



COLLEGE OF COMMUNICATION & INFORMATION

THE COLLEGE OF COMMUNICATION & INFORMATION	3
SCHOOL OF INFORMATION	7
SCHOOL OF COMMUNICATION	25
SCHOOL OF COMMUNICATION SCIENCE & DISORDERS	39

THE COLLEGE OF COMMUNICATION & INFORMATION

The Undergraduate Overview

Dean: Michelle M. Kazmer; **Associate Deans:** Ulla Bunz, Kaitlin L. Lansford, Richard J. Morris, Ebrahim Randeree; **Assistant Deans:** Mafé Brooks; **Dean Emeritus:** Lawrence C. Dennis

The College of Communication and Information offers undergraduate degrees in Communication, Communication Science and Disorders, and Information Technology. These degree programs attract and prepare leaders who take responsibility for meeting the communication and information needs of all people and for engaging a diverse population in solving complex communication and information challenges. A world-wide transformation is changing both the way we communicate and the way we create, store, find, share, and use information. The College's educational programs provide classroom and experiential learning opportunities that help students understand the changing communication and information environment and make communication and information useful and accessible to everyone. If you have a passion for helping others, a desire to be at the heart of communication and information transformations, and want to get started on a rewarding and professional career, visit our website at <https://cci.fsu.edu> or contact our advisors.

Undergraduate Degree Programs

School of Communication

The School of Communication offers a degree in communication and digital media studies with two majors (digital media production and media/communication studies), and a degree in professional communication with two majors (advertising and public relations). These majors are organized according to various applications of communication skills and expertise in our society. Advertising majors focus on account management, creative strategy, and media planning. Public relations majors concentrate on public relations writing, tactics, and campaign management skills. These majors prepare for careers in advertising and public relations agencies and organizations. Media/Communication Studies majors are applicable to a number of career fields including law, media industries, media research, and communications. Digital media production majors pursue management or production careers in broadcasting, cable, video production, and related fields. Visit <https://comm.cci.fsu.edu/> for more information.

School of Communication Science and Disorders

The mission of the Florida State University School of Communication Science and Disorders is to:

- generate and disseminate scientific knowledge related to variety and differences in communication processes and disorders.
- prepare students to demonstrate broad-based knowledge of communication science and skills to apply theory and research findings to clinical practice in their communities.
- empower students to provide effective diagnostic and treatment services in a global and diverse community and utilize innovative, evidence-based approaches to support individuals with a wide variety of speech, language, cognitive, swallowing, and hearing abilities.
- prepare leading clinical and research scientists to generate new knowledge for practicing at the top of the license.

The School of Communication Science and Disorders offers programs of study leading to the Master of Science and Doctor of Philosophy degrees. For more information, please visit <https://commdisorders.cci.fsu.edu> or consult the "School of Communication Science and Disorders" listing.

School of Information

Information, communication, and technology influence almost all forms of human activity in our increasingly interconnected society. As such, there is a growing demand for Information Technology (IT) professionals who can think critically and innovatively about how technology can support the information and communication needs of various stakeholders in different sociotechnical environments.

The School offers a Bachelor of Science in Information Technology (IT) program with two majors: (1) Information Technology (IT) and (2) Information, Communication, and Technology (ICT). The curriculum provides students with the knowledge and skills they need to apply and manage information systems and technologies effectively and ethically, as well as to communicate and work collaboratively with diverse users and stakeholders in various contexts and sociotechnical settings. IT majors develop and hone skills in areas such as web and mobile application development, database design, data modeling, data warehousing, SQL programming, data analytics, cyber/data security, network administration, health informatics, and social informatics. IT majors hone skills in areas such as network administration and security, design and development, health informatics, and social informatics. ICT majors learn how to strategically apply and manage web-based and social media, and other digital and interactive technologies to support a variety of communication needs in areas such as public relations, news delivery, promotion and advertising, and social marketing. The Bachelor of Science in IT integrates hands-on technology learning, service learning, and user-centered approaches in solving a variety of information technology challenges. A combined bachelor's/master's pathway (BS/MS) combining a bachelor's degree in Information Technology with a master's degree in Information Technology is also available and offers eligible undergraduate students the opportunity to take up to twelve semester hours of graduate coursework, which may be counted toward both the BS and MS degrees. An undergraduate certificate in Health Information Technology is also available. For more information, visit <https://ischool.cci.fsu.edu/academics/undergrad>.

Admissions Information

All three Schools within the College of Communication and Information (CCI) offer Bachelor of Science (BS) degree programs.

Programs of study leading to the Bachelor of Arts (BA) and Bachelor of Science (BS) degrees are offered through the School of Communication Science and Disorders and the School of Communication. Each major within the Schools is part of a specialized admissions program requiring a separate application. Admission to each major is competitive. Interested students should indicate their major preference on their University application and seek advising through the College of Communication and Information. Candidates for the baccalaureate degrees also must comply with general University regulations governing these degrees and must complete the major and minor requirements of one of the Schools identified above. See School entries for specific area concentrations and requirements. To be awarded the BA degree, the student must complete the specified university-wide requirements for that degree.

Students seeking admission into the Bachelor of Science (BS) in Information Technology (IT) program in the School of Information must have completed specific program prerequisites and a program of CoreFSU Curriculum with an overall grade point average (GPA) of 2.0 or better. To be awarded the BS in IT degree, the student must complete the specified University-wide requirements for that degree including forty-two credit hours for either the IT or ICT majors. Students are advised to seek advising through CCI to prepare a program of study for their chosen major area.

See School entries in this General Bulletin and the College website <https://cci.fsu.edu> for specific information regarding each Schools' admission requirements.

Requirements for the Second Baccalaureate Degree (Dual Certificate)

A student completing a second bachelor's degree in the Schools must complete at least thirty semester hours at Florida State University, in addition to the required hours for the first degree. The student must complete a new major and a new minor (with no overlap between these and the first major and minor).

Note: To distinguish between second baccalaureates and second majors (also known as double majors), see the appropriate paragraph under "Undergraduate Degree Requirements" in this General Bulletin.

Honors in the Major

The Schools of Communication, Communication Science and Disorders, and Information offer an honors program in the major. It is designed to encourage talented juniors and seniors to undertake independent and original research as part of the undergraduate experience. For requirements and other information, see the "University Honors Office and Honor Societies" chapter of this General Bulletin.

Dean's List

Students who in any term carry a full-time course load of twelve or more letter-grade semester hours with a grade point average (GPA) of 3.5 or above earn the distinction of being on the dean's list.

Combined Bachelor's/Master's Pathway

The College of Communication and Information has developed a combined bachelor's/master's pathway (BS to MS) combining a bachelor's degree in Information Technology with a master's degree in Information Technology. This pathway offers eligible undergraduate students the opportunity to take up to twelve semester hours of graduate coursework, which may be counted toward both the BS and MS degrees. Visit the website for more details: <https://ischool.cci.fsu.edu/academics/undergrad>.

The College of Communication and Information has developed a combined bachelor's/master's degree pathway (BS to MS, BA to MA) combining a bachelor's degree in Communication and Digital Media; Information, Communication and Technology; or Professional Communication and a master's degree in the Integrated Marketing Communication; Media and Communication Studies; or Public Interest Media and Communication programs. This pathway provides eligible undergraduate students the opportunity to take up to twelve semester hours of graduate coursework. May count toward both the bachelor's and master's degrees. Check the website for more details: <https://cci.fsu.edu>.

Graduate Degree Programs

Students making application for admission to one of the School's graduate programs must also apply through the University Office of Admissions see <https://admissions.fsu.edu/> for more information.

Communication

The graduate programs in Communication offer several specialized emphases leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees (see the departmental entry in the Graduate Bulletin and the website <https://comm.cci.fsu.edu/> for more information.)

Communication Science and Disorders

Programs of study leading to the Master of Science, Master of Arts, and Doctor of Philosophy degrees in the School of Communication Science and Disorders are described in the Graduate Bulletin and on the website, at <https://commdisorders.cci.fsu.edu/>.

Information

Established in 1947 as a professional school, the School of Information (iSchool) offers several graduate degree programs. The Master of Arts (MA) and Master of Science (MS) degree programs in Information are accredited by the American Library Association (ALA). The iSchool also offers a Master of Science in Information Technology (MSIT), a Specialist degree, and a Doctor of Philosophy (PhD) degree, as well as certificate programs in areas such as Health Information Technology, Information Architecture, Information Leadership and Management, User Services, and Youth Services. The School is a member of the Association for Information Science and Technology (ASIS&T): <https://www.asist.org/>, the Association for Library and Information Science Education (ALISE): <https://www.alise.org/>, and is a founding member of the iSchools movement: <https://ischools.org/>. For more information, visit the Graduate Bulletin or our website at <https://ischool.cci.fsu.edu/academics/graduate/>.

Facilities

The College of Communication and Information offers undergraduate students opportunities to enrich their learning experiences through participation in a variety of research centers, service, classroom facilities, and student professional organizations. These include the following:

Augmentative and Alternative Communication Laboratory

Communication and Early Childhood Research and Practice Center

Communication Research Center

Center for Hispanic Marketing Communication

Information Use, Management & Policy Institute (Information Institute)
Institute for Digital Information and Scientific Communication (iDigInfo)
Institute for Intercultural Communication and Research
L. L. Schendel Speech and Hearing Clinic
Project Management Center
Research and Language and Literacy Lab
Seminole Productions
Speech and Voice Science Laboratory

In addition, the College provides students with access to state-of-the-art facilities and support through a wide range of computer and media production labs and technical support services, including the following:

Computer classrooms in the University Center for advanced media production and statistical analysis
IT Help Desk to provide access to technology support, advanced software systems, and high-end computer systems
New technology center in the William Johnston Building for instruction in networking, databases, media production, health information technology, mobile and enterprise information systems
WVFS, the university's "college radio station"

Students within the college are very active in professional development organizations including the following:

Advertising Club
American Library Association Student Chapter
Association of Information Technology Professionals
Beta Phi Mu Honor Society
Blacks in Computing
Communication Graduate Student Association
Florida Public Relations Association
Forensics (Debate and Speech)
International Communication Association
Lambda Pi Eta
National Communication Association
National Student Speech Language Hearing Association
STARS Alliance for Broadening Participation in Computing
Women in IT/ICT Sharing Experiences (WISE)

THE COLLEGE OF COMMUNICATION & INFORMATION

GRADUATE STUDIES

Information for Graduate Students

Dean: Michelle M. Kazmer; **Associate Deans:** Ulla Bunz, Kaitlin L. Lansford, Richard J. Morris, Ebrahim Randeree; **Assistant Deans:** Mafé Brooks; **Dean Emeritus:** Lawrence C. Dennis

Communication, information, and information technology are ubiquitous in our interconnected society and influence all forms of human activity. Understanding the complex and ever-changing world of people, communication, information, and technology and assuring access for all underlie the teaching, research, and service missions of the College of Communication and Information (CCI) at Florida State University.

The College offers a unique and integrated series of communication degrees and communication science and disorders programs at the graduate master's and doctoral levels. The curriculum covers the whole of human communication (both normal and disordered), including speech and interpersonal communication, group and organizational communication, as well as mass-mediated and interactive computer-based communication. The multi- and inter-disciplinary domains represented by the School of Information offer some of the most diverse and rewarding professional opportunities available today with degrees in information and information technology. Powerful information technologies have fundamentally changed the nature of how information is produced, distributed, acquired, organized, stored, preserved, and analyzed. We live in an increasingly interconnected information world, with technologies such as the Internet, personal computers, and wireless devices significantly changing the way we connect people and information.

The College's programs of study may include both academically and professionally oriented courses. Each program integrates knowledge about people, communication, information, and technology from a variety of scientific, humanistic, technical, and artistic perspectives, as well as from business, education, government, and other professional orientations.

Graduate Degree Programs

Students applying for admission to one of the College's graduate programs must also apply through the Office of Admissions. For more information, please visit <https://admissions.fsu.edu/>.

School of Communication

Understanding the complex and ever-changing nature of communication's vital role in a democratic society, the School of Communication at Florida State University recognizes the need to examine the field from a multitude of theoretical, practical, and creative approaches. We prepare students to be versatile communication practitioners and engaged global citizens through innovative and experiential learning experiences, research and creative scholarship, and service to the discipline, university, and community.

The graduate programs in communication offer several specialized majors leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees. For more information, please visit <https://comm.cci.fsu.edu> and/or consult the "School of Communication" listing in this Graduate Bulletin.

School of Communication Science and Disorders

The mission of the Florida State University School of Communication Science and Disorders is to:

generate and disseminate scientific knowledge related to variety and differences in communication processes and disorders.

prepare students to demonstrate broad-based knowledge of communication science and skills to apply theory and research findings to clinical practice in their communities.

empower students to provide effective diagnostic and treatment services in a global and diverse community and utilize innovative, evidence-based approaches to support individuals with a wide variety of speech, language, cognitive, swallowing, and hearing abilities.

prepare leading clinical and research scientists to generate new knowledge for practicing at the top of the license.

The School of Communication Science and Disorders offers programs of study leading to the Master of Science and Doctor of Philosophy degrees. For more information, please visit <https://commdisorders.cci.fsu.edu> or consult the "School of Communication Science and Disorders" listing in this Graduate Bulletin.

School of Information

The School of Information (iSchool) is one of the top-ranked Information programs in the nation and offers a myriad of opportunities to facilitate people's need for credible information with complex and highly sophisticated technology. Information professions serve as a bridge between people, information, and technology, ensuring that information systems are designed to support and empower users, and that the information technology used is affordable, flexible, reliable, and robust. Information professionals ensure that people can access the credible information they want and need, while addressing issues such as security and privacy, intellectual property, and information policy.

Established in 1947 as a professional school, the iSchool offers graduate degree programs that provide professional development in information management, information technologies, and information services. The Master of Arts in Information (MA) and Master of Science in Information (MS) degree programs are accredited by the American Library Association (ALA). The iSchool also offers a Master of Science in Information Technology (MS), a Specialist degree, and a Doctor of Philosophy (PhD) degree, as well as certificate programs in Health Informatics, Information Architecture, Information Leadership and Management, User Services, School Librarian Leadership, and Youth Services. The iSchool is a member of the Association for Information Science and Technology (ASIS&T): <https://asist.org/>, the Association for Library and Information Science Education (ALISE): <https://www.alise.org>, and is a founding member of the iSchools movement: <https://ischools.org>.

