. degree, they are still eligible to receive the M.A. degree if all M.A. degree requirements have been satisfied.

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 eight (8) 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 Programs 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 them 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, they will help you select courses and possible thesis or paper/project ideas that fit with your specific needs, interests and goals. The responsibility for keeping in touch with you 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 or paper/project proposal. Your adviser can help you with an outline of your proposal. Once you have written your thesis or paper/project 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 Programs 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 their 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 Programs 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 Programs.
- 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 Programs 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 for thesis or 33 credits of course work, 3 credits of COMM 596, 1 credit of Colloquium for paper/project) and to begin discussion of the student's thesis or paper/project topic.
- **Thesis or Paper/Project 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 their adviser in the preparation of the thesis or paper/project 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 or paper/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 or paper/project** (The Graduate School has deadlines for intent to graduate, thesis format review, last date to defend, and last date to submit final thesis or paper/project. Contact the Coordinator of Graduate Programs 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 Programs.

Scheduling Committee Meetings

- Every committee meeting is scheduled through the Coordinator of Graduate Programs, 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 Programs 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 Programs 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 qualifying exam packet, your thesis or paper/project proposal and the final thesis or paper/project exam.
- Allow your committee adequate time to review the written materials you prepare for the qualifying exam/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 or paper/project 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 or paper/project, 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 paper/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 or paper/project 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 Programs of your scheduled thesis or paper/project 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 the thesis or paper/project 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 Programs.

Possible outcomes of the final oral examination are:

- Approval of the thesis or paper/project 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 final examination.

If the final 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 final 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:

<https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-800/gcac-803-procedures-termination-unsatisfactory-scholarship/>

Summary of Master of Arts Requirements – Thesis

Prior to Orientation Session

Person Responsible

- Assign faculty member to serve as temporary faculty adviser

GRADUATE PROGRAMS CHAIR

Second Semester

By second week of second semester

- Choose permanent adviser and notify Coordinator of Graduate Programs

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 Programs
(See Appendix IV for form)*

COMMITTEE CHAIR

Third Semester

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 Programs

COMMITTEE CHAIR

Last Semester (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 Coordinator of Graduate Programs

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

- Final Oral Examination

STUDENT

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

COMMITTEE CHAIR

- Submit Master's Signatory Page signed by committee to the
Colleges' graduate assistant.

COMMITTEE CHAIR

Before Leaving Campus

- Exit interview with Associate Dean and Coordinator of Graduate Programs

STUDENT

- Clean office area (if student is a Graduate Assistant)

STUDENT

- Return keys to the Facilities Manager (17A Carnegie Bldg)

STUDENT

- Complete Transfer/Separation Checklist (if student is a Graduate Assistant)

STUDENT

- Turn in Penn State I.D. card to Graduate Program office

STUDENT

Upon Completion of the Program

- Upload final thesis on the Thesis Office website

STUDENT

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

- Follow all guidelines and deadlines of the Graduate School's Thesis Office

STUDENT

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

* Note: All forms can be found on line at: <https://www.bellisario.psu.edu/graduate/graduate-student-resources/documents-and-forms>

Summary of Master of Arts Requirements - Non-Thesis

Prior to Orientation Session

Person Responsible

- Assign faculty member to serve as temporary faculty adviser

GRADUATE PROGRAMS CHAIR

Second Semester

By second week of second semester

- Choose permanent adviser and notify Coordinator of Graduate Programs

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 Programs
(See Appendix IV for form)*

COMMITTEE CHAIR

Third Semester

Beginning of third semester

- Schedule Paper/Project Proposal Meeting

STUDENT

Immediately following Paper/Project Proposal Meeting

- Submit Paper/Project Proposal and signed Paper/Project Proposal Form
to Coordinator of Graduate Programs

COMMITTEE CHAIR

Last Semester *(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 Coordinator of Graduate Programs

STUDENT

STUDENT

Early in last semester

- Submit draft of paper/project to committee chair or faculty adviser

STUDENT

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

- Submit copies of paper/project to committee members
(at least two weeks prior to final exam)

STUDENT

As soon as thesis or paper/project is approved by committee for a Final Oral Examination

- Final Oral Examination
- Submit signed oral exam form verifying Final Oral Examination
(see Appendix XI)*
- Submit Master's Signatory Page signed by committee

STUDENT

COMMITTEE CHAIR

COMMITTEE CHAIR

Before Leaving Campus

- Exit interview with Associate Dean and Coordinator of Graduate Programs
- Clean office area (if student is a Graduate Assistant)
- Return keys to the Facilities Manager (17A Carnegie Bldg)
- Complete Transfer/Separation Checklist (if student is a Graduate Assistant)
- Turn in Penn State I.D. card to Graduate Program office

STUDENT

STUDENT

STUDENT

STUDENT

STUDENT

Upon Completion of the Program

- Submit paper/project to Coordinator of Graduate Programs

* Note: All forms to be completed can be found online at:

<https://www.bellisario.psu.edu/graduate/graduate-student-resources/documents-and-forms>

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

By the end of the first semester

- Choose permanent adviser and committee.
Deliver Committee Appointment Form to Coordinator of Graduate Programs (See Appendix)

STUDENT

- Schedule Program Proposal Meeting (College undergraduate adviser must attend). Notify Coordinator of Graduate Programs of meeting.

STUDENT

Immediately following Program Proposal Meeting

- Submit signed Program Proposal Form to Coordinator of Graduate Programs (See Appendix VI for form)*

COMMITTEE CHAIR

- Submit signed IUG Semester Report to Coordinator of Graduate Programs (See Appendix VII for form)

COMMITTEE CHAIR

Second Semester

By the end of the second semester

- Submit signed IUG Semester Report to Coordinator of Graduate Programs (See Appendix VII for form)

COMMITTEE CHAIR

Third Semester

Beginning of third semester

- Schedule Thesis or Paper/Project Proposal Meeting

STUDENT

Immediately following Thesis or Paper/Project Proposal Meeting

- Submit Thesis or Paper/Project Proposal and signed Thesis or Paper/Project Proposal Form to Coordinator of Graduate Programs

COMMITTEE CHAIR

By the end of the third semester

- Submit signed IUG Semester Report to Coordinator of Graduate Programs (See Appendix VII for form)

COMMITTEE CHAIR

Last Semester (Spring/Summer 2024) (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 Coordinator of Graduate Programs

STUDENT

STUDENT

Early in last semester

- Submit draft of thesis or paper/project to committee chair or faculty adviser

STUDENT

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

- Submit copies of thesis or paper/project to committee members (at least two weeks prior to final exam)

STUDENT

As soon as thesis or paper/project is approved by committee for a Final Oral Examination

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

- Final Oral Examination
- Submit signed oral exam form verifying Final Oral Examination (see Appendix X or XI)

STUDENT

COMMITTEE CHAIR

Refer to page 15 for the Thesis option and page 17 for Paper/Project Option *STUDENT*

Before Leaving Campus

Exit interview with Associate Dean and Coordinator of Graduate Programs *STUDENT*

Bellisario 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 their 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 Media Studies
- International, Global and Development Communications
- History, Law, Government and Politics
- Media Effects
- Science, Health and Environmental Media
- 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.

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, they may be admitted into the MA program and (depending on success there) later re-apply to the Ph.D. program.
- The qualifying examination 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 qualifying 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 the qualifying exam, 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.

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 28 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 dissertation 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 501.001 and 501.002 fall and spring of first year
- COMM 590 Colloquium (taken first semester in program)
- Complete Responsible Conduct of Research education (See page 39 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 qualifying examination 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:

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. Courses in Communications may not be used to fulfill this requirement. 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 30)

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 their 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 qualifying examination meeting, which may preclude the inclusion of an outside member because it takes places so early in the student's program. Consequently, at the qualification examination 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 semester expected for these required meetings:

Qualifying Examination: _____

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 qualifying 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:

Committee Member	Area
_____	_____
_____	_____
_____	_____
_____	_____

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:
 - Qualifying Examination, to be completed by the end of the student's first year
 - Comprehensive Examination, 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 Programs 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) <https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-602-phd-committee-formation/> 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 their knowledge of the faculty at this university. Ph.D. students will have their permanent adviser named by the time the Qualifying examination is scheduled. Notify the Coordinator of Graduate Programs 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 Programs.
- 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 XVI)
- Your committee, with the possible exception of the member outside your area of study, should be in place in time for your qualifying exam 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 Graduate School’s policy on committee appointments and the appointment form are available online at : <https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-602-phd-committee-formation/> . The form needs to be given to the Coordinator of Graduate Programs for the Associate Dean’s approval before being submitted to the Graduate School.

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 Programs with any changes in your committee.

Scheduling the Committee Meetings

- Every committee meeting is scheduled through the Coordinator of Graduate Programs, 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 Programs must be fully consulted during the planning stages of your proposed committee meetings. The Coordinator of Graduate Programs 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 three weeks in advance**. (One week for College Approval and two weeks for the Graduate School approval). No exceptions.

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 Programs 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 qualifying exam 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.

Qualifying Examination and Program Plan Meeting

The qualifying exam 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 they have been appointed at this stage. The oral portion of the qualifying exam 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 qualifying exam 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 qualifying exam is especially important and should result in a plan of coursework leading to a high-quality doctoral education (See Appendix XIII).
- 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 shortcomings are identified, a plan for remediation must be drafted and implemented.

Guidelines for the Qualifying Examination and Program Plan Meeting

The qualifying exam 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 qualifying examination 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 Programs for your file). You and your chair/adviser must work closely with the Coordinator of Graduate Programs 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 their program plan by consensus. If problems occur, the chair/adviser should consult with the Graduate Programs Chair. Students may retake the qualifying 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 Programs.