For more information, please visit <https://ischool.cci.fsu.edu/academics/graduate> or consult the "School of Information" listing in this Graduate Bulletin.

Combined Bachelor's/Master's Pathways

The College of Communication and Information has developed a combined bachelor's/ master's pathway (BS/MS, BA/MA) combining a bachelor's degree in Communication and Digital Media or Professional Communication and a master's degree in the Integrated Marketing Communication; Media and Communication Studies; or Public Interest Media and Communication programs. This pathway provides eligible undergraduate students the opportunity to take up to twelve semester hours of graduate coursework. These twelve semester hours may count toward both the bachelor's and master's degrees. Check the website for more details: <https://cci.fsu.edu>.

The College of Communication and Information has also developed combined bachelor's/master's pathways (MS/MS, BS/MA) combining a bachelor's degree in Information Technology (in the Information Communication Technology major) with a master's in Information Technology (MS), or a master's (MA or MS) in the Integrated Marketing Communication; Media and Communication Studies; or Public Interest Media and Communication Programs.

The College of Communication and Information has also developed a combined bachelor's/master's pathway (BS/MS) combining a bachelor's degree in Information Technology with a master's degree in Information Technology. This pathway offers eligible undergraduate students the opportunity to take up to twelve semester hours of graduate coursework that may be counted toward both the BS and MS degrees. Check the website for more details: <https://cci.fsu.edu>.

Facilities

The College of Communication and Information offers opportunities for graduate students to enrich their learning experiences through participation in a variety of research centers, service, classroom facilities, and student professional organizations. These include the following:

Augmentative and Alternative Communication Laboratory

Center for Hispanic Marketing Communication

Cognition and Emotion Laboratory

Communication and Early Childhood Research and Practice Center

Communication Research Center

Information Use, Management and Policy Institute (Information Institute)

Institute for Digital Information and Scientific Communication (iDigInfo)

Institute for Intercultural Communication and Research

L. L. Schendel Speech and Hearing Clinic

Participatory, Experientially-based Applied Knowledge for Social Change (PEAKS) Laboratory

Project Management Center

Research and Language and Literacy Lab

Seminole Productions

Speech and Voice Science Laboratory

In addition, the College provides students with access to state-of-the-art facilities and support through a wide range of computer, research and media production labs and technical support services, including the following:

Computer classrooms in University Center for advanced media production and statistical analysis

IT Help Desk to provide access to technology support, advanced software systems, and high-end computer systems

WVFS, the university's "college radio station"

Graduate students within the college are very active in professional development organizations including the following:

American Library Association Student Chapter

Association of Information Technology Professionals

Beta Phi Mu Honor Society

Communication Graduate Student Association

International Communication Association

National Communication Association

National Student Speech Language Hearing Association

Scholarships, Awards, and Financial Aid

The Schools of the College of Communication and Information (CCI) are committed to assisting qualified individuals and offer various forms of financial aid to both master's and doctoral students.

Graduate Assistantships

The College administers graduate research, service, and teaching assistantships that require work within a particular School assisting faculty in teaching and research, staffing the library and laboratories, or assisting with training about and servicing of the information technology infrastructure. Assistantships vary in stipend amount, are competitive, and typically provide assistance with matriculation fees. To be considered for such awards, students should complete the School's application for graduate assistantships available on each School's website, which can be accessed via <https://cci.fsu.edu>. For the School of Communication, no assistantship application form exists. All admitted graduate students are automatically considered for funding.

Scholarships and Fellowships

The College administers scholarships resulting from the generosity of alumni and other friends of the institution. To be considered for a scholarship, students must submit the specific School's application for scholarships. The application for and information about specific scholarships and fellowships is provided on each School's website, which can be accessed via <https://cci.fsu.edu>. In addition to these sources, prospective students should consult the various communication and information professional associations' websites.

SCHOOL OF INFORMATION

Undergraduate School of Information

THE COLLEGE OF COMMUNICATION & INFORMATION

Website: <https://ischool.cci.fsu.edu>

Director: Charles C. Hinnant; **Professors:** G. Burnett, K. Burnett, Dennis, Everhart, Gross, Kazmer, Latham, Lustria, Mardis, Marty, Stvilia; **Associate Professors:** He, C. Hinnant, Metcalfe, Sullivan; **Assistant Professors:** Chatmon, Park, Sengupta, Stahlman; **Specialized Faculty:** Baeg, Barrager, Gibradze, L. Hinnant, Jowett, Marks, Ngampornchai, Reist, Saludo, von Hollen; **Professors Emeriti:** Aaron, DePew, Hart, C. Jörgensen, McClure, Riccardi, Robbins, Wiegand

The School of Information offers a Bachelor of Science in Information Technology (BSIT) with a major in Information Technology (IT) and a major in Information, Communication, and Technology (ICT); a Master of Science in Information (MSI) accredited by the American Library Association (ALA); a Master of Science in Information Technology (MSIT); a Specialist in Information; and a Doctor of Philosophy (PhD) in Information. A combined bachelor's/master's pathway in Information Technology (BSIT to MSIT) is also offered. Refer to the "School of Information" section of this *General Bulletin* or to the School Website at <https://ischool.cci.fsu.edu> for more details concerning degree programs, degree requirements, and a description of the School of Information and its facilities and opportunities.

Digital Literacy Requirement

Students must complete at least one course designated as meeting the Digital Literacy Requirement with a grade of "C-" or higher. Courses fulfilling the Digital Literacy Requirement must accomplish at least three of the following outcomes:

- Evaluate and interpret the accuracy, credibility, and relevance of digital information
- Evaluate and interpret digital data and their implications
- Discuss the ways in which society and/or culture interact with digital technology
- Discuss digital technology trends and their professional implications
- Demonstrate the ability to use digital technology effectively
- Demonstrate the knowledge to use digital technology safely and ethically

Each academic major has determined the courses that fulfill the Digital Literacy requirement for that major. Students should contact their major department(s) to determine which courses will fulfill their Digital Literacy requirement.

Undergraduate majors in Information Technology satisfy this requirement by earning a grade of “C–” or higher in COP 2258, CGS 2060, or CGS 2100. Undergraduate majors in Information Communication and Technology satisfy this requirement by earning a grade of “C–” or higher in COP 2258, CGS 2060, CGS 2100, or COM 4470.

State of Florida Common Program Prerequisites for Information

The Florida Virtual Campus (FLVC) houses the statewide, internet-based catalog of distance learning courses, degree programs, and resources offered by Florida's public colleges and universities, and they have developed operational procedures and technical guidelines for the catalog that all institutions must follow. The statute governing this policy can be reviewed by visiting <https://www.flsenate.gov/Laws/Statutes/2021/1006.73>.

FLVC has identified common program prerequisites for the degree program in Information. To obtain the most up-to-date, state-approved prerequisites for this degree, visit: <https://cpm.flvc.org/programs/210/239>.

Specific prerequisites are required for admission into the upper-division program and **must** be completed by the student at either a community college or a state university prior to being admitted to this program. **Students may be admitted into the University without completing the prerequisites but may not be admitted into the program.**

Technology Requirement

All students in the information technology undergraduate program are required to provide their own laptop computer and appropriate software. Specific information may be found online at <https://ischool.cci.fsu.edu/academics/online/requirements>.

Requirements for a Major in Information Technology

To major in Information Technology (IT), a student must complete a minimum of 42 credit hours in information technology, including the two foundation courses, ten electives, and two capstone courses.

Foundation Courses (Six Hours Required)

LIS 3021 Technical Communication for the Information Professions (3)

LIS 3353 Information Technologies (3)

Electives (30 Hours Required)

Thirty hours of IT elective courses chosen in consultation with an advisor. Students may focus their electives on topics such as networking and security, design and development, health informatics, and social informatics.

Capstone Courses (Six Hours Required)

LIS 4708 Perspective on Information Technology (3)

LIS 4910 Information Technology Project (3)

Note: All courses must be completed with a minimum grade of “C–”.

For more information about the BSIT program requirements, please visit <https://ischool.cci.fsu.edu/academics/undergrad>.

Requirements for a Major in Information, Communication, and Technology

The major in Information, Communication, and Technology (ICT) is an interdisciplinary program that includes courses from the School of Communication and the School of Information. A student must complete 42 credit hours of coursework including two foundation courses, ten electives, and two capstone courses:

Foundation Courses (Six Hours Required)

LIS 3353 Information Technologies (3)

MMC 2000 Introduction to the Mass Media (3)

Electives (30 Hours Required)

Thirty hours of ICT elective courses chosen in consultation with an advisor, with a minimum of 12 hours from the School of Communication and a minimum of 12 hours from the School of Information.

School of Communication Electives

ADV 3008 Principles of Advertising (3)

ADV 3410 Hispanic Marketing Communication (3)

ADV 4411 Multicultural Marketing (3)

COM 3310 Communication Research Methods (3)

COM 3332 Digital Media in Society

COM 4470 Desktop Multimedia (3)

COM 4905r Directed Individual Study (up to six hours)

IDS 3164 Media, Culture and the Environment

MMC 4300 Communication and Change: The Diffusion of Innovations (3)

PUR 3000 Introduction to Public Relations (3)

RTV 3001 Media Techniques (3)

SPC 1017 Fundamentals of Speech (3)

SPC 2608 Public Speaking (3)

School of Information Electives

IDS 3493 Empowering Health Consumers in the eHealth Era (3)

LIS 3021 Technical Communication for the Information Professions (3)

LIS 3201 Research and Data Analysis in Information Technology (3)

LIS 3793 Information Architecture (3)

LIS 4022 Writing for Information Professionals (3)

LIS 4351 User Experience Design (3)

LIS 4368 Advanced Web App Development (3)

LIS 4369 Extensible Enterprise Solutions (3)

LIS 4380 Social Media Management (3)

LIS 4381 Mobile App Development (3)

LIS 4480 IT Leadership (3)

LIS 4905r Directed Individual Study (up to six hours)

LIS 4940r Internship (up to six hours)

Capstone Courses (Six Hours Required)

LIS 4708 Perspective on Information Technology (3)

LIS 4910 Information Technology Project (3)

Note: All courses must be completed with a minimum grade of "C-".

For more information about the BSIT program requirements, please visit <https://ischool.cci.fsu.edu/academics/undergrad>.

Undergraduate Certificate in Health Information Technology

The Undergraduate Certificate in Health Information Technology prepares students to be leaders in the Health IT field by strengthening skills in health information technology management, integration and implementation, information organization, and health IT leadership. Students will gain a detailed overview of health informatics, providing them with an entry point into the industry and with knowledge and skills that will help them integrate emerging technologies into clinical practices. The courses offer a comprehensive understanding of the healthcare sector, as well as contemporary issues, concerns, and trends, such as those pertaining to the "meaningful use" of clinical informatics systems (e.g., electronic health record systems) and the development of eHealth/mHealth applications that facilitate patient self-management and health education.

Requirements for a Minor in Information Technology

The School of Information offers several minors in Information Technology on a space-available basis. Each minor consists of 12 credit hours as detailed online at <https://ischool.cci.fsu.edu>. All courses must be completed with a grade of C- or better, and at least six of the 12 credit hours must be completed at Florida State University. Courses taken at another institution must be evaluated by the School of Information to determine equivalency. Courses counted toward the minor cannot also be used to fulfill other degree requirements. Some courses may also have prerequisites. More information can be obtained by contacting the undergraduate advisors. Students do not have to complete any paperwork to begin working on an Information Technology minor, and the School of Information does not provide a certificate of completion. It is the responsibility of your major department to verify that you have completed the minor.

Combined Bachelor's/Master's Pathway

The School of Information has also developed a combined bachelor's/master's pathway in Information Technology (BSIT/MSIT) combining a bachelor's degree in Information Technology (BSIT) with a master's degree in Information Technology (MSIT). This pathway offers eligible undergraduate students the opportunity to take up to 12 credit hours of graduate coursework, which may be counted toward both the BS and MS degrees. For more information, visit: <https://ischool.cci.fsu.edu/programs/undergrad-programs/combined-bachelors-masters-program-in-information-technology>. Students earning the BSIT in the ICT major also have available combined pathways with a master's degree (MS or MA) in Communication & Digital Media, or with Professional Communication. Please refer to the School of Communication entries in the Bulletin for more information.

Innovation Hub

The School of Information is a founding partner in the Innovation Hub (The Hub) located on the first floor of the Louis Shores Building. The Innovation Hub is a technology innovation collaboration space designed to support design thinking with the latest technologies, such as a Digital Fablab, Virtual Reality Lab, Hackerspace, and more. For more information, visit <https://innovation.fsu.edu>.

Professional Opportunities

IT Careers

Content Manager
Cyber/Data Security
Data Analyst
Data Modeler/Designer
Data Warehousing
Database Administrator
Digital Media Manager
Information Architect
Information Technology Manager
Mobile/Web Application Developer/Administrator
Network Administrator
Project Manager
Systems Analyst
Social Media Manager
SQL Programmer
Technical Editor/Writer
Usability Analyst
Technology Coordinator

ICT Careers

Corporate Communications Coordinator
Database Analyst
Digital Specialist
e-Marketing Specialist
Integrated Marketing Strategist
Mobile/Web Application Developer
Online Engagement Specialist
Project Manager
Public Relation/Content Marketing
Security/Networking Analyst
Social Community Manager
Social Media Manager
Technical Trainers/Manager
Technology Support
Web Designer
Web Development Specialist

SCHOOL OF INFORMATION

Undergraduate Courses

Definition of Prefixes

CGS—Computer General Studies
COM—Communication
COP—Computer Programming
IDC—Interdisciplinary Computing
IDS—Interdisciplinary Studies
LIS—Library and Information Studies

Undergraduate Courses

CGS 2821. Introduction to Web Site Design (3). This course teaches proper website design techniques to students from all degree programs. Topics include visual design and graphics, information architecture, usability and accessibility, communication, adaptation to audience, markup languages, and development tools and processes. Coursework is focused on applying proper Web site design principles and techniques to projects in the students' disciplines. The course is gauged for beginners who are computer competent; it does not teach computer programming.

CGS 2835. Interdisciplinary Web Development (3). Prerequisite: Computer fluency. This interdisciplinary course provides basic training in project management, communication, information architecture, interface design, graphic design, Web technologies, content editing, and subject-area expertise, thus empowering students across disciplines to effectively communicate their subject-area expertise through today's most popular publishing medium, the Web.

COM 2080. Online Communication and Presence (3). This course provides students with theoretical background and practical experience in constructing messages for online communication, as well as managing self-presentation and professional relationships in the online environment. The course includes critical analysis of information sources and audiences and the development and delivery of online oral presentations.

COP 2258. Problem Solving with Object Oriented Programming (3). This interdisciplinary course is designed for students who are interested in understanding the principles that govern Object-Oriented Programming (OOP) and software development in order to assist with problem-solving in their own disciplines. The course addresses algorithm building principles, problem-solving strategies, how to analyze problems to identify requirements, and how to design an object-oriented solution. Students design, write, and debug computer programs.

IDC 2930r. Special Topics in Interdisciplinary Computing - Beginning Level (1-4). This course covers current issues and topics in interdisciplinary computing that are not discussed in other courses. Topics vary. May be repeated within the same term, to a maximum of nine credit hours.

IDS 2141. Innovation and Emerging Technologies (3). This course introduces students to tools and techniques used to design, develop, and evaluate innovative technologies, guides students through the development of their own innovations, and offers students a perspective on tech innovation through a wide variety of emerging techs. Coursework encourages critical thinking, interdisciplinary perspectives, and lifelong learning skills in students.

IDS 2144. Information Ethics for the 21st Century (3). This course identifies past, present and future information ethics challenges and encourages students to develop their own standpoints from which to address them. The primary purpose of this course is to provide students with the knowledge, skills and attitudes required to make informed ethical decisions about information production, management and use. Students explore and apply a wide range of ethical theories to examine critical information ethics issues raised by recent advances in information and communication technology.

IDS 3493. Empowering Health Consumers in the eHealth Era (3). This course explores the use of emerging technologies for health information seeking, health promotion and disease prevention, and for supporting the treatment and management of chronic illnesses. Students learn how to assess users' information needs, competencies, and health behaviors in order to develop accessible, useful, and effective solutions. They also study issues and concerns influencing adoption of these technologies at different levels.

IDS 3634. Information Literacy and Society (3). This course introduces students to the concepts of information literacy and what it means to be information literate in 21st century society. Students address the issue of information literacy by learning searching skills, gathering information from primary and derivative sources, and conducting information quality analyses. Students also work with information in real-world content domains to analyze and represent information effectively.

IDS 3682. Technical Communication in the Information Age (3). This course focuses on understanding the rhetorical situations and developing effective rhetorical strategies for technical communication in the information age. Attention is given to producing both technical documents and technical presentations. Emphasis is placed on the writing process, specifically on analyzing context, purpose, and audience; designing documents; and peer editing.

IDS 3683. Life with Google: The Unintended Consequences of Information Technology (3). This course explores the societal implications and unintended consequences of IT. It provides students the opportunity to explore how society's reliance on IT has changed the way we interact with each other and the world, question assumptions, and discuss strategies for weighing the pros and cons of the trade-offs we make as we work with information resources, services, systems, and technologies.

LIS 2360. Web Applications Development (3). This course introduces students to industry best practices and standards in proper website design and development, using object-oriented programming techniques. Coursework is focused on applying website design and development principles and techniques to projects. Students learn basic programming concepts while building an understanding of the power and complexities of modern web programming languages. The course provides a solid foundation in computer programming for the web: syntax and data structures, conditionals, objects, scope, the DOM and event handling.

LIS 2527. Digital Storytelling in Information Environments (3). This course helps students build their presentation skills through an understanding of the role of storytelling in the context of information environments such as the family, library, school, business, and social media. Students learn how to use stories to understand these environments better and to communicate, teach, learn, lead, and advocate when operating within them. Students learn traditional stories, write original stories, and present stories in class exercises and assignments. Students also learn to critique story presentations and to provide constructive feedback to other developing storytellers.

LIS 2780. Database Concepts (3). The course examines relational database management systems using a typical, commercial DBMS. Topics include data modeling, database design, implementation, forms and reports, and remote access to databases. The goal of this course is to provide students with a basic understanding of database design, implementation, and management concepts and techniques.

LIS 3021. Technical Communication for the Information Professions (3). This course emphasizes the principles of clear and effective written and oral communication as applied in information technology fields, as the ability to communicate about technical or specialized topics to various audiences is critical to making information usable and accessible and is an important skill for all information professionals to have.

LIS 3103. Information and Society (3). This course examines major issues related to living in the "information society," including information literacy, information security, identity theft, privacy, intellectual property, and information ethics. Students gain skills in searching the Web, electronic databases, and print resources. The three broad areas covered by the course are personal information management, academic information, and career/professional information.

LIS 3201. Research and Data Analysis in Information Technology (3). This course provides students with an understanding of methods and tools used by information professionals for research and data analysis. It focuses on both quantitative and qualitative methods in information technology professions including surveys, interviews, need assessments, requirements analysis, and transaction log analysis. It provides students with the opportunity to conceptualize an IT problem, develop a research plan, and design methods for assessing, collecting, analyzing, and reporting research data.

LIS 3267. Information Science (3). This course presents the history, philosophical bases, concepts, theories and methodologies of information science. It also emphasizes the definitions and properties of information, formal and informal information systems, information origination, transfer, classification, formatting and use.

LIS 3353. Information Technologies (3). This course provides a solid foundation in the fundamental concepts, theories and principles in information technology and discusses critical issues surrounding their use and how they impact everyday life. The course is also an understanding of the concepts and principles underlying the design and use of digital devices, computer hardware, software, telecommunications, networking and multimedia, and is an integral part of any IT curriculum.

LIS 3410. Societal Implications of the Information Age (3). This course explores the societal implications and unintended consequences of information technology in the 21st century, improving our understanding of the sociotechnical trade-offs that we make as we interact with new information services, systems, and technologies. It provides students with an opportunity to question their assumptions about the relationships that exist between technology and society in the information age, weigh the pros and cons of our everyday information technologies, and examine how our increased reliance on information technology has changed the way we interact with each other and the world around us.

LIS 3706. Information Systems and Services (3). Prerequisite: LIS 2780. This course provides an overview of information systems concepts and practice including system management, maintenance, assurance, and reporting services, physical and human resources. The course includes an introduction to information system hardware components, operating systems, scripting languages, with practical training in databases and networked servers. In addition, this course provides practice in managing the people, processes and events (planned or otherwise) involved in information system management.

LIS 3778. Cybersecurity for Digital Citizens (3). This course orients the digital citizen for the future. The course prepares students to understand the most common cyber-threat types, hacking techniques and fundamental protection strategies, as well as software approaches for data and information systems. Students analyze threat and attack scenarios across multiple domains, along with tactics for protection. The course engages students in critical thinking for analysis and discusses fundamental cybersecurity topics, rather than offering technical hands-on exercises.

LIS 3781. Advanced Database Management (3). Prerequisite: LIS 3784. This course explores various topics in database management systems (DBMS), using a typical commercial DMBS (e.g., MySQL, SQL Server, Oracle). Administration, security, stored procedures, triggers, transactions, functions, data mining, data warehousing, and remote access to databases are some of the topics covered. Students are expected to demonstrate an understanding of these database concepts through creating, deploying, and utilizing various relational database designs.

LIS 3784. Intermediate Database Management (3). Prerequisite: LIS 2780. This course examines relational database management systems using a typical, commercial DBMS, such as Microsoft Access and/or MySQL and Oracle. Topics include data modeling, database design, implementation, forms and reports, and remote access to databases. The goal of this course is to provide students with an intermediate understanding of database design, implementation, and management concepts and techniques.

LIS 3793. Information Architecture (3). This course provides an introduction to the scope and methods of information architecture, including project strategy; project scope; audience research; organization schemes, categories, and labels; identifying functional and content requirements; and interface design. The course emphasizes the interrelationships of these components and stresses the importance of developing communication skills within teams and with clients.

LIS 4022. Writing for the Information Professions (3). This course offers practical hands-on experience with forms and practices of technical and professional writing, including documentation, correspondence, audience analysis, writing for social media, evaluation, and review. The course emphasizes clear, concise, and effective writing in information technology settings, both within organizations and for user services.

LIS 4104. Social Networks (3). This course introduces students to the history and concepts of social networks, the networked society, and to social network analytics – the discovery and communication of meaningful patterns in relational data. Students in this course develop knowledge and skills with the tools necessary to apply network analytics to fields such as Information Technology, Business, Communications, Sports Performance, Sociology, and Education.

LIS 4264. Systems Approach in the Information Environment (3). Prerequisite: MAC 1105. This course offers an introduction to the systems approach for problem solving in an information seeker's environment. The theories and concepts of information science are integrated with a variety of practical tools for the structured design and analysis of information systems.

LIS 4276. Quantitative Methods in Information Studies (3). Prerequisites: LIS 3201 and senior standing, or instructor permission. This course presents practical methods for collecting and analyzing quantitative data. Topics include hypothesis testing, analysis of variance, contingency tables, correlation, and experimental design.

LIS 4277. Usability and Usefulness of Information Systems (3). Prerequisites: LIS 3201 and LIS 4276. This course introduces students to the concepts of cognitive and human information processing, their application to information systems design, and the assessment of the usability and usefulness of information systems.

LIS 4301. Electronic Media Production (3). Prerequisites: CGS 2835, LIS 3353. This course offers the understanding, skills, and techniques needed for the production and utilization of various types of electronic graphic resources. Emphasis is on visual literacy, the evaluation of graphic resources, design standards, and the visual representation of information. Students evaluate existing materials and design and produce materials for both electronic and print formats, including pages for the World Wide Web, slide shows for visual support of verbal presentations, and documents produced with desktop publishing software.

LIS 4331. Advanced Mobile Applications Development (3). Prerequisite: LIS 4381, or instructor permission. This course examines advanced techniques of mobile application design and development. Course applications will utilize and integrate specific mobile device features involving interface design and testing, with a priority on data handling and validation methods, life cycle events, local and remote process services, location based facilities, device sensors, network and web application programming interfaces (APIs), as well as including multimedia components. Industry best-practices are employed for real-world applications, including testing and debugging, utilizing software development methods and tools. The course provides a general understanding of bringing mobile applications to market, registering products at official portals and stores, and the details involved in distributing applications to mobile users.

LIS 4351. User Experience Design (3). This course provides a comprehensive overview of the user experience design process, and is intended to familiarize students with the methods, concepts, and techniques necessary to make user experience design an integral part of developing information interfaces. The course provides students with an opportunity to acquire the resources, skills, and hands-on experience they need to design, develop, and evaluate information interfaces from a user-centered design perspective.

LIS 4366. Website Development and Administration (3). Prerequisite: LIS 4301. This course covers issues and techniques related to the planning, production, and management of large World Wide Web sites, including information on organization and design, hardware and software, and cutting-edge development tools. Special emphasis is placed on information provision and the role of Web developers as providers and managers of information resources.

LIS 4368. Advanced Web Applications Development (3). Prerequisites: COP 2258, LIS 2360, and LIS 2780. This course provides a foundation in developing web applications with an emphasis on server-side concepts, tools and methods. Topics include basic web application programming, advanced object-oriented PHP and web application development. Students enrolled in this course develop basic programming skills in a modern web development environment, understand web application development principles and be able to find and use web application development resources on the Internet.

LIS 4369. Extensible Enterprise Solutions (3). Prerequisites: COP 2258, LIS 2360, and LIS 2780; each with a grade of "C-" or better. This course provides the foundational aspects of application design using procedural and object-oriented programming (OOP) concepts and techniques, employing various application development tools.

LIS 4376. Artificial Intelligence Applications (3). Prerequisites: COP 2258 and LIS 2780. This course is an explorative introduction into artificial intelligence. AI and its related fields are used in many areas: business and health analytics, security, energy production, image and biometric analysis and recognition, weather forecasting, as well as copious other applications. The skills, tools, and techniques learned in this course are relevant to careers in the aforementioned areas.

LIS 4380. Social Media Management (3). This course explores the tools, information management, and communication function of social media through hands-on work with designing and managing social media sites. Students participating in this class actively design, implement, and coordinate numerous projects that build a foundation in social media management while allowing students to gain valuable leadership, communication, and organizational skills. Students also explore the different issues and concerns that may influence the widespread adoption and implementation of social media at the individual and national levels.

LIS 4381. Mobile Web Application Development (3). Prerequisites: COP 2258, LIS 2360, and LIS 2780; each with a grade of "C-" or better. This course focuses on concepts and best practices for developing and managing "mobile-first" technology projects. It covers processes and requirements for developing mobile web applications and principles for effective interface and user experience design. Students also examine different issues and concerns that may influence the widespread adoption and implementation of mobile web applications. Students develop a prototype of a mobile web app and prepare proposals and other documentation for communicating contractual and functional specifications to clients.

LIS 4480r. Information Technology Leadership (3). This course focuses on leadership, group communication, project planning, strategy, and individual development, with a focus on Information Technology and its uses. Students participating in this class actively design, implement, and coordinate numerous ongoing projects that build a strong team atmosphere and allow students to gain valuable leadership, communication, and organizational skills within the context of contemporary IT organizations. May be repeated to a maximum of six credit hours.

LIS 4482. Introduction to Networks and Telecommunications (3). This course provides a foundation in the use of networking technologies and the management of modern data networks, with emphasis on the building blocks of local area networks. Subjects covered include networking architectures, topologies, models, layers, protocols, IP subnetting, equipment, operating systems, security and various tools/utilities.

LIS 4488. Network Administration for the Information Professional (3). Prerequisite: LIS 4482. This course focuses on the planning, design, configuration, operation, and management of computer networks containing data communication devices, servers, workstations, and networked applications and support systems. It introduces students to administrative techniques inherent to basic operating systems, and also to enterprise management systems required by larger organizations. Students examine and discuss issues of scalability, performance management, and integration of internal resources with external resources such as cloud-based systems.

LIS 4701. Information and Data Visualization (3). Prerequisites: A strong knowledge in digital graphic software is highly recommended. This course expands digital graphics skills by integrating accurate information into a visual representation by encouraging critical thinking, communication, media design, and lifelong information literacy skills. The course introduces techniques to evaluate information, guide students through the design process to express their own creativity and offer a diverse representation of information visualization through a wide variety of past and modern examples from digital posters to data visualization. A strong knowledge in digital graphic software is highly recommended.