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 qualifying examination 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 qualifying 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 qualifying 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) qualifying exam, 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, Qualifying Exam 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://aplng.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 **qualifying examination**, 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 their 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 their 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. A faculty member who teaches the course subject being taught by the student will observe the student and provide a short-written evaluation. 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 Programs 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 Programs 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. Therefore, the Coordinator of Graduate Programs needs three weeks' notice of exam date.** While the Coordinator of Graduate Programs 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 their 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 Programs 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 qualifying examination and should include, for example, an updated vita, 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 qualifying examination 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 their coursework and fulfilled the requirements of their program plan to learn substantial new content areas and be tested on them in their 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 qualifying exam 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 Coordinator of Graduate Programs 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 Programs 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 Programs.

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. The Graduate School sends each committee member an email the morning of the exam with a link to complete the evaluation in LionPATH. Each committee member must authenticate to login to LionPATH and file their decision immediately following the exam. 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 School website -GCAC-803—Procedures for Termination of the Degree Program of a Graduate Student for Unsatisfactory Scholarship: <https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-800/gcac-803-procedures-termination-unsatisfactory-scholarship/>

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 Programs 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 Programs.

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 Coordinator of Graduate Programs 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 Graduate School requires at least two weeks lead time to formally schedule the meeting date and process the necessary paperwork. Therefore, the Coordinator of Graduate Programs needs three weeks' notice of the exam date.**

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 Programs. 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 School website -GCAC-803—Procedures for Termination of the Degree Program of a Graduate Student for Unsatisfactory Scholarship: <https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-800/gcac-803-procedures-termination-unsatisfactory-scholarship/>

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, with the report submitted to the Graduate Dean, chair, coordinator and the student's committee. (See GCAC-603).

Summary of Doctoral Program Requirements

Prior to Orientation Session

- Assign faculty member to serve as temporary faculty adviser

Person Responsible

GRADUATE PROGRAMS CHAIR/
ASSOCIATE DEAN

Second Semester

By second week of second semester

- Choose permanent adviser and notify Coordinator of Graduate Programs. 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)

- Schedule Qualifying Examination (contact Coordinator of Graduate Education when meeting is scheduled) STUDENT

Immediately following Qualifying Examination

- Submit signed qualifying exam form, program plan, and required documentation to the Coordinator of Graduate Programs COMMITTEE CHAIR
(See Appendix XIII)*

After Qualifying Examination

Between Qualifying 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 members and submitted to the Coordinator of Graduate Programs). The Committee Appointment/Signature Form will need to be obtained from the College's graduate office. STUDENT

Final Semester of Coursework

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

Immediately following Comprehensive Exam

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

After completion of Comprehensive Exam

- Schedule Dissertation Proposal Meeting STUDENT
(Meet with Coordinator of Graduate Programs 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 Coordinator of Graduate Programs COMMITTEE CHAIR

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 Coordinator of Graduate Programs STUDENT

Early in last semester

- | | |
|--|-----------------|
| <input type="checkbox"/> Submit draft of dissertation to committee chair or faculty adviser | STUDENT |
| <input type="checkbox"/> Submit copies of dissertation to committee members
(at least two weeks prior to Final oral exam) | STUDENT |
| <input type="checkbox"/> Schedule <u>Final Oral Exam</u> (Meet with Coordinator of Graduate Programs for scheduling the exam and to ensure all requirements have been met) | STUDENT |
| <input type="checkbox"/> 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

- | | |
|--|---------|
| <input type="checkbox"/> Exit interview with Associate Dean and Coordinator of Graduate Programs | STUDENT |
| <input type="checkbox"/> Clean office area | STUDENT |
| <input type="checkbox"/> Return keys to the Facilities Manager (17A Carnegie Bldg) | STUDENT |
| <input type="checkbox"/> Complete Transfer/Separation Checklist | STUDENT |
| <input type="checkbox"/> Turn in Penn State I.D. card to Graduate Program office | STUDENT |

Graduate School's Thesis Office Information

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

Dual Degree in Women's, Gender, and Sexuality Studies (WGSS)

If interested, students in our PhD and masters programs can work with the department of Women's, Gender, and Sexuality Studies to obtain a dual degree. It is important to apply for dual degree enrollment before completing your qualifying exam at the end of your first year.

Our dual-title master's and Ph.D. degrees provide students with conceptual, methodological, and pedagogical training in the field of Women's, Gender, and Sexuality Studies. The WGSS graduate program embraces intersectional and transnational feminist approaches to knowledge production, pedagogy, and community engagement. Faculty and graduate students in WGSS integrate interdisciplinary theoretical frames and research methods to investigate topics and questions whose histories and impacts reach across academic fields in the arts, humanities, and social sciences. Students will be considered for admission to the master's or Ph.D. programs by the WGSS graduate admissions committee. Because this degree is combined with a master's or Ph.D. from one of our partner departments, students graduate well-prepared to produce cutting-edge, interdisciplinary scholarship; to teach across both disciplines; and to excel in a career in either field. Featured graduate courses include feminist theory, transgender people of color critique, and global Black feminist thought.

Academic Policies and Information

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 their 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, they must apply for it during the preceding spring semester.

PhD. Students receive four years of funding through an assistantship/fellowship. To receive funding for the fourth year, the student must have completed the comprehensive exam by the end of their third year and must reside in the state of Pennsylvania.

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.

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 <https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-602-phd-committee-formation/>

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), 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 successful completion of the qualifying examination. 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 College's Graduate Office **at least 3 weeks** prior to the examination. If the 3-week notice is not given, the Graduate School will not approve the exam request.
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 their 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 their 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 they 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 embedded 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. <https://www.bellisario.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 our 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 Coordinator of Graduate Programs 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. A student on assistantship should be enrolled for at least nine credits and no more than 12 credits.

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 Student Ombudspersons

A program of the Graduate School, Graduate Student Ombudspersons are exclusively available to consult with Penn State graduate students. Graduate students may request to meet with any of the ombudspersons. They provide a safe environment for graduate students to discuss issues and concerns. They assist students in identifying or creating options for resolution, understanding relevant policies, connecting with resources for support and assistance, and making referrals to formal channels with investigatory powers. For more information on this Graduate School program, go to <https://gradschool.psu.edu/graduate-student-life/graduate-student-ombudsperson-program/>.

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 <http://undergrad.psu.edu/aappm/G-9-academic-integrity.html>

General Standards of Professional Ethics (Policy AD47)

<https://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 Publications (Policy IP02)

<https://guru.psu.edu/policies/ip02.html>

The Use of Human Participants in Research (Policy RP03)

<https://guru.psu.edu/policies/rp03.html>

Sexual and/or Gender-Based Harassment and Misconduct (Including Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, Stalking and Related Inappropriate Conduct) (Policy AD85)

<https://guru.psu.edu/policies/ad85.html>

Information Assurance And IT Security (Policy AD 95)

<https://guru.psu.edu/policies/ad95.html>

Acceptable Use of University Information Resources (Policy AD96)

<https://guru.psu.edu/policies/ad96.html>

Statement of Intolerance (Policy AD29)

<https://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 and Guidelines for Funding Graduate Students' Professional Development

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 qualification 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:

- 1st-year Ph.D.: \$500
- 2nd-year Ph.D.: \$900
- 3rd-year Ph.D. students: \$1000
- 4th-year Ph.D. students: \$1100
- 2nd year MA students on assistantships: \$600

With Dean's approval, funding that is unused in a fiscal year is eligible to carry forward to the next fiscal year. A student's expenses should not exceed the total amount of funding (PhD = \$3,500) that is given across the 1st, 2nd, 3rd, and 4th years.

Given that 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.

All students will be required to submit a Graduate Funding Request form for conference/travel before attending an event. Your adviser will need to sign this document in support of your conference attendance.

All first-year students who are not on assistantship 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 considering the availability of funds and the necessity for attendance.

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 page 47 for University requirements for international travel.

Reimbursement Procedures

Students requesting travel funding to attend conferences must have received an invitation to present. A

copy of the invitation email must accompany the Graduate Funding Request Form.

Anthony Travel through SAP Concur is required to book airfare. The link is: [Penn State SAP Concur](#)

Graduate students adding personal travel must submit a travel comparison that includes the cost of round-trip travel that does not include personal travel. Round Trip must be from State College to venue of conference within one day prior to and after conference dates. The College will not reimburse students for the personal portion of travel.

If traveling by car, the start location and venue must be included in the report. Mileage will be calculated electronically by the system. If additional stops are taken, the locations of these stops must be included. The University will reimburse for mileage, not gas. The current rate is 62.5 cents per mile. For those who carpool, the graduate student whose vehicle is being used will be reimbursed (the amount per student will be divided among those who are carpooling). The choice of flying versus driving is influenced by distance, time, cost, and one's preference. When flying is the economical choice, but one chooses to drive and the round-trip mileage is 750 miles or more, the reimbursement may not exceed the cost of the lowest available air transport for the same points of origin and destination. The traveler must provide appropriate price quotes from either Travel OnLion or an acceptable travel agency, obtained at the time of the decision to drive vs. fly, to document the appropriate airfare for comparison.

To receive the total amount of funding requested, all detailed receipts must be submitted with a completed [Travel Reimbursement Checklist - CONUS](#) Or [Travel Reimbursement Checklist - OCONUS](#) within five business days of the conference's end. If this is not possible, please contact the Coordinator of Graduate Programs. Reimbursements will be processed first received first completed.

Receipt submission should include:

- Fully executed Travel Reimbursement form (CONUS or OCONUS)
 - This includes all expenses that are to be reimbursed to traveler.
- Provide all the details of the travel even if you are not asking for reimbursement.
 - Who traveled
 - Why did they travel
 - What did they travel for
 - When did they travel
 - Where did they travel
 - How did they travel
- If traveling by air. Airfare confirmation (Anthony Travel) which includes:
 - Full itinerary of travel (This includes time and date of departures and arrivals)
 - Total amount of travel including all taxes and fees
 - Which Airline traveled on (Delta, US Airways, United, etc.)
- If traveling by vehicle, starting address, and all points traveled to.
- Detailed Conference registration with amount paid.
- Itemized lodging expense.
- Membership if required for reduced conference registration.
- Conference or event program or flyer.
- Any other pertinent travel details.

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 everyone 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 SAP Concur. After the receipts are input by staff in the Graduate Office, the student will receive an email from SAP Concur, indicating that the request is ready for review and submission.

The chain for the reimbursement is:

1. Entered by Grad Office staff
2. Graduate Student submits the request through SAP Concur (www.sapconcur.psu.edu). Penn State user ID and password will be needed to log into the system.
3. Budget Assistant approves
4. Assistant to the Financial Officer approve
5. Financial Officer approves
6. Accounting Office approves

Note: Reconciliation can take several days to a several weeks 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 [Non-Employee Travel Form](#).

Poster Costs

The College will pay for the printing of the poster for conference presentations. Students making poster presentations must contact the Graduate Office on how to print the poster.

International Travel Policy

All students, faculty, and staff traveling either in a group or individually for University purposes (with a club, organization, team, college, or department) or with University funding must record international travel in the TSN database prior to departure as outlined in the [University's International Travel Requirements Policy](#). This includes travel for international research, conferences, and internships. Complete a new travel record for each of your university-affiliated international trips at least 30 days (about 4 and a half weeks) before you depart. For each travel record, the TSN system will identify which forms you need to complete. Once you have completed all the web-based forms in the TSN system for your travel record and attended an Emergency Preparedness Workshop (if applicable), your

record will be reviewed for completeness by university experts, and you will receive a TSN confirmation email once reviewed. The review process may take up to a few weeks before you receive your final confirmation.

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.

The TSN Staff may be reached via email (tsn@psu.edu) or via phone (814-863-8788).

International Travel Requirements Policy:

<https://policy.psu.edu/policies/tr01>

TSN:

<https://global.psu.edu/category/travel-safety-network>

HTH Worldwide:

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

Penn State Travel Policy/Insurance:

<https://policy.psu.edu/policies/tr02#I>

Office and Key Assignments

The Graduate Assistant Office is located in 008 Carnegie Building on the ground floor. Shared desk space is available in the main area of the office. 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 colleagues. 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 Facilities Manager, 17 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.

Room Reservations

If you need to reserve a room in the Carnegie Building, please contact the Administrative Support Assistant at the front desk of the Dean's office or the Coordinator for Graduate Programs.

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 **SOCIAL AND CULTURAL ASPECTS OF ADVERTISING (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 non-thesis research, which are supervised on an individual basis and which fall outside the scope of formal courses.
- COMM 597 **SPECIAL TOPICS**
- COMM 601 **Ph.D. DISSERTATION FULL-TIME**
- COMM 602 **SUPERVISED EXPERIENCE IN COLLEGE TEACHING**
- COMM 603 **FOREIGN ACADEMIC EXPERIENCE**
- COMM 610 **THESIS RESEARCH OFF CAMPUS**
- COMM 611 **Ph.D. DISSERTATION PART-TIME**

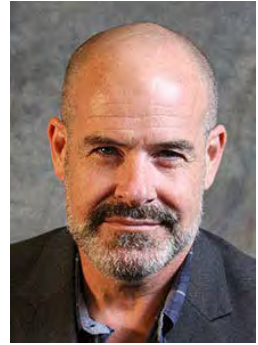
Lee Ahern

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Research Interests:

Ahern's research focuses on the description, analysis and ethics of strategic messages, primarily in the context of science, 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 science, environmental and health communications. In particular, he has explored psychological effects and cognitive processing implications of different environmental message factors.

Ahern is the Director of the Science Communication Program and Coordinator of the Digital Trends and Media Analytics minor.

Selected Publications:

Ahern, L., Connolly-Ahern, C. & Hoewe, J. (2016). Worldviews, issue knowledge, and the pollution of a local science information environment. *Science Communication*, 38(2), 228-250.

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.

Denise Bortree



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Research Interests:

Research interests include nonprofit organization communication and environmental sustainability.

Biography:

Denise Bortree is associate dean for academic affairs, professor in the department of advertising/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 40 peer-reviewed journal articles, which have been published in journals such as *Journalism and Mass Communication Quarterly*, *Journal of Public Relations Research*, *Nonprofit Management & Leadership*, *Public Relations Review*, *International Journal of Nonprofit & Voluntary Sector Marketing*, among others. She has been a guest editor for special issues of four journals, *Journal of Public Relations Research*, *Journal of Public Relations Education*, *Public Relations Journal*, and *PRism*. In 2011 she consulted for the United Nations on the State of the World's Volunteerism study. 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:

Huang, Y., Bortree, D. S., Yang, F., & Wang, R. (2020). Encouraging volunteering in nonprofit organizations: The role of organizational inclusion and volunteer need satisfaction. *Journal of Nonprofit & Public Sector Marketing*, 32(2), 147-165.

Bortree, D.S. (2019). Ethics training at public relations agencies: Identifying current trends and future directions, *Journal of Public Relations Education*.

Ott, H., Wang, R., & Bortree, D.S. (2016). Communicating Sustainability Online: An Examination of Corporate, Nonprofit, and University Websites. *Mass Comm & Society*, 19(5), 671-687.

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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Email: cuc15@psu.edu

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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.

Benjamin W. Cramer

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Research Interests:

Telecommunications Law, Media Law, Environmental Policy

Biography:

Cramer joined the Department of Telecommunications in 2010 as a post-doctoral fellow for the Institute for Information Policy, serving as Managing Editor of the *Journal of Information Policy*. He became a Senior Lecturer in 2014 and an Associate Teaching Professor in 2017.

His research focuses on media law and telecommunications policy, with concentrations in government transparency, democratic theory, privacy/surveillance, and the political economy of communications. Environmental law is a significant outside interest. He teaches courses in telecommunications law, media law, and, on occasion, environmental policy.

He previously served as a Visiting Professor of telecommunications and public policy at Central European University in Budapest, Hungary. He has published several peer-reviewed journal articles, presented more than a dozen conference papers, and published the book *Freedom of Environmental Information* (2011).

Cramer also has nearly a decade of experience as a curriculum designer and as a classroom instructor in the information technology field, and is the author/editor of seven general interest books about outdoor recreation.

Selected Publications:

Privacy Exceptionalism Unless It's Unexceptional: How the American Government Misuses the Spirit of Privacy in Two Different Ways to Justify Both Nondisclosure and Surveillance, *The Ohio State Technology Law Journal*, vol. 16, pg. 306-350 (2020)

The Influence of Topography and Fracking on Cellular Network Availability in Unserved Areas of North Central Pennsylvania, *Journal of Information Policy*, vol. 9, pg. 238-279 (2019)

Old Love for New Snoops: How Exemption 3 of the Freedom of Information Act Enables an Irrebuttable

Presumption of Surveillance Secrecy, *Communication Law and Policy*, vol. 23, pg. 91-124 (2018)

A Proposal to Adopt Data Discrimination Rather than Privacy as the Justification for Rolling Back Data Surveillance, *Journal of Information Policy*, vol. 8, pg. 5-33 (2018)

Right Way Wrong Way: The Fading Legal Justifications for Telecommunications Infrastructure Rights-of-Way, *Telecommunications Policy*, vol. 40, pg. 996-1006 (2016)

Frank Dardis

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Research Interests:

1. Persuasive effects of information (mostly message factors) in consumer-related, corporate-communications, 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 main areas: the persuasive effects of message factors, and the effects of in-game advertising in videogames. He is a Faculty Affiliate of Penn State's Media Effects Research Laboratory, at which he conducts most of his research, and is a Senior Research Fellow at the Arthur W. Page Center for Integrity in Public Communication. He also is Associate Editor of *Journal of Promotion Management* and sits on the Editorial Boards of *Journal of Interactive Advertising* and *Mass Communication and Society*. In addition to teaching numerous undergraduate courses, Dr. Dardis teaches a graduate seminar in strategic communications and persuasion (COMM 520) and an online M.P.S. course in strategic communications (COMM 531), and serves on multiple Master's and Doctoral committees. Prior to working in academia, Dr. Dardis worked in the marketing and advertising departments of several large corporations, including an Anheuser-Busch subsidiary, a golf course/real estate developer, and a professional baseball team.

Selected Publications:

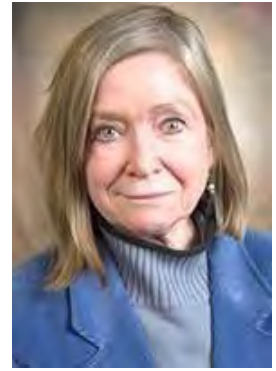
Dardis, F. E., Schmierbach, M., Sherrick, B., & Luckman, B. (2019). How game difficulty and ad framing influence memory of in-game advertisements. *Journal of Consumer Marketing*, 36(1), 1-11.

Dardis, F. E., Schmierbach, M., Sherrick, B., Waddell, F., & Aviles, J., Kumble, S., & Bailey, E. (2016). Adver-where? Comparing the effectiveness of banner ads and video ads in online video games. *Journal of Interactive Advertising*, 16(2), 87-100.

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., Boydston, 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.

Jo Dumas



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Research Interests:

Information and Communication Technology knowledge sharing and application toward United Nations Sustainable Development Goals and achievement by 2030.

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 Community College, Engineering Science

Professional Experience includes:

Associate Teaching Professor: Penn State University, University Park, PA, 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 1998-2003
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.