LIS 4708. IT Professions (3). LIS 4708 Prerequisites: LIS 3021 (C- or better) or MMC 2000 (C- or better); and LIS 3353 (C- or better) This course is designed to assist graduating seniors to articulate what they have learned from their training in four key areas (the knowledge required to work productively with people, to communicate effectively, to manage information purposefully, and to apply technology innovatively for the benefit of individuals and organizations) through the preparation of an interactive resume and career portfolio. Class discussions and assignments help students prepare for their chosen career path by providing perspectives on the issues that face them upon entering their career as information professionals.

LIS 4761. Data Mining and Analytics (3). Prerequisite: LIS 2780. Pre- or corequisite: LIS 3201. This course introduces data analytics, which uses statistical and quantitative analysis, predictive and exploratory models to drive decisions and actions from data. Students learn basic concepts and algorithms for data exploration, data cleaning, predictive modeling, clustering, and text mining. Students also learn how to use tools to evaluate data models and interpret the results.

LIS 4770. Information and Image Management (3). This course describes the scope and the problems involved in the administrative management of records. Emphasis is placed on the importance of managing and controlling records from the time of their creation until their vital deposition.

LIS 4772. Introduction to Consumer Health Informatics (3). This course explores the design and use of emerging technologies for health promotion and disease prevention, and for supporting the treatment and management of chronic illnesses. It promotes an interdisciplinary and user-centered approach for developing applications for health consumers. Students learn how to assess user's information needs, competencies, and health behaviors in order to develop accessible and effective solutions. They also study issues and concerns influencing adoption of these technologies at different levels.

LIS 4774. Information Security (3). Prerequisites: A basic knowledge of systems, servers, networking and databases is preferred. This course provides a comprehensive, integrated and up-to-date overview of computing security. The course examines theoretical concepts that form a foundation for information systems security. Topics include cybersecurity overview, cryptographic tools, user authentication, access control, malicious software, denial-of-service attacks, intrusion detection, firewalls and intrusion prevention systems, and buffer overflow. The discussion of these topics provides students with broad and new perspectives on contemporary issues in cybersecurity. This course adopts a practical, hands-on approach to examining several fundamental security technologies. This course provides students with an opportunity to advance their critical thinking ability and troubleshooting skills to address cyber threat issues.

LIS 4776. Advanced Health Informatics (3). Prerequisite: LIS 4785. This course introduces students to emerging technological solutions that can help improve healthcare delivery and healthcare decision-making. The course builds upon and extends the foundations presented in the basic health informatics course and introduces practical solutions for real-life problems faced by healthcare organizations. Students learn how to address various health IT issues and implementation challenges in the current healthcare environment. Students develop a solid practical skill set to enter the healthcare industry as health informatics specialists.

LIS 4777. Advanced Information Security (3). Prerequisite: LIS 4774. This course offers advanced knowledge and skillsets on cyberinfrastructure security and contemporary issues in cybersecurity. Students form teams to build their cyber defense systems and perimeters (as blue teams), and then conduct penetration testing to discover systems and networking vulnerabilities (as red teams) in simulated live networks.

LIS 4785. Introduction to Health Informatics (3). This course presents how theory and practice in health care, strategy, information technology, communications, and law are integrated in the management and delivery of health care in various situations. Focus is on the emerging specialization in the health-care industry that combines expertise in health care, information technology, and information management.

LIS 4905r. Directed Individual Study (1-3). (S/U grade only.) This course consists of guided studies for individual professional and subject needs. May be repeated to a maximum of six credit hours; repeatable within the same term.

LIS 4910. Information Technology Project (3). LIS 4910 Prerequisites: LIS 3021 (C- or better) or MMC 2000 (C- or better) and LIS 3353 (C- or better) This course provides students with a broad perspective of project management through an information technology project. Students develop IT project management skills, IT product development, and hands-on experience that they need to develop a product idea, project management knowledge, and evaluation of their IT project.

LIS 4930r. Special Topics in Information Technology (3). Prerequisite: Instructor permission. This course is a directed and supervised investigation of selected problems, issues, and trends in information studies, with an emphasis on research. It is anticipated that each offering will be different because of the evolving nature of the subject matter. May be repeated to a maximum of six credit hours.

LIS 4938. Seminar in Information Studies (3). Prerequisites: Senior standing and three of the following: LIS 3232, LIS 3267, LIS 3342, LIS 4276, and LIS 4351. This seminar involves intensive reading and preparation of position papers concerning current issues in information studies, followed by discussions of these papers with faculty and information specialists.

LIS 4940r. Internship in Information Technology (1-6). (S/U grade only.) Prerequisite: Instructor permission. Students work under the guidance and supervision of a professional in an organization that provides information services. The work is guided by learning objectives agreed upon by the site supervisor, the Internship Coordinator, and the student. Students must adhere to the human resource policies of the site organization. The course offers an ideal opportunity to test theory in practice and to gain experience in a realistic information provision environment. May be repeated to a maximum of 12 credit hours.

LIS 4941r. Information Technology Practicum (3). This practicum is designed to provide the student with exposure to hands-on technical problem solving in a variety of settings. Students learn through practical experience to identify common technical problems experienced by end users; assess the scope and severity of user issues; and to develop, communicate, and implement strategies for successful problem resolution. May be repeated to a maximum of six credit hours. Duplicate registration not allowed

LIS 4970r. Honors in the Major Research (1-6). In this course, students accepted into the Honors in the Major program complete an original research or creative project in their major area of study. This course must be repeated at least twice to complete a minimum of six (6) credit hours total, but may be repeated up to a maximum of 12 credit hours in total.

SCHOOL OF INFORMATION

GRADUATE STUDIES

Information for Graduate Students

THE COLLEGE OF COMMUNICATION & INFORMATION

Website: <https://ischool.cci.fsu.edu>

Director: Charles C. Hinnant; **Professors:** G. Burnett, K. Burnett, Dennis, Everhart, Gross, Kazmer, Latham, Lustria, Mardis, Marty, Stvilia; **Associate Professors:** He, C. Hinnant, Metcalfe, Sullivan; **Assistant Professors:** Chatmon, Park, Stahlman, Sengupta; **Specialized Faculty:** Baeg, Barrager, Gibradze, L. Hinnant, Jowett, Marks, Ngampornchai, Reist, Saludo, von Hollen; **Professors Emeriti:** Aaron, DePew, Hart, C. Jørgensen, McClure, Riccardi, Robbins, Wiegand

The School of Information (iSchool) at Florida State University is one of the top-ranked information and information technology programs in the nation and offers a myriad of opportunities to facilitate people's needs for credible information with complex and innovative technology. The multi- and inter-disciplinary domains represented within the information field offer some of the most diverse and rewarding professional opportunities available today. Sophisticated information technologies have fundamentally changed the nature of how information is produced, distributed, acquired, organized, stored, preserved, and analyzed. The information professions serve as a bridge between people, information, and technology, ensuring that information systems are designed to support and empower users; and that information technology is usable, useful, reliable, and robust. Information professionals ensure that people can access the credible information they want and need, while at the same time addressing issues such as security and privacy, intellectual property, and information policy.

Established in 1947, the iSchool offers graduate degree programs that provide professional development in information management, information services, and information technologies. The Master of Science in Information Technology degree program is ranked ninth nationally and fifth for Veterans among *Computer Information Technology Degree Programs*. The Master of Science in Information degree program is ranked eleventh nationally, first for School Library Media, and third for Youth Services among *Library and Information Science Degree Programs*. The Master of Arts (MA) and Master of Science (MS) degree programs in Information are accredited by the *American Library Association (ALA)*: <https://ala.org>. The iSchool also offers the combined bachelor's/master's pathway in Information Technology (BS/MS), the Specialist degree in Information, and the Doctor of Philosophy (PhD) degree in Information, as well as graduate certificate programs in Information Architecture, Cyber Intelligence, Health Informatics, Human-Centered Data Science, Information Leadership and Management, User Services, School Librarian Leadership, and Youth Services. The iSchool is a member of the *Association for Information Science and Technology (ASIS&T)*: <https://asis.org>; the *Association for Library and Information Science Education (ALISE)*: <https://alise.org>; and is a founding member of the *iSchools* movement: <https://ischools.org>.

The iSchool's exceptional faculty actively participate in professional conferences, organizations, and societies, conducting groundbreaking research, and publishing in respected peer-reviewed publication venues. The overwhelming majority of the courses are taught by our faculty, and their professional and academic activities translate directly into a rich, intellectual environment that amply prepares students for future career options. Our graduates are well prepared to work across both public and private sector environments - from educational institutions, libraries, government, and non-profit agencies to entrepreneurial startups and major corporations, as well as in any organization that has a significant need to bring people, information, and technology together.

Synchronous Online Courses

Our online courses typically meet for a scheduled day/time in the evenings, during which students participate in webinar-style synchronous online activities. These scheduled days/times are published on the course schedule each term. Adherence to this schedule may vary from course to course. Some courses use a variety of modes and students should check with the instructor for information about the mode of instruction for a particular course. Visit <https://ischool.cci.fsu.edu/academics/online>.

Professional Opportunities

In the master's degree programs, students will gain the theoretical foundation, knowledge, and skills necessary to function effectively in a variety of professional positions within the information fields, such as:

Artificial Intelligence (AI) Ethics Officer

Chief Information Officer (CIO)

Chief Technology Officer (CTO)

Computer Security Analyst

Data Scientist

Digital Librarian

Digital Youth Specialist

Health Informaticist

Information Manager

Information Literacy Librarian
Information Service Librarian
Information and/or Information Technology Policymaker
Information Technology Manager
Law Librarian
Library Director
Medical Librarian
Metadata Librarian
Museum Director
Research Data Librarian
Scholarly Communication Librarian
Social Media Manager
Systems Analyst
Systems Security Analyst Web Developer/Administrator
Your and/or School Librarian

Graduate Programs Available

- Master of Science in Information (This degree includes two majors: a major in Information and a major in Information Science and Technology)
- Master of Science in Information Technology
- Master of Arts in Information

(The Master of Science in Information and Master of Arts in Information degree programs are offered in two types: the course-work only option and the thesis option; for details, see <https://ischool.cci.fsu.edu/programs/grad-programs/master-of-science-in-information/#degree-requirements>).

- Specialist (Post-Master's) in Information
- Juris Doctor / Master of Science in Information
- Juris Doctor / Master of Science in Information Technology
- Doctor of Philosophy in Information

Certificate Programs

- Cyber Intelligence
- Health Informatics
- Human-Centered Data Science
- Information Architecture
- Information Leadership and Management
- School Librarian Leadership
- User Services
- Youth Services

Master of Science in Information

The Master of Science in Information degree, accredited by the American Library Association (ALA), requires successful completion of 36 credit hours of graduate coursework that can be earned online. Students may select from two majors: Information, or Information Science and Technology. Students electing the major in Information must take four core courses in the areas of information organization, policy, research methods, and management; at least one technology-focused course; and choose additional courses from one or more programs of study.

Current Programs of Study

Cultural Informatics
General Librarianship
Health Informatics
Information Organization
Leadership & Management
Public, Academic, and Special Libraries
User Services
School Libraries
Technology & Networking
Web Design
Youth Services

For more information about the MS program, visit <https://ischool.cci.fsu.edu/programs/grad-programs/master-of-science-in-information>.

Master of Arts in Information

A Master of Arts in Information degree, accredited by the American Library Association (ALA), may be earned by students who complete the requirements for the Master of Science degree and six or more credit hours of graduate credit in one or more of the following fields: art; classical language, literature, and civilization; communication (not including speech correction); English; history; humanities; modern languages and linguistics; music; philosophy; religion; and theatre. In addition, they must demonstrate proficiency in a foreign language. For more information about the MA program requirements, visit <https://ischool.cci.fsu.edu/programs/grad-programs/master-of-arts-in-information>.

Master of Science in Information Technology

The Master of Science in Information Technology degree requires successful completion of 32 credit hours of graduate coursework, which can be earned online. Students must take four core courses in the areas of management of information organizations, information behavior, information systems management, and usability analysis. Students choose additional courses either from one or more programs of study or by designing an individualized approach that best meets their career goals. Current programs of study include: large-scale data management, IT leadership and management, technology and networking, user-centered design, and Web design. Programs of study are tailored to professional needs in preparing students for diverse IT careers such as Web developer/administrator, information systems analyst, information security systems analyst, health IT systems specialist, data scientist, and social media manager. A combined bachelor's/master's pathway (BSIT/MSIT) integrating a bachelor's degree in Information Technology with a master's degree in Information Technology is also available to eligible undergraduate students, offering them the opportunity to take up to 12 credit hours of graduate coursework, which may be counted toward both the BSIT and MSIT degrees. Information about the combined BSIT/MSIT pathway can be found at: <https://ischool.cci.fsu.edu/programs/undergrad-programs/combined-bachelors-masters-program-in-information-technology>.

For more information about the MSIT program, visit <https://ischool.cci.fsu.edu/programs/grad-programs/master-of-science-in-information-technology>.

Admission Requirements—Master of Science and Master of Arts Programs

To be considered for admission to the MS or MA program, a student must present:

- Proof of completion of a baccalaureate degree from a regionally accredited college or university;
- A minimum grade point average (GPA) of 3.0 (on a 4.0 scale) on all upper-division undergraduate coursework toward a bachelor's degree, or an earned minimum grade point average of 3.0 (on a 4.0 scale) on a completed master's degree; and
- Official test results from a nationally standardized Graduate Admissions Entrance Exam, such as the General Test of the Graduate Record Examination (GRE), the Graduate Management Admission Test (GMAT), the Law School Admission Test (LSAT), and the Miller Analogies Test (MAT). The GRE is preferred. The graduate admission exam requirement can be waived for applicants meeting specific criteria: a completed Master's, JD, MD, or PhD degree with a GPA of 3.0 or higher from a regionally accredited institution; two years of professional experience working in the information or information technology field and a 3.0 or higher upper-division undergraduate GPA from a regionally accredited institution; or FSU undergraduate students with an upper-division information technology GPA of 3.2 or higher and an overall GPA of 3.4 or higher.
- Additional supporting application materials: résumé, application fee, FSU Graduate Application, and a statement of purpose.