LaShonda Eaddy



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Research Interests: public relations, crisis communication

Biography:

LaShonda L. Eaddy's passion for public relations has taken her from corporate communication to the classroom. The self-proclaimed “practitioner scholar” understands the integral roles that public relations professionals and scholars play in the development, understanding and growth of the profession. She is accredited in public relations (APR) and has spent time primarily in the healthcare industry and has recently been recognized in Dallas PRSA’s inaugural 40 Under 40 2021 honoree class.

Dr. Eaddy is a crisis history expert and investigates ways that crisis history can inform crisis communications scholarship and crisis communication strategy. Her goal is to conduct theoretically-grounded research that will help professionals develop more effective crisis communication and reputation management strategies and sound measures to inform and evaluate those strategies. Dr. Eaddy’s research examines the ways organizations have handled previous crises and how that affects publics’ perceptions and emotions during current crises. She is also interested in health and risk communication research that can help communicators create effective strategies to relay pertinent information to publics. Dr. Eaddy’s Crisis History Framework provides insight into crisis history salience by offering influential factors that impact stakeholders’ reliance on perceptions of organizations’ and their industry’s previous crises and how that affects their assessments of current crises. Dr. Eaddy also conducts historical research to explore parallels between historical crises and contemporary crises.

Her passion for the public relations profession and research is evident in the classroom. She believes future public relations professionals are the key to bridging the gap between the industry and academe. Her goal is to use her professional experience to help students connect theory and practice and develop an appreciation for both. Dr. Eaddy’s courses help students develop critical-thinking skills that will be essential to their professional and personal success.

Selected Publications:

- *Perspective| crises can turn into a positive for savvy businesses.* The Washington Post. <https://www.washingtonpost.com/outlook/2022/01/03/crises-can-turn-into-positive-savvy-businesses/>
- Eaddy, L. L. (2021). Unearthing the facets of crisis history in crisis communication: A conceptual framework and introduction of the Crisis History Salience Scale. *International Journal of Business Communication*. <https://doi.org/10.1177/2329488420988769>

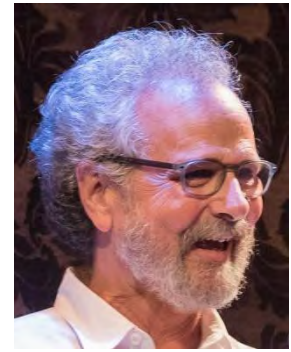
Russell Frank

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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 as a freelance and as a regular columnist for Statecollege.com. His columns were awarded first place in the 2019 Keystone SPJ Spotlight Contest. He spent the 2019-2020 academic year teaching at Aristotle University of Thessaloniki in Greece as a Fulbright Scholar. He has twice been a Fulbright Scholar: in Ukraine in 2012-13 and in Greece in 2019-20.

Selected Publications:

“Making Visible the Invisible: George Orwell’s ‘Marrakech.’” In *Social Justice and Literary Journalism*, Robert Alexander and Willa McDonald, eds., Springer International Publishing (in press).

“Field-Truthing a Dream,” *Hidden Compass*, January 2021. <https://hiddencompass.net/story/field-truthing-a-dream/>

“Fake News vs. ‘Foke’ News: A Brief, Personal, Recent History,” *Journal of American Folklore* 131, (Fall 2018).

Among the Woo People: A Survival Guide for Living in a College Town. Penn State Press (2017).

“Invasion of the Red Bull Zombies,” *New York Times*, Nov. 5, 2017.

Homero Gil de Zúñiga

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Research Interests:

My research interests converge within the fields of Journalism, Communication and Political Science. Generally, how do new technologies, digital, social media, and algorithm in AI, affect people's daily lives? What are the mechanisms that explain the ways people participate politically, and civically? In a potentially fragmented and polarized (social) media context, and with fake news and misinformation unabated, how do citizens become informed and discuss politics today? What is the role of new technologies, digital, and social media, in these processes? My scholarly work seeks to improve our understanding of all these processes and hopefully, contributes to creating a healthier, more informed, participatory, and egalitarian democracy.

Biography:

Along with his duties as a professor at Penn State, Gil de Zúñiga is a distinguished research professor in political science at University of Salamanca, where he directs the Democracy Research Unit, and a senior research fellow at Universidad Diego Portales, Chile. Prior to these appointments he was the Medienwandel Professor at University of Vienna, an associate professor at the University of Texas, and a Research Fellow at several Institutions (i.e., Center for Information Technology Policy at Princeton University, Nieman Journalism Lab at Harvard University, etc). He has published several books and book chapters with prestigious academic publishers, including his latest (forthcoming) book *Social Media Democracy Mirage* with Cambridge University Press. Likewise, his work (over 120 articles) has been published in numerous JCR indexed peer reviewed academic journals, receiving research awards from the World Association for Public Opinion Research (WAPOR), the International Symposium on Online Journalism (ISOJ), the Association for Education in Journalism and Mass Communication (AEJMC), the International Communication Association (ICA), and the American Political Science Association (APSA).

Gil de Zúñiga serves as ad hoc reviewer for over 80 scientific journals, and sits at over 20 journal editorial boards. He is an ICA Fellow, recipient of the Kriegbaum Under-40 Award, the Baskett Mosse Award at AEJMC, and was included in Clarivate's list in 2020 (Wos/JCR) as Highly Cited Scholar.

Selected Publications:

Gil de Zúñiga, H., & Goyanes, M. (2022). Fueling Civil Disobedience in Democracy: WhatsApp News Use, Political Knowledge, and Illegal Political Protest. *New Media & Society*.

Gil de Zúñiga, H., Borah, P., & Goyanes, M. (2022). How Do People Learn About Politics When Inadvertently Exposed to News? Incidental News Paradoxical Direct and Indirect Effects on Political Knowledge. *Computers in Human Behavior* doi:10.1016/j.chb.2021.106803

Gil de Zúñiga, H., Borah, P., & Goyanes, M. (2021). How do People Learn About Politics When Inadvertently Exposed to News? Incidental News Paradoxical Direct and Indirect Effects on Political Knowledge. *Computers in Human Behavior*, 121, 106803.

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 Hagopian is a media studies generalist and a cinema studies specialist. He has published articles on a variety of topics in cinema history and theory, in areas such as parody, postcolonialism, race, and whiteness, as well as an edited anthology on higher education pedagogy. He is currently completing a book manuscript entitled *Hollywood Restoration: Corporate Self-Promotion and Nationhood in the American Film Industry, 1936-1945*.

Corporate Self-Promotion and Nationhood in the American Film Industry, 1936-1945.

Kevin teaches a variety of undergraduate courses in the critical/cultural wing of the College, including Comm 150: Introduction to the Art of the Cinema, Comm 250: Film Theory and History, Comm 333: Film History from its Beginnings to 1960, Comm 454: The Documentary Cinema, and Comm 411: Cultural Aspects of the Mass Media. Kevin also teaches our graduate seminar Comm 502: Pedagogy of Communications. He has served on a variety of graduate thesis and dissertation committees in the College, recently on topics such as Afrofuturism and *Black Panther*, media representations of Appalachia, and the institutions of music supervision in film. Kevin also works on programming and logistics for the 2021 Centre Film Festival, an international film festival now in its third year. He is a past winner of the College's Alumni Society Award for Excellence in Teaching, and the first winner of the Thomas W. Briggs Award for Distinguished Teaching at the University of Memphis, where he taught African American studies.

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.

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 Bellisario College. 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. She is currently co-editor, with Andrew C. Billings, of the Sage journal, *Communication & Sport*.

Selected Publications:

Bien-Aime, S., & Hardin, M. (2016). Gatekeeping and sport communication. *Routledge Handbook of Theory in Sport Management* (G. Cunningham, J. Fink, A. Doherty, Eds.). Routledge, 332-339.

Laucella, P.C., Hardin, M., Bien-Aime, S., & Antunovic, D. (2016). Diversifying the sports department and covering women's sports: A survey of sports editors. *Journalism & Mass Communication Quarterly*. DOI: 0.1177/1077699016654443.

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 innovation and entrepreneurship, gig economy labor and freelancing, news deserts, media economics, pedagogy and learning assessment in journalism, communications and entrepreneurship.

Biography:

Anne Hoag, associate professor, is director of innovation and entrepreneurship for the Bellisario College of Communications and director of the Center for Penn State Student Entrepreneurship. She teaches and conducts research in the areas of entrepreneurship, media economics and entrepreneurship education. In 2020, she co-founded Centre County News Initiative. 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:

Antunovic, D., Grzeslo, J., & Hoag, A. M. (Co-Author) (2019). "Ice Cream is Worse, and Joblessness is Not an Option" Gendered experiences of freelancing. *Journalism Practice*, 13(1), 52-67. ISBN/ISSN #/Case #/DOI #: <https://doi.org/10.1080/17512786.2017.1410069>

Hoag, A. M. (Co-Author), & Grzeslo, J. (2019). Awareness of and experience with online outsourcing journalism labor markets: A benchmark study of freelance journalists. *First Monday*, 24(1-7), 11. ISBN/ISSN #/Case #/DOI #: <https://doi.org/10.5210/fm.v24i1.9581>

Carpenter, S., Hoag, A. M. (Author), & Grant, A. E. (2018). An Examination of Print and Broadcast Journalism Students' Personality Traits. *Journalism & Mass Communication Educator*, 73(2), 147-166. [http://doi: 10.1177/1077695816688315](http://doi:10.1177/1077695816688315).

Hoag, A. M., Grant, A. E., & Carpenter, S. (2017). Impact of Media on Major Choice: Survey of Communication Undergraduates. *NACADA Journal*, 37(1), 5-14. [http://http://dx.doi.org/10.12930/nacada-15-040](http://dx.doi.org/10.12930/nacada-15-040). ISBN/ISSN #/Case #/DOI #: 0271-9517

Compaine, B., & Hoag, A. (2012). Factors supporting and hindering new entry in media markets: A study of media entrepreneurs. *International Journal on Media Management*, 14(1), 27-49. doi:10.1080/14241277.2011.627520

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

Matthew Jackson

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Research Interests:

Intellectual property, First Amendment, 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 and advertising 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 media and 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. (2022). 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.