Additionally, students applying for admission to the Master of Science in Information Technology degree must also provide proof of completion of 12 credit hours of technology-related coursework or two years of information technology-related work experience. A student who does not have this IT background is encouraged to consider completing the graduate Certificate in Information Architecture as a non-degree seeking student prior to applying to the MSIT to meet this requirement. Up to 12 approved credit hours taken as a non-degree seeking student may be transferred toward degree completion requirements upon formal admission to a master's or specialist degree program.

English Language Proficiency: Official English Language Proficiency results are required of all international applicants whose native language is not English. International graduate applicants seeking teaching assistantships are also required to pass a test of spoken English. This test requirement may be waived for applicants who have a completed bachelor's degree or master's degree from a U.S. institution.

Meeting the University's minimum required GPA **does not** guarantee admission to the program. Admission is competitive and applicants must demonstrate academic ability, focus, interest, commitment, maturity, and other evidence that they can succeed in our graduate program and contribute to the profession. The School of Information gives preference for admission to applicants who meet the minimum University requirements. For more information about master's degree admission requirements, visit <https://ischool.cci.fsu.edu/academics/graduate>.

Course-By-Course Credential Evaluation for Degrees from Non-U.S. Institutions

The Florida State University Office of Graduate Admissions requires a course-by-course credential evaluation for all applicants who have earned degrees from a non-U.S. institution. International and domestic applicants with degrees earned from non-U.S. institutions must submit their official transcripts through a National Association of Credential Evaluation Services (NACES) approved evaluator (<https://www.naces.org/members>).

Specialist (Post-Master's) in Information

The Specialist degree is a post-master's degree designed for students who are interested in gaining knowledge in new areas within the information field. The focus of the program is to improve and/or develop new skills and professional competencies. Students in this degree program plan their specific program of study cooperatively with faculty advisors who will help tailor the program to meet the student's professional needs. The Specialist degree requires successful completion of 30 credit hours beyond the MS/MA degree and an optional culminating paper or project upon completion of coursework. For more information about the specialist program, visit <https://ischool.cci.fsu.edu/programs/grad-programs/specialist-in-information>.

Admission Requirements—Specialist Degree

Admission to the Specialist in Information is highly competitive. The decision is made based on a holistic review of the application, including:

- Work experience
- Prior academic experience
- Graduate Admissions Entrance Examination scores (GRE, MAT, LSAT, or GMAT) OR approved waiver. To request a waiver, complete the online Entrance Exam Waiver Request Form. Entrance exam can be waived for master's and specialist applicants who meet ONE of the following criteria: A completed Master's, JD, MD, or PhD degree with a GPA of 3.0 or higher from a regionally accredited institution;

- Two years of professional experience working in the information or information technology field and a 3.0 or higher upper-division undergraduate GPA from a regionally accredited institution; or FSU undergraduate students with an upper-division information technology GPA of 3.2 or higher and an overall GPA of 3.4 or higher.
- English Language Proficiency exam (required of international applicants ONLY). **Note:** If you have a completed bachelor's degree or master's degree from a U.S. institution, this test requirement may be waived. For more information about specialist degree admission requirements, visit <https://ischool.cci.fsu.edu/academics/graduate>.
- The Florida State University Office of Graduate Admissions requires a course-by-course credential evaluation for all applicants who have earned degrees from a non-U.S. institution. International and domestic applicants with degrees earned from non-U.S. institutions must submit their official transcripts through a National Association of Credential Evaluation Services (NACES) approved evaluator (<https://www.naces.org/members>).

Timeline for Completion of Graduate Degrees—MS, MA, and Specialist

The work for the master's or specialist degree must be completed within seven years from the time the student first registers for graduate credit. Graduate students must maintain a minimum grade point average of 3.0 (on a 4.0 scale) or better in all work taken at the graduate level. No course with a grade below "C-" (C minus) will be credited toward a graduate degree and no student is eligible for the conferral of a degree if the overall grade point average is less than a 3.0 (on a 4.0 scale). Students whose grade point average falls below 3.0 in any term are placed on academic probation for the next term; academic dismissal will occur if the minimum 3.0 grade point average is not achieved by the end of the next term of enrollment. If the student does not complete the work required for the degree within seven years of initial registration and the School does not choose to approve an Extension of Time (EOT), the student may no longer be enrolled in either the program or at Florida State University.

Juris Doctor/Master of Science Joint Graduate Pathways

The JD/MSI and JD/MSIT Joint Graduate Pathways lead to both a Juris Doctor degree from the FSU College of Law and a Master of Science in Information (MSI) or Master of Science in Information Technology (MSIT) degree from the School of Information. Graduates of these programs are particularly suited to work in law libraries and other organizations involved with the creation, organization, and dissemination of legal information and the management and implementation of legal information technology systems. Students in the Joint Graduate Pathway receive academic advising from both the College of Law and the School of Information.

For the JD/MSI degree, nine credit hours of graduate coursework in Information are credited toward the hours normally required for the Juris Doctor degree and six hours of Law courses are credited toward the 36 hours required for the Master of Science degree. This saves the joint-degree student 15 credit hours of coursework that would otherwise be required to complete both degrees separately. For the JD/MSIT degree, nine credit hours of graduate coursework in Information Technology are credited toward the hours normally required for the Juris Doctor degree and two hours of Law courses are credited toward the 32 credit hours required for the Master of Science degree. This saves the joint-degree student 11 credit hours of coursework that would otherwise be required to complete both degrees separately.

Students wishing to enroll in the JD/MS Joint Graduate Pathways program must submit Dual Enrollment Request forms prior to completing 12 hours in the second degree program and before reaching their final term and applying for graduation. All coursework for both degrees must be completed within a five-year period and both degrees are awarded at the same time. With the exception of the shared credit hours described above, students are expected to fulfill all requirements for both degrees.

For more information about the JD/MS Joint Graduate Pathways, visit <https://law.fsu.edu/academics/academic-programs/joint-graduate-pathways>.

Doctor of Philosophy in Information

The Ph.D. in Information is a research degree designed to produce astute and creative researchers for academic, corporate, nonprofit, or governmental settings. The school is committed to preparing information professionals with the knowledge, skills, abilities, and attitudes to explore and evaluate information challenges in different contexts. Ph.D. students analyze, evaluate, and explain a variety of information phenomena in such areas as the social sciences, information science, information technology, and/or the humanities. Ph.D. students are expected to perform original research and report the results of their research in a clearly written dissertation.

The goals of the program are to prepare graduates who will demonstrate:

- A deep foundational knowledge in their major area of interest and the potential for advancing future research,
- An ability to apply different research methodologies to investigate different information phenomena; and
- A capacity to do original and independent scholarly investigation or creative work.

Each student's program is planned individually, in concert with his/her Major Professor (MP) and Supervisory Committee (SC). Together they must formulate a comprehensive program of study that will ensure a mastery of major areas of interest.

Applicants should generally have a master's or equivalent degree. Due to the interdisciplinary nature of doctoral program, applications from prospective students representing a wide range of fields are encouraged.

Admission Requirements—PhD Program

Admission to the PhD program is highly selective, based upon the assessment of a number of factors which, when taken together, provide evidence that the applicant possesses superior scholastic ability, has the potential for success in a rigorous graduate program of research study, and will perform well within the broad context of the information field. Among the factors considered are the following:

- Official test results from a nationally standardized Graduate Admissions Entrance Exam, such as the GRE, GMAT, LSAT, and the MAT. The GRE is preferred.
- Academic records of previous undergraduate, graduate, and professional studies;
- Quality and quantity of prior work experience;
- Three or more references provided by the applicants to attest to their experience and their ability to complete advanced study and research successfully;
- A personal statement covering their career objectives, describing their research interests, as well as the specific qualifications of the applicant to pursue doctoral work;
- A recent research paper or writing sample;
- A current curriculum vitae or résumé;
- A digital video of the applicant detailing the applicant's background information and accomplishments, why the applicant is interested in the FSU School of Information, research areas of interest, the faculty with whom the applicant would like to work, and goals after completing the PhD.

Admission to the PhD program requires approval of both the University and the School of Information. To be considered for admission, students must present:

- Proof of Completion of a master's degree from a regionally accredited college or university;
- A minimum grade point average (GPA) of 3.0 (on a 4.0 scale) on all upper-division undergraduate coursework toward a bachelor's degree and a minimum GPA of 3.0 on a completed master's degree

English Language Proficiency: Official English Language Proficiency results are required of all international applicants whose native language is not English. This test requirement may be waived for applicants who have a completed bachelor's degree or master's degree from a U.S. institution. The minimum departmental scores required for admission to the School of Information are:

- Internet based TOEFL (iBT): 100 Total / 24 Writing Score
- International English Language Testing System (IELTS): 7.0 Total / 6.5 Writing Score
- Duolingo: 130 Overall Score / 125 Production Score

Course-By-Course Credential Evaluation for Degrees from Non-U.S. Institutions

The Florida State University Office of Graduate Admissions requires a course-by-course credential evaluation for all applicants who have earned degrees from a non-U.S. institution. International and domestic applicants with degrees earned from non-U.S. institutions must submit their official transcripts through a National Association of Credential Evaluation Services (NACES) approved evaluator (<https://www.naces.org/members>).

Completed applications are evaluated by the doctoral program committee, which looks at the totality of the applicant's qualifications. Every effort is made to select those individuals who have the potential to succeed in the program.

All credentials for evaluation for entry must be received by Florida State University by January 15. For more information about the PhD degree program, visit <https://ischool.cci.fsu.edu/academics/graduate/phd>.

Certificate Programs

The School of Information offers graduate-level certificate programs that can be earned online. For more information about certificate programs, please visit <https://ischool.cci.fsu.edu/academics>.

Cyber Intelligence

This certificate program prepares information and technology professionals to be cybersecurity analysts, decision and policy makers, information/ knowledge officers, investigators in the areas of cyber intelligence, cybersecurity, privacy and ethics. This program offers opportunities to develop relevant analytical knowledge and skillsets in a range of policy, data, systems, networking and cyberinfrastructure that positively impact students' learning and cyber situational awareness.

Health Informatics Certificate

The Graduate Certificate in Health Informatics program prepares information professionals to be managers and leaders in the broad field of health informatics by educating students in health information technologies, healthcare data analytics, health information resources, and the management of information and technology systems and services. This program offers training in areas including clinical informatics systems and eHealth/mHealth approaches that support health education and patient self-management.

Human-Centered Data Science

In the era where big data and data-driven decision-making is paramount, the need for skilled and responsible professionals who understand the practical and ethical implications of data science has never been greater. The *Human-Centered Data Science Certificate Program* is designed to meet this growing demand by equipping students with a blend of theoretical knowledge and practical skills in the field of data science. This certificate program aims to provide a comprehensive understanding of key concepts and techniques in data organization, data mining, ethics in information, information policy, metadata, and database management. Our curriculum is structured to address the diverse needs of students ranging from seeking foundational knowledge to enhancing their skill sets in the rapidly evolving data landscape.

Information Architecture Certificate

This certificate program prepares information and technology professionals to design, build, and manage a Website as an information system. This program offers opportunities to enhance skills in areas of Web design, Web applications, administration, and usability, building on students' existing knowledge of Web technologies.

Information Leadership and Management Certificate

For the 21st century information professional, the ever-changing information environment - where sources and services abound within networked systems - presents a number of challenges requiring heightened leadership and management skills. As information technologies become more ubiquitous, the role of libraries within society realigns, and the integrity of information resources in a digital age comes under increasing pressure, navigating effectively within an increasingly political environment is more important than ever. The *Graduate Certificate in Information Leadership and Management* prepares information professionals to be leaders and managers within their respective fields by enhancing their understanding of policy, grant development, decision-making, marketing, team building, and business, scenario and strategic planning.

School Librarian Leadership Certificate

This certificate program prepares school librarians to be leaders by strengthening skills in technology integration, instructional collaboration, and information leadership. The certificate program offers training in skills to positively impact learning, collaborate with educators to effectively use library resources tailored to the learning needs of learners, and effectively select and integrate various technologies into the instructional program of the school.

User Services Certificate

This certificate program prepares information professionals to assume the role of an information, research, and instructional specialist in order to provide assistance to patrons. The certificate program offers training in searching, selecting, and using information resources in a wide range of forms and formats; understanding information needs; and communicating and working effectively with diverse populations.

Youth Services Certificate

This certificate program prepares information professionals to be successful youth services specialists. This program offers training in resources, services, and evaluation focused on the information needs and interests of children and youth.

Scholarships, Assistantships, and Fellowships

The School of Information provides several internal opportunities for financial assistance based on a variety of factors. For more information, visit our Website at <https://ischool.cci.fsu.edu/academics/financial>.

Innovation Hub

The School of Information is a founding partner in the Innovation Hub (The Hub) located on the first floor of the Louis Shores Building. The Hub is a technology innovation collaboration space designed to support design thinking with the latest technologies, a Digital Fablab, Virtual Reality Lab, Hackerspace, and more. For more information, visit <https://innovation.fsu.edu>.

Student Organizations and Honor Societies

Students have the opportunity to become involved with organizations that engage professional interests, build relationships, expand networking opportunities, and continue learning outside the classroom. For more information, visit <https://ischool.cci.fsu.edu/people/students>.

The American Library Association Student Chapter

As one of sixty active student chapter groups, the award-winning FSU iSchool American Library Association (ALA) student chapter seeks to promote the growth of its members in accordance with ALA standards. Founded in 1988, the student chapter was the 14th to be officially recognized by the ALA. By becoming a member of the ALA, FSU students gain access to lower membership rates, career opportunities, discounts, national conferences, job listings, newsletters, and invaluable networking opportunities, among other benefits. Student members of the ALA can also apply for the Student-to-Staff position with the ALA annual conference. Those chosen as a representative will receive free conference registration and housing in exchange for four hours of volunteer work per day. Students also have the opportunity to join the Florida Library Association at a discounted price when joining the ALA. The ALA student chapter also provides access to leaders in the library community by bringing esteemed speakers to our meetings. The FSU ALA student chapter has earned national honors as Student Chapter of the Year and runner-up for Student Chapter of the Year. For more information, visit <https://ala.cci.fsu.edu>.

Beta Phi Mu Honor Society

Beta Phi Mu was founded in 1948 by a group of leading librarians and library educators to recognize and encourage scholastic achievement among library and information studies students. The motto, "*Aliis inserviendo consumor*," meaning "Consumed in the service of others," was selected by the founders based on the concept of dedication of librarians and other information professionals to the service of others. The Gamma Chapter, at Florida State University, was founded in 1957 and is the second oldest continually existent Beta Phi Mu chapter. Eligibility for membership in Beta Phi Mu is by invitation of the faculty from an American Library Association accredited professional degree program.

Institutes and Centers

The School of Information offers a variety of research labs, institutes, and centers, including the eHealth Lab and the iSensor Lab, as well as the Information Institute and the Institute for Digital Information and Scientific Communication. For more information about the School of Information's research institutes and centers, visit <https://ischool.cci.fsu.edu/research/institutes>.

Information Use Management and Policy Institute (Information Institute)

The Information Use Management and Policy Institute (Information Institute) was founded in the summer of 1999 by Dr. Charles R. McClure. The Institute, directed by Dr. Marcia A. Mardis, is dedicated to serving the university community through encouraging the growth and development of faculty resources, student opportunities, and staff enrichment options.

The Institute conducts research that focuses on the information user and the interaction of the user with information products, services, policies, technologies, and organizations. The Institute also conducts information policy research on current issues at every level of government related to public access, privacy, records management, and use of information in electronic forms. Particular emphasis is placed on the planning and evaluation of networked and other information services through analyzing and evaluating the impact of systems from a policy and user perspective.

Institute for Digital Information and Scientific Communication (iDigInfo)

The mission of the Institute for Digital Information and Scientific Communication (iDigInfo) is to advance the science of information analysis and organization, improve the research capabilities of research disciplines, and engage students in research and communication activities.

By employing their unique focus on user information seeking needs, iDigInfo works to be the top international source of information management and analysis activities, especially in the area of the capture and analysis of scientific inference and the information that supports it. Dr. Austin Mast is the Director of iDigInfo.

SCHOOL OF INFORMATION

Graduate Courses

Definition of Prefix

IDC—Interdisciplinary Computing

LIS—Library and Information Studies

Graduate Courses

IDC 5015. Teaching Interdisciplinary Computing (2-3). This course offers teaching assistants and future educators techniques for the effective teaching of computing concepts and skills. Focus is placed on general college-level teaching skills and on the unique challenges of teaching computer skills to students from multiple disciplines, who are not necessarily technically inclined.

IDC 5606. Cyber Defense Operations and Incident Response (3). Prerequisites: LIS 4774 or LIS 5775 or instructor permission. This course provides students with practical experience on computer incident handling, diagnostic reporting, incident response, and cyber defense operations. Students gain experience in forming effective, cohesive, and efficient cyber defense teams. Students are grouped into teams to configure and secure various types of information systems (e.g., Redhat, Debian, Windows, etc.).

LIS 5008. Online Searching (3). This course covers advanced methods and strategies to search for reliable information and valuable resources such as specialized databases, library catalogs, search engines, the Deep Web, and Open Education Resources. Students also learn how to effectively evaluate, manage, and present search results. Knowledge and skills learned from this course are readily transferrable.

LIS 5020. Foundations of the Information Professions (3). This course provides background information about the information profession and aims to facilitate optimal information management. Topics include librarianship, the disciplines of library-information science (LIS) and of information technology (IT), the organizations and institutions of the information-provision environment, as well as the applications of technology to information provision.

LIS 5025. Educational Concepts and Strategies for School Librarians (3). This course introduces future school librarians to the educational concepts and strategies necessary to function successfully in schools. It examines basic language and concepts of human growth and development, teaching and learning, classroom management, individual differences, standards and observations, as well as contemporary issues related to the field. Relationships with other members of the learning community are examined.

LIS 5028. Writing for the Information Professions (3). This course offers practical hands-on experience with forms and practices of technical and professional writing, including documentation, correspondence, audience analysis, writing for social media, evaluation, and review. The course also emphasizes clear, concise, and effective writing in information technology settings, both within organizations, and for user services.

LIS 5105. Communities of Practice (3). Prerequisite: LIS 5603. This course examines historical, contemporary, and emerging communication patterns and knowledge generation and use in the research, scholarly, and professional communities. Studies the development of communities of practice, their literature structures and communication networks, and information behaviors.

LIS 5203. Information Behavior (3). In this course, students learn how studying information behaviors of users is an essential initial step of information system design of any kind. This course provides students with an overview that emphasizes the user's perspective in the analysis of information needs and preferences, including the fundamentals necessary for the study and understanding of human information behaviors of a variety of users and user groups.

LIS 5241. International and Comparative Information Service (3). This course examines the important role information plays in the lives of individuals around the world. The course focuses on analysis of information management and access at the national or country level in the context of international globalization. Students develop the knowledge, skills and abilities needed to analyze and compare the social, cultural, economic and political factors that affect access to information and information service provisions.

LIS 5255. Information, Technology, and Older Adults (3). This course examines the information and technology needs, uses, and seeking of older adults, with attention to aging in society, successful longevity, lifelong learning, health information, information service provision and evaluation, technology and interface design, technology affordances, and information use environments of older adults.

LIS 5260. Information Science (3). This course is a basic introduction to the interdisciplinary field of information science, including its goals, methods, and applications in information providing/information managing environments. Emphasis is placed on understanding the broad system of topics within information studies.

LIS 5263. Theory of Information Retrieval (3). Prerequisite: LIS 5703, or instructor permission. This course introduces students to theories, models, and systems of information retrieval (IR), including the models of representation for data/information/knowledge and user needs/queries; the models and mechanisms of information relevance establishment, information filtering and personalization; and the models and measures for IR system performance evaluation.

LIS 5270. Evaluating Networked Information Services & Systems (3). This course introduces the importance and applications of evaluating networked information services and systems. It examines a number of research methods and specific data collection techniques to assess their quality and impact, emphasizing assessment in public and governmental sectors. Descriptions of the development of performance measures are also discussed.

LIS 5271. Research in Information Studies (3). This is an introductory course in applied research methods in the social sciences with a particular emphasis on information studies. It provides an overview of the basic issues and methods that information professionals consider when collecting, analyzing, and evaluating data regarding information programs and services.

LIS 5273. Practical Library and Information Science Exploration (3). This course blends library and information science theory with practical library experience and application. Students explore alternative approaches to a variety of challenges related to the management of information centers and interact with a variety of working information professionals.

LIS 5275. Usability Analysis (3). This course provides a comprehensive overview of usability analysis and its role in user-centered design. The course is designed to familiarize students with the concepts and procedures necessary to incorporate usability analysis into the information systems design process. At the end of the course, students possess both the resources and skills necessary to conduct usability analyses and evaluate information systems from a user-centered design perspective.

LIS 5313. Digital Media: Concepts and Production (3). This course provides a conceptual and practical introduction to creating and using digital-media resources to support learning and collaboration in information professions. Students regularly engage in media analysis and media production activities that incorporate digital image, sound, and video elements; utilize web-based collaborative tools; and apply knowledge of fair use, copyright, and copyleft to multimedia.

LIS 5316. Information Graphics (3). This course covers the theory and use of graphical presentation of sound and text in both paper and electronically-displayed information. Includes critical evaluation, semiotics, and cognitive theory.

LIS 5341. Data Organization (3). Students learn core concepts associated with electronic data and its representation, relationships, organization, and use. Students learn about knowledge structures and standards used to represent data and ensure interoperability and scalability. This course complements database management to prepare students to engage in effective data analytics and data science.

LIS 5362. Design and Production of Networked Multimedia (3). This course introduces students to the design, creation and management of standards-based, ADA-compliant web sites, frameworks, and applications. The course emphasizes principles of user accessibility and user-centered design, as is a focus on the implementation of modern web standards and coding. Students learn how to apply these principles to design, and produce and manage web sites, tools and applications using a variety of development and management tools.

LIS 5364. Web Site Development and Administration (3). LIS 5364 Prerequisites: LIS 5362 (C- or better) This course introduces topics concerning client- and server-side programming including data interfacing and security; acquiring domain names and Web hosting agencies; data types and operators; building functions and control structures; manipulating data in arrays and strings; accessing files and directories; connecting to and manipulating data resources; managing state information; object-oriented design; debugging and error handling.

LIS 5367. Advanced Web Applications (3). LIS 5367 Prerequisites: LIS 5362 (C- or better) and LIS 5364 (C- or better) This course guides students through planning, coding and testing a complete web application. Students build upon their acquired knowledge of the web and applications as well as continued exposure to user-centered design principles. The course provides hands-on experience and includes discussion and exploration of practical implications of emerging trends in web design and development.

LIS 5377. Artificial Intelligence Applications (3). Prerequisite: Instructor permission. This course is an explorative introduction into artificial intelligence. AI and its related fields are used in many areas: business and health analytics, security, energy production, image and biometric analysis and recognition, weather forecasting, as well as copious other applications. The skills, tools, and techniques learned in this course are relevant to careers in the aforementioned areas.

LIS 5385. Social Computing and Collaboration Technologies (3). This course explores the tools, techniques, and challenges of implementing and managing social and collaboration technologies within and beyond the workplace. Students examine the context of ICTs that organizations use to facilitate communication and collaboration, extend their mission, and engage with audiences via social media. Students actively design solutions to social computing challenges that build on a foundation in ICT skills and knowledge, while allowing students to gain valuable leadership, communication, and organizational skills. The course also explores issues and concerns that may influence the individual and organizational adoption of social computing and collaboration tools.

LIS 5403. Human Resource Management for Information Professionals (3). Prerequisite: LIS 5408. This course explores human resource (HR) concepts, and issues and challenges confronting HR managers working in 21st century information provision environments (IPE). Students learn strategies for effectively managing and implementing HRM policies and programs to facilitate optimal human resource management in the IPE. Students both analyze and synthesize information and demonstrate application of the learning concepts.

LIS 5405. Leadership in Technology (3). This course introduces students to the leadership concepts necessary to build successful information technology infrastructures in a variety of contexts. Through the course, students develop an understanding of the roles and responsibilities of IT leaders, evidence-based methods for developing leadership strategies, as well as how to lead innovative and entrepreneurial technology development in fast-paced environments. Students will also develop the ability to identify key leadership competencies and resources to understanding emerging technology trends. The course challenges students to engage in active planning of their careers through the development of personal action plans.

LIS 5408. Management of Information Organizations (3). This course introduces management of information organizations within a variety of organizational contexts. The course is designed to develop a conceptual framework for integrating fundamental management concepts, principles, policies, theories, and practices into an effective personal management process that relates to information organizations of the 21st century. Students acquire strategies for developing cohesive, productive management teams through experiential learning.

LIS 5411. Introduction to Information Policy (3). This course examines selected fundamental policy questions regarding information and communications, with special attention to intricate policy issues such as information ownership rights, privacy rights, and public access to information. The course examines such issues by focusing on the underlying constitutional principles, laws and regulations, statutes, and government policies that impact such issues. Specific attention is given to federal policies within the United States but state and local policies are examined as needed. Specific course topics include universal service, information equity, privacy, intellectual property, censorship, e-government, and information management. The course focuses on providing information professionals with a fundamental understanding of the importance and impact of information policy.

LIS 5413. Seminar in Information Policy (3). This course is an analysis of both existing and possible public policies toward the production, dissemination, recording, and ownership of information. The economic, political, and social aspects of policy analysis will be introduced and applied to specific information policy issues.

LIS 5416. Introduction to Legal Informatics (3). This course is an introduction to the role of information technology in the creation, management, and retrieval of legal information in the legal work environment, such as the law office and the law library. It examines the use of information technology in judicial administration and other legal contexts, it introduces the student to various definitions of legal informatics, while also exploring the detailed structure of legal-information database retrieval systems such as LEXIS and Westlaw, as well as other methods of storage and automatic retrieval of law sources.

LIS 5417. Introduction to Legal Resources (3). This course introduces students to legal resources and their use for legal research. Upon completion of this course, the student understands how legal information is organized and structured and is able to retrieve laws and regulations from many sources. This course enables a student to function effectively as an information management professional in any type of legal setting, including a law library.

LIS 5418. Introduction to Health Informatics (3). This survey course evaluates medical informatics from a stakeholder perspective. Beginning with a brief overview of the US health care system, the focus then shifts to understanding to what extent health information needs are met using technology for users such as providers of health care services, clinician educators, consumers, and caregivers.

LIS 5419. Consumer Health Informatics (3). This course explores how information and communication technologies can be used to empower health consumers and improve their medical outcomes. Students examine different eHealth approaches for health promotion, disease prevention, and for supporting patient self-management. Students discuss issues and concerns influencing adoption of these technologies at different levels. The course emphasizes a multi-disciplinary and user-centered approach for designing eHealth interventions using theories and principles from communication, information science, human-computer interaction, medicine, psychology, and public health.

LIS 5426. Grant Writing, Evaluation, and Administration (3). This course develops basic skills in planning, evaluation, and financial management, as well as application of these aspects to the overall management task in the information organization.

LIS 5441. Leadership in Reading (3). This course focuses on the knowledge and skills necessary for informational professionals to provide collaborative leadership in reading across the K-12 spectrum. Special emphasis is placed on how reading for achievement and reading motivation can successfully be reconciled as essential components of information literacy.

LIS 5442. Information Leadership (3). LIS 5442 Prerequisites: LIS 5408 (C- or better) This course analyzes evidence-based concepts in order to develop a personalized understanding of 21st century leadership. The course focuses on the development of leadership capacity for information professionals, including how to think reflectively as well as strategically, ethically influence others, design and maintain functional organizations, capitalize on a swiftly changing technological environment, and finally to demonstrate vision.

LIS 5472. Digital Libraries (3). Pre- or corequisite: LIS 5703. This course addresses conceptual, practical, and technical issues, problems and approaches to digital libraries. The course offers a comprehensive overview of design issues, management and evaluation, such as project management, collection development, digitization, metadata, applications, access and user interfaces. The practical experience of building a digital library provides an opportunity to develop useful skills for dealing with real-life issues in digital library projects.

LIS 5474. Business Information and Competitive Intelligence (3). This course introduces students to business information and competitive intelligence for information and technology professions, covering techniques for locating business and competitive intelligence information, and how to analyze, interpret and report the results of business and competitive intelligence research.

LIS 5484. Introduction to Data Networks for Information Professionals (3). This course discusses networking and telecommunications technologies, and management of modern data networks, with emphasis on the building blocks of local and wide area networks. Subjects covered include networking architectures, topologies, models, layers, protocols, IP sub netting, equipment, operating systems, security and various tools and utilities. Also covered are economic and policy issues inherent to telecommunications, and management skills that the professional in this field need to master.