Krishna Jayakar

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Research Interests:

Universal broadband policy; media economics (international distribution of film and television programs), political economy of copyright

Biography:

Dr. Krishna Jayakar is a Professor and Head of the Department of Telecommunications and Media Industries and the co-Director of the Institute for Information Policy. 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 as Visiting Professor at the University of Electronic Science and Technology of China (UESTC) in Chengdu, China. He is the Co-Editor of the Journal of Information Policy and associate editor 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.

He teaches courses in telecommunications management and media economics, including a graduate seminar, Comm 585, Media and Telecommunications Industries. He also leads the Information Policy Research Group, that meets once every two weeks during the academic year.

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 Indian Institute of Technology-BHU, India, and masters and PhD from Indiana University, Bloomington.

Selected Publications:

Park, E., Frieden, R., & Jayakar, K. (forthcoming). Factors affecting the frequency and length of blackouts in retransmission consent negotiations: A quantitative analysis. *International Journal of Media Management*.

Min, B., Wang, R. Y., Bai, Y., Grzeslo, J., & Jayakar, K. (forthcoming). Impact of free trade agreements on Internet domain name arbitration cases: A cross-national comparison of the Uniform Dispute Resolution Policy. *Policy & Internet*.

Min, B., Bai, Y., Wang, R. Y., Grzeslo, J., & Jayakar, K. (forthcoming). Voting in local and national elections: The role of local and national news consumption and news media preference. *Atlantic Journal of Communication*.

Jayakar, K. (2020). Open Government Data metrics: An international comparison (in Chinese). In B. Zhang (Ed.), *Network Comprehensive Governance Capability*. Beijing, China: BUPT Press.

Bai, Y., Grzeslo, J., Min, B., & Jayakar, K. (forthcoming, 2020). Accessibility of local government websites: Influence of financial resources, county characteristics and local demographics. *Universal Access in the Information Society*. <https://doi.org/10.1007/s10209-020-00752-5>

Frieden, R., Jayakar, K., & Park, E. (2020). There's probably a blackout in your television future: Tracking new carriage negotiation strategies between video content programmers and distributors. *Columbia Journal of Law & Arts*, 43, 487-515.

Jayakar, K. & Park, E. (2020) Emergence of OTT video and the production expenditures of established audiovisual producers. *Journal of Broadcasting & Electronic Media*, 64(5), 836-857.

Matthew Jordan

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Research Interests:

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

Biography:

Matt Jordan is head of the Department of Film Production & Media Studies and a critical media scholar who works on the role of media in everyday culture. He 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 to understand the expansion of media into all aspects of everyday life. 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. His new book, *Danger Sound Klaxon: The Horn that Changed History* (forthcoming from UVA Press), details how the vanguard marketing of klaxon horn technology in the early days of the Automobile changed the public's perception of its uniquely loud noise by associating this communication technology with safety. His essays on emerging issues and trends in media culture, their history and their implications for democracy, have appeared in *The Conversation*, *Quartz*, *The Washington Post*, *Fortune*, *Smithsonian*, *The Huffington Post*, *Scroll*, and elsewhere. He is the Executive Producer of the PSU Humanities Institute's Emmy-nominated documentary series "HumIn Focus," and is 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. (2020). "Noise," in *Information: Keywords*, Abel, J., Frederick, S. and Kennerly, M. eds. (Columbia University Press).

Jordan, M. (2017). "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. (Peter Lang).

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.

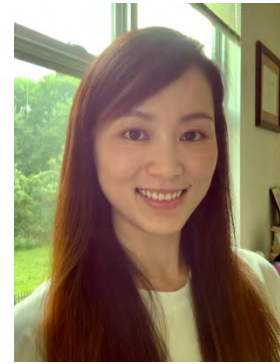
Sara Liao

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Research Interests:

Globalization, critical media studies, digital labor and consumer culture, feminist politics, sexual harassment and misogyny, social movements and protest arts

Biography:

I am a media scholar and feminist. I got my Ph.D. in media studies from the Moody College of Communication at the University of Texas. I have worked at the Chinese University of Hong Kong (CUHK) as an assistant professor before joining Penn State. My research investigates how media technologies, the state, consumerism, and gender dynamics are imbricated in the production of culture and the various forms of identities in a transnational setting, with a focus on broader Chinese societies. My recent book *Fashioning China: Precarious Creativity of Women Designers in Shanzhai Culture* (Pluto, 2020) focuses on the creativity and precarity of a group of women fashion designers, whose experience encapsulates the shifting cultural terrain in China. I also have various publications in highly regarded peer-reviewed journals, including *Signs: Journal of Women in Culture and Society*, *Journal of Communication*, *Communication, Culture & Critique*, and *Chinese Journal of Communication*. I am currently work on researching and writing about feminist movement in China and activism against sexual harassment, sexism and misogyny. I am interested in teaching various topics related to global communication, gender and media, and critical cultural theories.

Selected Publications:

Liao, S. (forthcoming). Feeling the 2019 Hong Kong Anti-ELAB movement: Emotion and affect in the Lennon Walls. *Chinese Journal of Communication*.

Liao, S. (2020). *Fashioning China: Precarious creativity of women designers in Shanzhai culture*. London: Pluto Press.

Ling, Q., & Liao, S. (2020). Intellectuals debate #MeToo in China: Legitimizing feminist activism, challenging gendered myths, and reclaiming feminism. *Journal of Communication*, 70(6), 895-916.

Stephanie Madden

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Research Interests:

Public Relations, Activism, Crisis Communication, Intersectional Feminism, Social Media, Women in Politics, Qualitative and Rhetorical Methodologies

Biography:

Stephanie Madden is an assistant professor in the Department of Advertising and Public Relations and affiliate faculty member in the Department of Women's, Gender, and Sexuality Studies. Dr. Madden earned her B.A. in communication studies from Vanderbilt University and a M.A. in communication from the University of Maryland. She finished her Ph.D. at the University of Maryland in 2016. Prior to pursuing her Ph.D., Dr. Madden was a full-time researcher at the National Consortium for the Study of Terrorism and Responses to Terrorism (START), a Department of Homeland Security Center of Excellence. During this time, she helped to develop a FEMA-accredited risk and crisis communication training and conducted research on FEMA's Wireless Emergency Alert system.

Selected Publications:

Madden, S., & Levenshus, A. (2021). Broadening the umbrella of women's leadership and public relations: an ethnographic case study of a women's political leadership development program. *Journal of Public Relations Research*. <https://doi.org/10.1080/1062726X.2021.2015354>

Madden, S., Haught, M. J., & James, A. R. (2021). Key issue operatives in an issue-driven network: Public relations as a "pocket of strength" in campus sexual assault awareness and prevention. *Public Relations Review*, 47(5), 1-8. <https://doi.org/10.1016/j.pubrev.2021.102114>

Madden, S., & Alt, R. A. (2021). Know her name: Open dialogue on social media as a form of innovative justice. *Social Media + Society*, 7(1), 1-10. <https://doi.org/10.1177/2056305120984447>

Madden, S. (2019). The issue with issues management: Considering the emotional and gendered core of issues. *Public Relations Inquiry*, 8(3), 299-317. <https://doi.org/10.1177/2046147X19872240>

Madden, S. (2018). Engaging collaborative communities: Dialogue and campus sexual assault. *Journal of Communication Management*, 22(3), 296-308. <https://doi.org/10.1108/JCOM-06-2017-0064>

Madden, S., Janoske, M., Winkler, R. B., & Harpole, Z. (2018). Who loves consent? Social media and the culture jamming of Victoria's Secret. *Public Relations Inquiry*, 7(2), 171-186. <https://doi.org/10.1177/2046147X18764216>

Ann Marie Major



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Research Interests:

Strategic communication, risk communication, and communication in disasters and emergencies

Biography:

Ann Marie Major serves as the faculty lead for the MPS program in strategic communications at Penn State. Her teaching focuses on strategic communications and public relations. Her research focuses on media coverage of risk and mass emergencies and disasters. 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 critical advertising studies, popular culture, and the political economy of the media

Biography:

Matthew P. McAllister is Professor of Communications in the Department of Film Production & Media Studies. 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. (2022). Representations of the working-class in Trump-era advertising. *Democratic Communiqué*, 31(1), 1-19.

<https://scholarworks.umass.edu/democratic-communicue/vol31/iss1/1>

McAllister, M. P. (2021). Commercialization. In G. Ritzer (Ed.), *The Blackwell encyclopedia of sociology* (2nd ed.). Oxford, England: Wiley-Blackwell.

<https://doi.org/10.1002/9781405165518.wbeos1089>

McAllister, M. P., & Cruz, J. (2020). Critical theory: Celebrating the rich, individualistic superhero. In M. J., Smith, M. Brown, & R. Duncan (Eds.), *More critical approaches to comics: Theories and methods* (pp. 7-19). New York: Routledge.

McAllister, M. P., & Galarza, L. (2020). Working-class bodies in advertising. In E. Polson, L. S. Clark, & R. Gajjala (Eds.), *The Routledge companion to media and class* (pp. 17-26). New York: Routledge.

McAllister, M. P., & Proffitt, J. M. (2020). Media ownership, autonomy, and democracy in a corporate age. In L. Wilkins & C. G. Christians (Eds.), *The Routledge handbook of mass media ethics* (2nd Ed.) (pp. 465-478). New York: Routledge.

McAllister, M. P., & Stoltzfus-Brown, L. (2020). Television advertising: Texts, political economy and ideology. In J. Wasko & E. R. Meehan, *A companion to television* (2nd Ed.) (pp. 165-182). Oxford, England: Wiley Blackwell.

Jessica Gall Myrick

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Research Interests:

Media Effects; Health/Science/Environmental Communication; Emotions; Celebrities and Audience Involvement; Quantitative Research Methodology

Biography:

Jessica Gall Myrick's research takes an interdisciplinary approach to examining the role of emotions in shaping audience responses to health, science, and environmental messages. This often includes quantitative research into how facets of popular culture and our mediated relationships with celebrities influence our beliefs and behaviors related to health, science, and the environment. Myrick has published more than 60 peer-reviewed journal articles, a book, and multiple chapters on those topics since graduating with her doctorate in Mass Communication from the University of North Carolina at Chapel Hill in 2013.

Professor Myrick is eager to work with graduate students who are interested in quantitative methods and biometric as well as longitudinal approaches to understanding media effects, particularly in the contexts of health messaging and pop culture. I am very interested in working with detail-oriented graduate students who would enjoy learning more—together with me—about lab-based biometric research as well as longitudinal methods and statistics. Please check out my website for more on my advising philosophy and current research: <http://www.emotionsandmedia.com>

Selected Publications:

- Myrick, J. G., Waldron, K. A., Cohen, O., DiRusso, C., Shao, R., Willoughby, J. F., & Turrisi, R. (2022). The effects of embedded skin cancer interventions on sun-safety attitudes and attention paid to tan women on Instagram. *Frontiers in Psychology*.
- Myrick, J. G., Nabi, R.L., & Eng, N. J. (2021). Consuming memes during the COVID pandemic: Effects of memes and meme type on COVID-related stress and coping efficacy. *Psychology of Popular Media*.
- Myrick, J. G. & Willoughby, J. F. (2021). The 'celebrity canary in the coal mine for the coronavirus': An examination of a theoretical model of celebrity illness disclosure effects. *Social Science & Medicine*.
- Nabi, R. L., & Myrick, J. G. (2019). Uplifting fear appeals: Considering the role of hope in fear-based persuasive messages. *Health Communication*.
- Myrick, J. G. (2015). Emotion regulation, procrastination, and watching cat videos online: Who watches Internet cats, why, and to what effect? *Computers in Human Behavior*.
- Myrick, J. G. & Evans, S. D. (2014). Do PSAs take a bite out of *Shark Week*? The effects of juxtaposing environmental messages with violent images of shark attacks. *Science Communication*.

Mary Beth Oliver

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Research Interests:

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

Biography:

Mary Beth Oliver is the Bellisario Professor of Media Studies in the Department of Film/Video & Media Studies and co-director of the Media Effects Research Lab. She is currently serving as President of the International Communication Association. Her research focuses on entertainment psychology and on the intersection of media with emotion and social cognition. Her recent publications 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 2017 was awarded the Aubrey Fisher Mentorship Award from ICA. In 2015 she began work as co-PI on a \$1.9 million 3-year grant from the John Templeton Foundation to study inspiring media.

Selected Publications:

Oliver, M. B., Raney, A. A., Janicke-Bowles, S. H., Dale, K. R., Appel, M., & Bartsch, A. (in press). Model of media inspiration. *Journal of Media Psychology*.

Raney, A. A., Janicke-Bowles, S. H., Oliver, M. B., & Dale, K. R. (2020). *Introduction to positive media psychology*. New York: Routledge.

Oliver, M. B., Raney, A. A., & Bryant, J. (Eds.) (2019). *Media effects: Advances in theory and research* (4th ed.). New York: Routledge.

Oliver, M. B. (2019). Virtual Issue: Mary Beth Oliver and the study of positive communication. *Journal of Communication*. https://academic.oup.com/joc/pages/mary_beth_oliver_vi

Oliver, M. B., Bilandzic, H., Cohen, J., Ferchaud, A., Shade, D. D., Bailey, E. J., & Yang, C. (2019). A penchant for the immoral: Implications of parasocial interaction, perceived complicity, and identification for liking of anti-heroes. *Human Communication Research*.

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Research Interests:

Media Systems as influenced by politics, economics, and cultures

Biography:

Anthony Olorunnisola, BA (Hons), MA (University of Ibadan, Nigeria); PhD (Howard University), is a tenured professor and Associate Dean of Graduate Programs & Research. He routinely teaches undergraduate and graduate courses that include COMM 100 Media & Society; COMM 419(+H) World Media Systems; COMM 502 Pedagogy in Communications; COMM 505 International Communication Problems; and COMM 510 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 studies influences of nations' politics, economics, and cultures on media systems. 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 focus on media in African transitional societies [e.g., post-apartheid, post-military, and post-democratic governance].

He has in progress solo and collaborative projects that are tracking African media contributions to 'turns in decolonization'. His aspiration in the latter instance is to showcase media practitioners' efforts to decolonize and/or demarginalize print and electronic media from global- and national margins.

Lately, Dr. Olorunnisola's focus has embraced studies of segments of societies' systems that lead democratized systems toward dysfunctionality. His ongoing work include a developmental project in West Africa that seeks to reduce mass illiteracy and innumeracy among youth populations and impacts thereof on democratic citizenship.

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

Selected Publications:

A.A. Olorunnisola, W.F. Mohammed & S. Moore (under publication review). Community Radio in Contemporary South Africa - Deconstructing Complexities in Demarginalization. *Journal of Radio and Audio Media*.

A.A. Olorunnisola & Jennifer Castoe (under publication review). Fighting for the Man in the Blue Overalls - Daily Sun as a project in Demarginalization. *African Journalism Studies*.

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.

Olorunnisola, A.A. & Martin, B. (2013) Influences of media on social movements: Problematizing hyperbolic inferences about impacts. *Telematics & Informatics*, 30, 3: 275-288.

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Research Interests:

Corporate social advocacy, corporate social responsibility, and strategic communication

Biography:

Dr. Holly Overton is an associate professor in the department of advertising/public relations and the director of research for the Arthur W. Page Center for Integrity in Public Communication. She is also an affiliate with the Center for Socially Responsible Artificial Intelligence. Before joining the faculty in the Bellisario College, Dr. Overton held a tenured position as an associate professor in the School of Journalism and Mass Communications at the University of South Carolina and a tenure-track position in the department of communication/journalism at Shippensburg University. She brings more than five years of practical experience to her teaching, including positions in corporate marketing, higher education, and the nonprofit sector.

Dr. Overton conducts public relations research in the areas of corporate social responsibility communication and corporate social advocacy. Her research also focuses on examining psychological factors that impact information processing and engagement among publics, nonprofit public relations, and the persuasive impact of messages and technological factors in public relations contexts. She has published more than 30 peer-reviewed journal articles. Her work has appeared in over a dozen journals, including *Mass Communication and Society*, *Public Relations Review*, *Journal of Applied Communication Research*, *Journalism and Mass Communication Quarterly*, *Journal of Advertising Research*, *International Journal of Advertising*, *International Journal of Communication*, *International Journal of Strategic Communication*, *Public Relations Journal*, *Journal of Communication Management*, and *Corporate Communications: An International Journal*, among others. She has presented more than 50 conference papers at national and international conferences where she has won numerous top paper awards. Dr. Overton's research grant awards include a grant from the Glen M. Broom Center for Development in Public Relations and four Arthur W. Page Center Legacy Scholar Grants. She was named a Page Center Legacy Scholar in 2014, 2015, and 2018, and Senior Research Fellow in 2020. In 2019 she was named Educator of the Year by the South Carolina Chapter of the Public Relations Society of America (PRSA) and has won several other teaching and mentorship awards.

Dr. Overton currently serves as vice-head of the Association for Education in Journalism and Mass Communication (AEJMC) Public Relations Division. She has served in leadership roles for the division since 2014, including vice-head elect (2020-2021), chair of the research committee (2019-2020), vice-chair of the research committee (2018-2019), chair of the social event committee (2017-2018), vice-chair of the social event committee (2016-2017), a committee member of the social event committee (2015-2016), and as chair of the graduate student liaison committee for two years (2014-2016). She also serves on the editorial board of the *Journal of Public Relations Research* and the Advisory Committee of the International Public Relations Research Conference.

Selected Publications:

Overton, H.K., Kim, J.K., Zhang, N., & Huang, S. (2021). Examining consumer attitudes toward CSR and CSA messages. *Public Relations Review*, 47(4), 1-8. <https://doi.org/10.1016/j.pubrev.2021.102095>

Wu, L., & Overton, H.K. (2021). Is native advertising effective for corporate social responsibility messaging? How advertising recognition affects consumer responses to proactive versus reactive CSR. *Journal of Advertising Research*, 61(4), 382-396. doi:10.2501/JAR-2020-019

Overton, H.K., Choi, M., Weatherred, J., & Zhang, N. (2020). Testing the viability of emotions and issue involvement as predictors of CSA response behaviors. *Journal of Applied Communication Research*, 48(6), 695-713. doi:10.1080/00909882.2020.1824074

Kim, J.K., Overton, H.K., Bhalla, N., & Li, J.Y. (2020). Nike, Colin Kaepernick, and the politicization of sports: Examining perceived organizational motives and consumer responses. *Public Relations Review*, 46(2), 1-10. <https://doi.org/10.1016/j.pubrev.2019.101856>

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Research Interests: Environmental communication, social construction of news, comparative news production



Biography:

Juliet Pinto, Ph.D., is an associate professor in the Department of Journalism in the College of Communications and with the College's Science Communication program. Her research focusing on environmental communication is informed by her interdisciplinary background: She earned her doctorate in communication from the University of Miami, master's degree in marine affairs and policy from the University of Miami's Rosenstiel School of Marine and Atmospheric Science, and bachelor's degree in environmental science from Boston University.