LIS 5485. Introduction to Information Technologies (3). This course introduces students to Information Technology (IT) on a theoretical and practical level. The course reviews the underlying concepts of IT as embodied in operating systems, hardware, application software, Web site creation, and networks. It ensures that all students have mastered minimum skill and knowledge sets and are prepared to carry out assignments requiring IT skills through the program.

LIS 5486. Managing Makerspaces for Technology Innovation (3). This introductory course introduces students to skills, technologies, principles, and issues involved in managing makerspaces and fab labs for emerging technologies--an area of growing demand for information and technology fields. Students focus on technology leadership, management, and instructional and design aspects of operating makerspaces that support hands-on technology learning and use.

LIS 5487. Information Systems Management (3). This course covers how information systems and information technologies impact the organizational enterprise. This course employs a socio-technical approach to help students understand the interactions between information systems and organizational performance. This course highlights how information systems impacts the operations and outcomes of complex organizations. The use of current technologies such as cloud computing, mobile technologies, big data technologies, and social media are examined in order to illuminate how new and emerging technologies may assist managers achieve organizational objectives.

LIS 5489. Network Administration (3). This course focuses on the planning, design, configuration, operation, and management of computer networks containing data communication devices, servers, workstations, and networked applications and support systems. The course introduces students to administrative techniques inherent to basic operating systems, and also to enterprise management systems required by larger organizations. Students examine and discuss issues of scalability, performance management, and integration of internal resources with external resources such as cloud-based systems.

LIS 5511. Collection Development & Management (3). This course is an introduction to the national, state, and local environments, principles, policies and practices that facilitate or inhibit the selection, evaluation, acquisition, access to, maintenance, and evaluation of resources for a library and their use and usefulness.

LIS 5512. School Collection Development and Management (3). This course provides an understanding of the attitudes, knowledge, and skills necessary to manage human resources and provide effective leadership in a school library media program. Covers collection development and management in school libraries. Required for school media certification. Students should take this course the semester before taking the State of Florida media-specialist exam.

LIS 5513. Preservation of Information Materials (3). This course is an introduction to the problems, solutions, management, and ethics of the preservation of library, archive, media, and information center materials.

LIS 5524. Instructional Role of the Informational Professional (3). This course prepares information professionals for the instructional role. Students learn a systematic process including analyzing learning needs, designing, developing, delivering, and evaluating an instruction. Students apply and utilize learning theories, teaching strategies, and instructional technologies to create and implement effective instruction.

LIS 5528. Storytelling for Information Professionals (3). This course provides instruction for the practice and application of the oral tradition of storytelling. The overall intent of the course is to facilitate the oral tradition of storytelling within library and information studies (LIS).

LIS 5564. Information Needs of Children (3). This course is a study of the materials (books, magazines, video & film formats, audio, television, computer software, CD-ROMS, Internet resources, etc.) created for children, ages birth to twelve, with an emphasis on the process of evaluation in order to meet their educational, cultural, and recreational needs

LIS 5565. Information Needs of Young Adults (3). This course is an overview of the characteristics and the information needs of young adults and the resources and strategies that may assist adults and youth in meeting these needs. Developmental stages of young adults are taken into consideration in understanding their information needs. This course focuses on fiction and nonfiction materials published specifically for ages 12-18 (grades 6-12, or middle and high school), but from time to time incorporates resources designed for younger children and for adults that are also appropriate for young adults.

LIS 5566. Diverse Resources for Children and Young Adults (3). This course focuses on evaluating both United States and international literature and information resources for children and young adults from the perspective of diversity. Students explore various diversity issues, including race, ethnicity, sexuality, gender identity, ability, religion, and the immigrant experience. Students employ strategies for using literature and information resources to meet the developmental, informational, and recreational needs of children and young adults in relation to these issues. Discussion includes various resource formats, selection criteria, and promotional strategies.

LIS 5567. International Literature for Children and Young Adults (3). This course provides students an opportunity to explore literature for children and young adults originating in a nation other than the United States. The course draws examples from literary awards for each continent, discusses unique issues of evaluation and provides a comparative view of themes across cultures to increase global understanding, and describes strategies for promoting and using international literature for youth with children, young adults, and adults.

LIS 5576. Information Needs of Adults (3). This course examines the nature and societal aspects of adult information needs, sources, and uses. The focus of the course is on fiction and non-fiction genres; formal, popular, and alternative information sources; and the cultural values of entertainment and information, as well as the relationship between the two. The course also examines print, electronic, and mass-media sources and uses within their social contexts.

LIS 5577. Graphic Novels in Libraries (3). This course is a survey of graphic novels, including manga and manhwa, for readers of all ages, but focusing primarily on materials for young adults and adults. Examines issues related to evaluation, collection development, organization, promotion, readers' advisory, programming, intellectual freedom, and the use of graphic novels in schools and college classrooms.

LIS 5590. Museum Informatics (3). This course provides an introduction to museum informatics, the study of the sociotechnical interactions that occur between people, information, and technology in museums and other cultural heritage organizations. Students explore the changing nature of information technology in museums, and examine how technical innovations are influencing the social worlds of museums, museum professionals, and museum visitors.

LIS 5602. Marketing of Library and Information Services (3). This course provides students with the concepts, techniques and illustrative examples needed to develop first-rate marketing skills. These skills facilitate strategic planning that is cost effective and customer-centered in its approach.

LIS 5603. Introduction to Information Services (3). This course introduces reference/information work using print and online sources; the course also explores current trends, professional topics, and issues relevant to information-providing agencies in traditional and online environments.

LIS 5631. Health Information Sources (3). This course provides an overview of health information resources used in different contexts including clinical care, research and continuing medical education, as well as patient health care and health promotion and communication. Students evaluate and explore a variety of medical and consumer health information sources. The course discusses issues, trends, and policies related to the retrieval and use of health information including the different stakeholders that shape these (e.g., local, state and national organizations and professional associations). Course material is intended for those interested in professions that require the use and/or provision of medical and consumer health information sources in a variety of settings including bio-medical research, continuing medical education, clinical care and patient education.

LIS 5661. Government Information (3). This course provides an introduction to government information sources and research, with focus on U.S. government information. Students learn about the structure of government and the dissemination of government information resources to the public, including techniques for locating and using government information sources.

LIS 5703. Information Organization (3). This course establishes the conceptual and practical framework for organizing and retrieving information, including the study of systems, their objectives and structures, formats, standards, and vocabularies. The course also covers the information object and its relationship to organizing systems and to other information objects.

LIS 5711. Cataloging and Classification (3). Prerequisite: LIS 5703. This course is an examination of problems of entry, description, and subject analysis including the Library of Congress classification. Covers analysis and evaluation of problems relating to the organization, operation, and management of a cataloging department.

LIS 5736. Indexing and Abstracting (3). This course takes a practical approach to indexing and abstracting. The course covers manual and automatic processes and methods of abstracting and indexing, database organization and design. The course places emphasis on subject access, indexing, and abstracting in an online environment with attention to production rules, standards, and file organization.

LIS 5751. Computers as Persuasive Technology (3). This course explores the design and use of digital technologies for the purpose of influencing individuals' attitudes or behaviors in a number of contexts (i.e., e-commerce, social marketing, education, health, etc.). This course emphasizes a user-centered approach that draws on theories and methods from multiple disciplines including psychology, human behavior studies, communication and human-computer interaction to inform the design of persuasive experiences delivered through interactive technologies and applications.

LIS 5765. Data Mining and Analytics (3). LIS 5765 Prerequisites: LIS 2780 (C- or better) or LIS 3781 (C- or better) or LIS 3784 (C- or better) or LIS 5782 (C- or better) This course provides an intro to data analytics, which uses statistical and quantitative analysis, predictive and exploratory models to drive decisions and actions from data. Students learn basic concepts and algorithms for data exploration, data cleaning, predictive modeling, clustering, and text mining. Students also learn how to use tools to evaluate data models and interpret the results.

LIS 5771. Information and Image Management (3). This course covers the scope and problems of the administrative management of records. Emphasis on the importance of managing and controlling records from the time of their creation until their vital disposition.

LIS 5775. Organizational Information Security (3). Prerequisite: Master of Science in Information Technology students only; or Instructor Permission. This course looks at management issues and practical implications related to securing organizational information systems. This course focuses on the IT security threat environment, cryptography, securing networks, access controls, firewalls, host hardening, application security, data protections, and incident response. A clear theoretical understanding supports a large practical component. Students learn to audit and troubleshoot information systems, and use contemporary security software.

LIS 5782. Database Management Systems (3). This course is an introductory database course appropriate for students who have basic knowledge about information organization. Although several database models are briefly presented, the course focuses on the relational model, the basis for most currently installed production database management systems (DBMS). The course covers the principles of database design and implementation including relational concepts, data modeling, conceptual and logical database design, use of SQL as a data-manipulation language, and current issues in database administration.

LIS 5786. Introduction to Information Architecture (3). This course provides an overview of the information architecture design process, from assessing user needs, through organizing information resources, to documenting the design of information systems and spaces. Students learn how to design information systems that support specific information needs, taking into account the social and organizational contexts of their users from an information architecture perspective.

LIS 5787. Fundamentals of Metadata Theory and Practice (3). Prerequisite: LIS 5703 or instructor permission. This course introduces students to the basic theories and principles of metadata design and creation using ER modeling, XML and RDF. The course reviews major conceptual frameworks, ontologies and metadata schemas used in libraries, archives, museums, and digital data repositories. Real-life scenarios and collections are used to highlight and gain understanding of the issues related to metadata creation, aggregation, and reuse.

LIS 5788. Health Information Systems and Management (3). This is an introductory course in Health Information Systems for managing information and information resources within a wide variety of healthcare organizations. The course is designed to help students develop a conceptual framework for integrating fundamental concepts, principles, policies, standards, and practices related to healthcare organizations of the 21st century. Additionally, students acquire strategies for developing cohesive, productive HIT management teams through experiential learning.

LIS 5900r. Directed Individual Study (1-3). (S/U grade only.) This course uses guided studies for individual professional and subject needs. May be repeated to a maximum of six credit hours.

LIS 5916r. Issues in Information Studies (3). This course directly investigates selected problems, issues, and trends in information studies, with an emphasis on research. Topics may vary between offerings. May be repeated to a maximum of 12 credit hours; repeatable within the same term.

LIS 5945r. Internship (0-12). (S/U grade only.) This course is an opportunity to learn how library and/or information studies principles and techniques are applied in a professional setting. A minimum of forty-five (45) hours on the job per semester hour earned is required. May be repeated within the same term to a maximum of 12 credit hours.

LIS 5971r. Thesis (2-6). (S/U grade only.) This course may be taken for credit for a maximum of six semester hours. Thesis must be completed for a total of either three or six credits.

LIS 6024. Seminar in Theory and Foundations of Information Sciences (3). This course is a critical examination of the theoretical and foundational literature of information sciences. Readings in seminal works provide a rich background and context for analyzing and understanding current problems and future trends in and developing research and applications to solve fundamental problems.

LIS 6027. Statistics and Data Analysis for Information Studies (3). This course is an introduction to statistical analysis for students pursuing a doctorate in information studies. The course provides a foundation in statistical techniques that are often used in information studies and prepares students for more advanced statistics courses. The course also covers descriptive statistics, probability distributions, inference, hypothesis testing, correlation, simple regression, multiple regression, ANOVA, and ANCOVA. Students become proficient using statistical software applications to analyze data sets in order to address research questions.

LIS 6040. Teaching in Information Studies (3). (S/U grade only.) This course introduces future Teaching Assistants to the basic skills they need to succeed as a TA, including an introduction to multiple teaching and learning styles, course building and management, using technology in the classroom, developing rubrics, leading the classroom, and assessing student work.

LIS 6106. Information Systems Research in Organizations and Society (3). This seminar provides students with a broad range of topics, theoretical perspectives and foundational concepts concerning information systems (IS) research in organizations and society. To facilitate rigorous IS research, the course covers topic areas such as adoption of digital media and systems, computer-mediated communication and collaboration, social networks, knowledge management, IT-enabled organizational change, inter-organizational relationship, community and open innovation.

LIS 6205. Seminar in Information Behavior (3). This course prepares doctoral students to do research focusing on an aspect of information behavior through the examination of the art of discovering issues in Information Behavior. The seminar introduces a range of techniques applied to the analysis of information behavior, with a focus on ethnographic methodologies. The course provides an overview of information behavior and the fundamentals to a broad approach emphasizing a unifying structure to understand information, information needs, information seeking, and information behavior.

LIS 6269. Seminar in Information Science (3). This course introduces students to the core research and practice areas of Information Science (IS). The course emphasizes group reading, discussion and collaborative critical analysis of the methods, findings, and impacts of assigned readings.

LIS 6272. Qualitative Research in Information Studies (3). This course covers a variety of qualitative research methods that may be used in library and information science. It explores general, epistemological, and ethical issue with qualitative research; methods of data collection; techniques for data analysis; and evaluation of qualitative research. It includes readings, short- and long-form writing, in-class discussions, and practical exercises in qualitative research.

LIS 6278. Seminar in Theory Development (3-5). Students will discuss and critique the structural components and research processes related to the origination, construction, and evolution of theory. The seminar will provide students with an awareness of the historical and social conditions that influence a tradition of ideas.

LIS 6279. Research in Information Studies (3). This course surveys the research methods commonly used in information studies. Students learn to design, evaluate, and present research. Focus is on the preparation of designs for conducting individual research leading to a dissertation research project.

LIS 6289. Seminar in Education for Information Studies (3). This course, within the framework of University and professional education, is an examination of the aims, structures, and issues related to education for information issues. Includes curricular content and design, faculty, students and finance and administration.

LIS 6662. Seminar in Information Policy (3). This course identifies/analyzes selected issues related to government information policies and considers policy alternatives to better access state/federal information. Examines research methodologies to investigate information policies.

LIS 6759. Seminar in Intellectual Access (3). This course introduces students to the core research and practice areas, the basic concepts, principles, methods and tools of knowledge organization and representation. The course emphasizes group reading, discussion and collaborative critical analysis of the methods, findings, and impacts of assigned readings.