Her research focuses on international news production of environmental issues, and her co-edited volume, *News Media Coverage of Environmental Challenges in Latin America and the Caribbean: Mediating Demand, Degradation and Development*, won the 2019 AEJMC- Knudson Latin America Prize. Pinto co-produced and wrote the award-winning documentary "South Florida's Rising Seas," took students to the Galapagos Islands to report on marine and coastal affairs and worked with journalism students to film NASA astronauts' underwater training in the Florida Keys.

Selected Publications:

Prado, P., & Pinto, J. (2020). Brazilian local media coverage of the Samarco mine disaster. In J. Matthews & E. Thorsen (Eds.) *Media, journalism and disaster communities*. Palgrave Macmillan.

Pinto, J., Gutsche, Jr., R. E., & Prado, P. (Eds.). (2019). *Climate change, media & culture: Critical issues in environmental communication*. Bingley, UK: Emerald.

Takahashi, B., Pinto, J., Vigon, M., & Chavez, M. (Eds.) (2018). *Mediating demand, degradation and development: Media reporting of environmental issues in Latin America*. Palgrave.

Takahashi, B., & Pinto, J. (2016). Climate change, commercial news media and Hispanics: An exploration of cultural processes and mediated environmental information. In Godfrey, P.C. & Torres, D., (Eds.) *Systemic crises of global climate change: Intersections of race, class and gender* (pp. 107-119). Oxfordshire, UK: Routledge

Pinto, J., Prado, P., & Tirado, J.A. (2017). *Environmental news in South America: Conflict, crisis and contestation*. Palgrave.

Gutsche, Jr., R. E., Jacobson, S., Pinto, J. & Michel, C. (2017). Reciprocal (and reductionist?) newswork: An examination of youth involvement in creating local participatory environmental news. *Journalism Practice*, 11(1), 62-79.

Patrick Lee Plaisance

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Research Interests:

Media sociology, moral psychology, media ethics, moral theory, newsroom socialization.

Biography: Patrick Lee Plaisance is the Don W. Davis Professor in Ethics in the Donald P. Bellisario College of Communications. He also is an Affiliate Faculty member with the Rock Ethics Institute. His research focuses on media ethics theory, moral psychology theory and methods, and the philosophy of technology as applied to media systems and practices.

He is author of a textbook, *Media Ethics: Key Principles for Responsible Practice* (Cognella, 3rd Ed., 2020), which is used nationwide, and a book featuring original research, *Virtue in Media: The Moral Psychology of Excellence in News and Public Relations* (Routledge, 2015). He is editor of the *Handbook of Communication & Media Ethics* (DeGruyter Mouton, 2018). He serves as editor of the *Journal of Media Ethics*, which is the flagship journal for peer-reviewed research in the field from around the world. He also writes a regular blog on media ethics issues for *Psychology Today*.

He has published more than two dozen journal articles and book chapters, and his work has appeared in research journals, including *Communication Research*, *Communication Theory*, the *Journal of Communication*, and *Journalism & Mass Communication Quarterly*.

Before coming to Penn State, he taught at Colorado State University for 15 years. He also had a career of nearly 15 years as a newspaper journalist in New Jersey, south Florida and Virginia, where he specialized in state-level political reporting. He received his Ph.D. From Syracuse University.

Selected Publications:

Plaisance, P.L. (2020). The Concept of Moral Ecology in Media Sociology Research. *Communication Theory*. <https://doi.org/10.1093/ct/qtz022>

Plaisance, P.L., & Tropman, E. (2016). Moral realism and ethical naturalism in media ethics theory. *Ethical Space* 13 (4), 11-17.

Plaisance, P.L. (2016). Media ethics theorizing, re-oriented: A shift in focus for individual-level analyses. *Journal of Communication* 66 (3), 454-474.

Plaisance, P.L., Hanitzsch, T., & Skewes, E.A. (2015). Ethical orientations of journalists around the globe: Implications from a cross-national survey. *Communication Research* 39 (5), 641-661.

Plaisance, P.L. (2013). Virtue Ethics and Digital 'Flourishing': An Application of Philippa Foot's Life Online. *Journal of Mass Media Ethics* 28, 91-102.

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 and the Penn State Hollywood Program. He teaches undergraduate and graduate courses in mass communications law, entertainment law and entertainment media industries.

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).

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Research Interests:

Civil War-era journalism history and oral history

Biography:

Ford Risley is a Distinguished Professor of Communications. His research centers on Civil War-era journalism history. He is the author or editor of four books, including *Dear Courier: The Civil War Correspondence of Editor Melvin Dwinell* (University of Tennessee Press, 2018) and *Abolition and the Press: The Moral Struggle Over Slavery* (Northwestern University Press, 2008). He also has published articles in *American Journalism*, *Civil War History*, *Georgia Historical Quarterly*, and *Journalism History*. He is the former editor of *American Journalism*, the scholarly journal of the American Journalism Historians Association. 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. *Dear Courier: The Civil War Correspondence of Editor Melvin Dwinell*. Knoxville: University of Tennessee Press, 2018.

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.

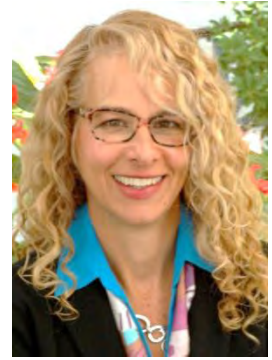
Risley, Ford. "The President's Editor: John W. Forney of the *Press and Morning Chronicle*." *American Journalism*. Vol. 35, No. 4, Fall 2009.

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 (2015). 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.

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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 media theory, political communication, research methods and video games at the undergraduate and graduate levels, and is affiliated with the Media Effects Research Lab, through which he works with other faculty, graduate students and undergraduate students on a range of experimental research designs. He is the editor of *Mass Communication & Society*.

Selected Publications:

Schmierbach, M. & Boyle, M.P. (2020) Concrete examples of abstract others: Testing exemplar availability as an additional explanation for third-person perceptions. *International Journal of Public Opinion Research*, 32, 510-529.

Oeldorf-Hirsch, A., Schmierbach, M., Appelman, A. & Boyle, M.P. (2020) For the birds: Media sourcing, Twitter, and the minimal effect on audience perceptions. *Convergence: The International Journal of Research into New Media Technologies*, 26, 350-368.

Appelman, A. & Schmierbach, M. (2018). Make no mistake? Exploring cognitive and perceptual effects of grammatical errors in news articles. *Journalism & Mass Communication Quarterly*. 95, 930-947.

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.

Fuyuan Shen

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Research Interests:

Advertising, media effects and strategic communications

Biography:

Fuyuan Shen is the Donald P. Bellisario Professor of Advertising and Head of the Department of Advertising and Public Relations. He teaches undergraduate classes in advertising as well as a graduate seminar in strategic communications.

His research and teaching areas are advertising, media effects, and strategic communications. He is interested in studying the effects of messages 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:

Wei, L., Yang, G., Shoenberger, H., & Shen, F. (2021). Interacting with Social Media Ads: Effects of Carousel Advertising and Message Type on Health Outcomes. *Journal of Interactive Advertising*, 1-14.

Yang, F., & Shen, F. (2019). Involvement without knowledge gain: A meta-analysis of the cognitive effects of website interactivity. *Journal of Broadcasting & Electronic Media*, 63(2), 211-230.

Vafeiadis, M., Li, R., & Shen, F. (2018). Narratives in political advertising: An analysis of the political advertisements in the 2014 midterm elections. *Journal of Broadcasting & Electronic Media*, 62(2), 354-370.

Heather Shoенberger JD, PhD

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Research Interests: Digital Advertising; Persuasion; Perceived Authenticity

Biography:

As the advertising and media landscape adapt to evolving innovation, Shoенberger seeks to understand the impact on consumers but also, potential avenues to make media content better, more relevant, and where possible, healthier for consumer consumption.

One theme she is currently focused on is the role of perceived authenticity as it offers context to explain digital advertising efficacy, consumer attitudes, health outcomes and behaviors as a result of an escalation of exposure to digital media and the digital manipulation of media content.

Understanding the consumer's perception of authenticity and its persuasive impact may be paramount to the beginning of creating defenses against misinformation, digital enhancements, and other types of misleading information in the media realm.

She has published work in journals including the Journal of Advertising, Journal of Business Research, Journal of Advertising Research, The International Journal of Advertising, Communication Research, Health Communication, and the Journal of Health Communication, among others.

Selected Publications:

Shoенberger, Heather, Eunjin (Anna) Kim, and Yuan Sun. "Advertising During COVID-19: Exploring Perceived Brand Message Authenticity and Potential Psychological Reactance." *Journal of Advertising* 50.3 (2021): 253-261. Web.

Shoенberger, H., Kim, E. A., & Johnson, E. K. (2020). # BeingReal about Instagram ad models: the effects of perceived authenticity: how image modification of female body size alters advertising attitude and buying intention. *Journal of Advertising Research*, 60(2), 197-207.

Chris Skurka

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Research Interests:

Media effects, persuasion, emotion, health communication, environmental communication, science communication, quantitative methods

Biography:

Christofer (Chris) Skurka is an assistant professor in the Department of Film Production and Media Studies. Originally from the Chicago suburbs, Dr. Skurka received his BA from Aquinas College, his MA from the University of Illinois Urbana-Champaign, and his PhD from Cornell University. His research centers on the role of emotion in how audiences process media messages that promote health, environmental, and science issues. His work has been funded by the National Science Foundation and has appeared in outlets such as the *Journal of Communication*, *Science Communication*, *Health Communication*, and *Social Science & Medicine*. He has received top paper awards from communication conferences, and in 2019, he received the AEJMC Science, Health, Environment, and Risk Communication Article of the Year Award.

Selected Publications:

- Skurka, C., Eng, N., & Oliver, M. B. (Accepted). On the effects and boundaries of awe and humor appeals for pro-environmental engagement. *International Journal of Communication*.
- Skurka, C., Romero-Canyas, R., Joo, H., Acup, D., & Niederdeppe, J. (2022). Emotional appeals, climate change, and young adults: A direct replication of Skurka et al. (2018). *Human Communication Research*, 48(1), 147-156. <https://doi.org/10.1093/hcr/hqab013>
- Skurka, C., Wheldon, C. W., & Eng, N. (2021). Targeted truth: An experiment testing the efficacy of counterindustry tobacco advertisements targeted to Black individuals and sexual and gender minority individuals. *Nicotine & Tobacco Research*. <https://doi.org/10.1093/ntr/ntab032>
- Skurka, C. (2021). Will it teach them a lesson? Validating a measure of retributive efficacy in social issue activism. *Political Behavior*. <https://doi.org/10.1007/s11109-020-09665-8>

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Research Interests:

Social and psychological effects of technological elements (e.g., interactivity, modality) in digital media, from websites and social media to smartphones and robots. Current research pertains to fake news, social media effects, bandwagon effects of online metrics, chatbots and smart speakers, rise of AI and conflict between user agency and machine agency, online privacy, persuasive aspects of human-computer interaction (HCI), and the strategic use of communication technologies for motivating healthy and prosocial human behaviors.

Biography:

S. Shyam Sundar (PhD, Stanford University) is James P. Jimirro professor of Media Effects and founding director of the Media Effects Research Laboratory in the College. Sundar was 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, Facebook, Inc., 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 of the first-ever *Handbook on the Psychology of Communication Technology*. He has served as editor-in-chief of the *Journal of Computer-Mediated Communication* (JCMC) and on the editorial boards of 18 other journals. He is a Fellow of the International Communication Association (ICA) and a recipient of the Frederick Williams Prize awarded by ICA for contribution to the study of communication technology. He is also a winner of the Deutschmann award for research excellence from the Association for Education in Journalism and Mass Communication (AEJMC).

Selected Publications:

Sundar, S. S. (2020). Rise of machine agency: A framework for studying the psychology of human-AI interaction (HAI). *Journal of Computer-Mediated Communication*, 25 (1), 74-88. doi: [10.1093/jcmc/zmz026](https://doi.org/10.1093/jcmc/zmz026)

Sundar, S. S., Kim, J., Rosson, M. B., & Molina, M. D. (2020). Online privacy heuristics that predict information disclosure. *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems (CHI '20)*, Paper 725. doi: [10.1145/3313831.3376854](https://doi.org/10.1145/3313831.3376854)

Sundar, S. S., & Oh, J. (2019). Psychological effects of interactive media technologies: A human-computer interaction (HCI) perspective. In M. B. Oliver, A. A. Raney & J. Bryant (Eds.), *Media effects: Advances in theory and research* (4th ed) (pp. 357-372). New York: Routledge.

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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 ethno-political 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 Media Industries, Research Associate of the Rock Ethics Institute, and Founding Director of the *Children, Media and Conflict Zones* Lab. She works at the intersection between international media, young people, and armed political conflict analysis, practice and policy specializing in the concept of “peace communication” she pioneered. Dr. Warshel 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 was the recipient of three top dissertation awards, including two in international communication from ICA and NCA and one in peace studies. Dr. Warshel’s current field-based projects explore human and communication rights of stateless and forcibly-migrated and –sedentarized conflict zones implicated populations through her interpretations of North West African youth’s global uses of digital media. Alongside that, she is author of *Experiencing the Israeli Palestinian Conflict: Children, Peace Communication and Socialization* (CAMBRIDGE UNIVERSITY PRESS). The book critically and empirically determines the efficacy of peace communication interventions in managing political conflicts, using as its case her multi-year reception study of peacebuilding versions of Israeli and Palestinian *Sesame Street*. She is co-editor with Elihu Katz of the political communication book *Election Studies: What’s Their Use?*, now in its second edition, is working on a third book, under contract with Stanford University Press, *When Conflict Is Real: Reimagining the Study of Children, Youth and Media in International and Global Conflict Zones*, and also researches the comparative determinants of international coverage of conflicts. Dr. Warshel has been quoted by a broad range of international media sources and is vice president of the American Institute for Maghrib Studies. Before joining Penn State, she 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, Center for International Development and Conflict Management, Center for Research on Peace Education, and 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:
Experiencing the Israeli-Palestinian Conflict: Children, Peace Communication and Socialization. Cambridge: Cambridge University Press, 2021.
Election Studies: What’s Their Use? 2nd Ed. NY: Routledge, 2018 (Co-editor with Elihu Katz).

Conducting Conflict Zones Media Studies Research While Being a Woman. *Feminist Media Studies*, June 2021. www.tandfonline.com/doi/abs/10.1080/14680777.2021.1931396

Problematizing the Variable of Conflict to Address Children, Media, and Conflict. *Journal of Global Ethics (Global Justice for Children)*, 15(3), 361-381, 2019.

Conducting Ethical Research with Children Inside and/or Displaced by Conflict Zones. *NEOS (Child Displacement)*, 10(2) 8-10, October 2018. www.tandfonline.com/doi/abs/10.1080/17449626.2019.1696384

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).

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Research Interests:

His research applies decision making theories to studying how information processing on social media may transform health care, journalism, interpersonal communication and business in the growingly networked society.

Biography:

Bu Zhong is a tenured professor in the Donald P. Bellisario College of Communications, Penn State. He is also an affiliate professor at the Penn State Center for Socially Responsible Artificial Intelligence, Center for Social Data Analytics (SoDA), Media Effects Research Lab, ICT4D Consortium, and a senior research fellow of the John Curley Center for Sports Journalism. Currently, he is the senior editor of *Computers in Human Behavior*. He teaches “Social Media Communication and Strategies” for undergraduates, “Social Media Communication” for master’s students, and “Social Media Research Seminar” for Ph.D. students, which were all designed by him. His research applies decision-making theories to the analysis of information processing and its effects on behavior, cognition, mental health, and social well-being. He explores human-technology interactions as a complex adaptive system, in which the complexity of social systems and health disparities driven by digital transformation has been extensively scrutinized. Overall, his research addresses human communication powered by technology, but not technology per se.

Selected Publications:

- Zhong, B., & Liu, Q. (2021). Medical insights from posts about irritable bowel syndrome by adolescent patients and parents: Topic modeling and social network analysis. *Journal of Medical Internet Research*, 23(6), 1-13, Article e26867. <https://doi.org/10.2196/26867>
- Zhong, B., Sun, T., Forde, S., & Payne, G. J. (2021). More than politics: How personality trait and media technology use affect vote likelihood during the 2020 U.S. presidential election. *American Behavioral Scientist*, 1-19. <https://doi.org/10.1177/00027642211003143>
- Zhong, B., Huang, Y., & Liu, Q. (2020). Mental health toll from the coronavirus: Social media usage reveals Wuhan residents’ depression and secondary trauma in the COVID-19 outbreak. *Computers in Human Behavior*, 114, 1-10. <https://doi.org/10.1016/j.chb.2020.106524>
- Zhong, B., Jiang, Z., Xie, W., & Qin, X. (2020). Association of social media use with mental health conditions of nonpatients during the COVID-19 outbreak: Insights from a national survey study. *Journal of Medical Internet Research*, 22(12), 1-15. <https://doi.org/10.2196/23696>
- Zhong, B., & Chen, J. (2020). Health information helps mitigate adolescent depression: A multivariate analysis of the links between health information use and depression management. *Child: Care, Health and Development*, 47(2), 201-207. <https://doi.org/10.1111/cch.12831>

Academic Integrity Policy and Procedures Bellisario 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.

Bellisario 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 they 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.)
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 faculty member should submit a claim in the online Academic Integrity System at <https://ai.la.psu.edu/>. Faculty submitting claims for the first time in the online system should first consult Julie Evak, jqe3@psu.edu, the Bellisario College academic integrity process administrator, who will guide you through the process.
9. The submission of a claim triggers the following emails: 1. the student is notified and asked to respond in the online system, 2. the Registrar's office, to place a hold to prevent the student from dropping the class, 3. The Office of Student Accountability and Conflict Response, who will notify the college AI administrator of any prior violations, 4. the instructor submitting the claim to confirm receipt and 5. The college AI administrator. The student will have five business days to respond and to sign the electronic 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 claim will be considered complete, and the student will be notified that the sanction will be imposed.
2. If a prior recorded violation is discovered after the Bellisario College Academic Integrity Committee will meet to determine whether additional sanctions should be applied. 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.
3. The faculty member may opt to pursue disciplinary action in conjunction with the College

Academic Integrity Committee and the Office of Student Conduct.

4. 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 Bellisario College AI administrator 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 their 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 their 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 their 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 or Conduct Sanctions

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. If the committee determines that a disciplinary or conduct sanction is warranted, a recommendation is submitted to the Office of Student Accountability and Conflict Response for follow-up with the student.
2. Disciplinary sanctions include the following:
 - “XF” – This is a notation that is placed on a student’s transcript for a period of time, or until specified conditions have been met; at that time, the “X” will be removed and the

“F” will remain on the transcript; The notation is reserved for the most serious breaches of academic integrity which may include repeat misconduct

- Educational Programs
- Conduct Warning
- Conduct Probation
- Conduct Probation with Transcript Notation
- Conduct Suspension

Academic dishonesty cases which result in academic sanctions only will not be reported out to others with the exception of when a subsequent academic dishonesty violation occurs. When an academic dishonesty case results in conduct action assigned by the Office of Student Accountability and Conflict Response, the charge and sanction become part of the student’s record which will be reported out following the guidelines outlined in our records policy.

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.

Bellisario 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://bellisario.psu.edu/current/academic-integrity/academic-integrity-policy> 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 their instructor.

Updated August 2012