LIS 6909r. Directed Individual Study (1-9). (S/U grade only.) Doctoral students may take up to 9 credit hours in a term and up to 12 credit hours in total - LIS 6909. Specific activities will vary based on the contract negotiated between the student and the instructor and will reflect the student's need to acquire skills and gain experience in specific topic areas. Directed Individual Study is not available as an alternative version of a course otherwise offered on a regular basis by College.

LIS 6911r. Research Collaboration (1-5). (S/U grade only.) Prerequisite: LIS 6279. This course provides students with experience in conducting research under the guidance of faculty. The student participates in the supervising faculty member's research program, and can be involved in theory building, literature reviews, research design, data collection, data analysis and report writing. May be repeated to a maximum of five credit hours.

LIS 6919r. Issues in Information Studies (1-3). Directed and supervised detailed investigation of selected problems, issues, and trends in the various areas of information studies, including cataloging and classification; work with the disadvantaged; children and youth services; academic, public, school, and special libraries; administration; and information science. Each offering is different because of the currency, and, thus, the changing nature of the subject matter. May be repeated to a maximum of 15 credit hours.

LIS 6936r. Proseminar in IS Research and Teaching (1). (S/U grade only.) This course introduces students to research and teaching within the field of Information Studies (IS), as well as orienting students to current issues relevant to preparing for teaching and research careers. The course emphasizes reading, discussion and collaborative critical analysis of the methods, findings, and impacts of assigned readings, and presentations by students and invited speakers. May be repeated to a maximum of four credit hours.

LIS 6939. Seminar in Experimental and Survey Research Design (3). Prerequisites: LIS 6279 or similar research methods course with instructor approval. This seminar course introduces students to concepts/principles related to design of research using experimental and survey methodologies and techniques. Students focus on methodological/design issues in planning experiments, quasi-experiments, and survey research rather than on analyzing the data with various statistics.

LIS 6965r. Preliminary Exam Preparation (1-9). (S/U grade only.) Prerequisite: Completion of the 27 hours of required doctoral coursework; and approval of Major Professor and Supervisory Committee. This preliminary exam is the milestone that determines a student's readiness to advance to candidacy. May be repeated to a maximum of 24 credit hours; repeatable within the same term.

LIS 6980r. Dissertation (2-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. Dissertation credits to be arranged in consultation with major professor. A maximum of twelve (12) credit hours may be taken in any given semester. University regulations require that a minimum of twenty-four (24) credit hours of dissertation credit (LIS 6980) be earned between the time the student is admitted to candidacy and the date the degree is awarded. The candidate must register for a minimum of two (2) credit hours each semester. The number of credit hours taken each term should represent the proportion of time devoted to the dissertation, whether on or off campus.

LIS 8964r. Doctoral Preliminary Examination (0). (P/F grade only.) This course may be taken up to two times; repeatable within the same term.

LIS 8976r. Master's Thesis Defense (0). (P/F grade only.)

LIS 8985r. Dissertation Defense Examination (0). (P/F grade only.)

RED 5337. Literacy Across the Content Areas (3). This course applies the reading process to the secondary school curriculum. Diagnostic procedures and instructional strategies useful in developing school reading programs. This course introduces students to the role of literacy in the content areas. Educators develop the knowledge, skills, and attitudes needed to meet the literacy needs of students.

SCHOOL OF COMMUNICATION

Undergraduate School of Communication

COLLEGE OF COMMUNICATION & INFORMATION

Website: <https://comm.cci.fsu.edu>

Director: Patrick Merle; **Professors:** Adams, Houck, McDowell, Nudd, Opel, Proffitt; **Associate Professors:** Bailey, Bruker, Bunz, Chapa, Clayton, Cortese, Dale, Ferchaud, Graves, Jordan, Lee, Merle, Wendorf Muhammad; **Assistant Professors:** Lazenby, Ray, Shao, Waters, Yang; **Specialized Teaching Faculty:** Haywood, Henry, Kelly, Laurents, Sellers; **Professors Emeriti:** Heald, Korzenny, Mayo, Wotring, Young

The School of Communication offers a degree in communication and digital media with two majors (digital media production and media/communications studies), and a degree in professional communication with two majors (advertising and public relations). These majors are organized according to various applications of communication skills and expertise in our society. This unique array of studies allows students to select a sequence of courses that directly reflects their own professional, artistic, and/or academic interests.

Each major requires a series of courses designed to meet predetermined educational and career goals. The specific goals and requirements of some areas of study are detailed in the following section entitled, "Descriptions of Emphasis Areas," and on the School website at <https://comm.cci.fsu.edu>. While some areas of emphasis are professionally oriented and others stress theory and a liberal arts education, each introduces the student to the broad range of communication theory and practice and provides the student with an understanding of the fundamental human and mediated communication processes. With few exceptions, the major requires two years to complete.

In terms of both academic criteria and extracurricular accomplishments, the students in the School of Communication are of the very highest caliber. The high quality of undergraduate students is reflected in the numerous University, state, and national scholarship and fellowship recipients. The exceptional caliber and character of communication students are also proven by their extracurricular activities. The Speech and Debate Program is considered one of the most experienced, talented squads in the nation. The program philosophy assures each student the best competitive experience possible. It emphasizes quality competition and provides the resources to help each student excel to the best of his or her abilities. Communication students are also involved in broadcasting activities, including radio station WVFS, a variety of sports-related programs as part of Seminole Productions, and broadcasts on WFSU-TV, Florida State University's PBS station. Other student activities include the Advertising Club, the student chapter of the Florida Public Relations Association, and Lambda Pi Eta, the national honor society for undergraduate communication students.

Both in and out of the classroom, the students of the School of Communication have an established track record of national recognition and achievement. The University's communication graduates can be found working in virtually every country in the world and every state in the nation. Our graduates occupy productive and prominent positions in government, law, commercial communication, media-related activities, private business interests, and education.

The School of Communication offers programs of study leading to the Bachelor of Arts (BA), Bachelor of Science (BS), Master of Arts (MA), Master of Science (MS), and Doctor of Philosophy (PhD) degrees. Consult the *Graduate Bulletin* or School website for information regarding graduate programs.

Note: Students not formally admitted to the School of Communication or not fully declared as a Media/Communication Studies major are prohibited from enrolling in more than 18 credit hours of coursework in the School of Communication (SPC 1017 and SPC 2608 do not count toward this 18 credit hour limit). Courses available to non-majors include, but are not limited to, those listed in the following section entitled, 'Requirements for a Minor in Communication.'

Digital Literacy Requirement

Students must complete at least one course designated as meeting the Digital Literacy Requirement with a grade of "C-" or higher. Courses fulfilling the Digital Literacy Requirement must accomplish at least three of the following outcomes:

- Evaluate and interpret the accuracy, credibility, and relevance of digital information
- Evaluate and interpret digital data and their implications
- Discuss the ways in which society and/or culture interact with digital technology
- Discuss digital technology trends and their professional implications
- Demonstrate the ability to use digital technology effectively
- Demonstrate the knowledge to use digital technology safely and ethically

Each academic major has determined the courses that fulfill the Digital Literacy requirement for that major. Students should contact their major department(s) to determine which courses will fulfill their Digital Literacy requirement.

Undergraduate majors in communication satisfy this requirement by earning a grade of "C-" or higher in CGS 2060, CGS 2100, or COM 4470.

State of Florida Common Program Prerequisites in Communication

The Florida Virtual Campus (FLVC) houses the statewide, internet-based catalog of distance learning courses, degree programs, and resources offered by Florida's public colleges and universities, and they have developed operational procedures and technical guidelines for the catalog that all institutions must follow. The statute governing this policy can be reviewed by visiting <https://www.flsenate.gov/Laws/Statutes/2021/1006.73>.

FLVC has identified common program prerequisites for the degree program in Communication. To obtain the most up-to-date, state-approved prerequisites for this degree, visit: <https://cpm.flvc.org/programs/267/250>.

Specific prerequisites are required for admission into the upper-division program and **must** be completed by the student at either a community college or a state university prior to being admitted to this program. **Students may be admitted into the University without completing the prerequisites but may not be admitted into the program.**

Requirements

Admissions and Declaration of Major Information

Three of the four majors in the School of Communication are specialized admission majors (Advertising, Digital Media Production, and Public Relations). Acceptance into the School of Communication and into the three areas of emphasis is highly competitive.

All students must apply separately to the University and the School of Communication for these three majors. Admission to the University is not a guarantee of admission into the major and admission to the major is not a guarantee of admission to the University. Students transferring from another institution are strongly encouraged to earn an AA before matriculating at Florida State University, and they should apply for admission to the School of Communication **before** transferring to Florida State University.

Beginning Fall 2024, the Media/Communication Studies major in the School of Communication is no longer a specialized admission major. Students who have been admitted to the university and meet the "Minimum Requirements for Application or Declaration of Major" listed below as verified by an advisor may declare the M/CS major. Beginning Fall 2024, the Media/Communication Studies major leads only to the Bachelor of Arts (BA). It is no longer possible to earn a Bachelor of Science (BS) in M/CS.

Application & Declaration of Major Process

Minimum Requirements for Application or Declaration of Major

Students applying for admission to a Communication specialized admission major or who wish to declare as M/CS major must:

- Have an overall GPA of 3.0 or higher on all college coursework to be considered for admission to advertising, public relations, or digital media production
- Have completed MMC 2000 (three hours) to declare the Media/Communication Studies major or be fully admitted to the Digital Media Production major
- Have completed CLEP and accelerated credit scores posted by time of application or declaration of major
- Have all CoreFSU Curriculum course substitutions approved by the appropriate dean and posted by time of application or declaration of major

In addition, students must complete the following requirements by the end of the Spring term in which they are applying for admission to a specialized admission major, or by the end of the term by which they wish to declare for the M/CS major:

- A minimum of 52 credit hours of college coursework accepted by Florida State University
- Two mathematics courses, as required to the specific major
- Successfully complete ENC 1101 (three hours) and ENC 2135 (three hours)

Note: All coursework for eligibility must be reflected on submitted transcripts or on Spring course schedules by the application deadline.

Specialized Admission Application

Application information is available on the School of Communication website at <https://comm.cci.fsu.edu>.

To be considered for Summer/Fall admission, completed applications must be received by the School of Communication by the first business day in February at 5:00 p.m. Included in the application process must be copies of transcripts from all colleges and universities attended. Late applications will not be accepted.

Specialized Admission Application Review Process

A faculty committee will review applications and supporting documents of candidates who meet the minimum requirements for application. There are three major criteria by which undergraduate applications to the Advertising, Public Relations, and Digital Media Production majors in the School of Communication will be assessed: GPA in context, strength of experience relevant to the field, and evidence of potential success in a relevant field. More specifically, the faculty members reviewing the applications in all areas will consider the following:

1. GPA in all college coursework
2. Record of academic success in communication and communication-related courses
3. Quality of writing in application materials
4. Well-defined goals and expectations related to the chosen field
5. Previous high school, college, or professional experiences related to the chosen field

(See School of Communication application for additional information regarding the review process.)

Specialized Admission Retention Standards

The School of Communication reserves the right to discontinue enrollment of any student in one of the specialized admission majors at any time if, in the judgment of the faculty, the student does not meet the standards of the School or the major. Specifically, students in specialized admission majors in the School of Communication must maintain an overall GPA of 3.0 on all college coursework or they may be placed on probation and may be dropped subsequently from the major.

Requirements for a Major in Communication

Different programs of study specify different graduation requirements that lead to the baccalaureate degrees in Communication. Descriptions of each program's required and elective course sequences are available on the School's website at <https://comm.cci.fsu.edu>.

The School of Communication has the following requirements for graduation. These requirements are beyond the minimum University requirements and those specified by each emphasis area: (1) meet the School's language proficiency requirement; (2) only coursework with grades of "C-" or above will count toward a student's degree in communication in all four majors; and (3) completion of a minor in an academic area outside the School of Communication. Students must undergo University and School graduation checks. Students who wish to intern must make arrangements with the Assistant Director and submit School contracts the term prior to enrollment. Internship requirements vary by program of study. Only formally admitted or fully declared communication majors can register for a communication internship.

Language Proficiency Requirement

Beginning Fall 2024, the Media/Communication Studies major leads only to the Bachelor of Arts (BA). It is no longer possible to earn a Bachelor of Science (BS) in M/CS. Students in the Media/Communication Studies major must meet all university requirements for the Bachelor of Arts (BA) as stipulated in the university's *General Bulletin* in addition to any language proficiency requirements set by the School of Communication.

Students formally admitted into a specialized admission major or fully declared as an M/CS major in the School of Communication must achieve proficiency in one language other than English prior to graduation. As a School, we define “language” in broad terms, understanding that a variety of skills are equally important to the field of communication. To that end, students may fulfill this requirement by taking courses in modern or business language. In order to fulfill the School's Business Language-Proficiency requirement, students must earn at least a “C-” in each language course. Courses may not be taken on an S/U basis.

Students may take courses in the Modern Language Proficiency requirement on an S/U basis if admitted during or after 2012.

The School's language proficiency requirement is more extensive than the University's foreign language admissions requirement. It is important to understand that although completion of two years of high school language courses or two terms of post-secondary language will satisfy the University's Admissions requirement, these courses do not satisfy the School of Communication's language proficiency graduation requirements. Please consult the “Admissions” chapter for more information.

Modern Language Proficiency for BA degree. Students may satisfy the language proficiency requirement by completing coursework through the 2000 level (2200 or equivalent course) of a classical or modern language. Students admitted prior to 2012 must earn at least a “C-” in each course; courses may not be taken on an S/U basis. For students admitted during or after 2012, language proficiency courses may be taken on an S/U basis. Native speakers of another language and other students who wish to demonstrate proficiency by means other than coursework should consult the Department of Modern Languages and Linguistics. Upon graduation, those students who pursue this option through a spoken language (e.g., French, German, Spanish, Latin, etc.) will receive a Bachelor of Arts (BA) degree.

Business Language Proficiency for BS degree. Students may satisfy the business language proficiency requirement by completing the following coursework for a total of nine credit hours: ECO 2013, Principles of Macroeconomics, ECO 2023, Principles of Microeconomics, and one of the following: STA 2023, Fundamental Business Statistics, or STA 2122, Introduction to Applied Statistics. A student taking coursework to fulfill the department's business language requirement must earn at least a “C-” in each course; courses may not be taken on an S/U basis. Upon graduation, students who pursue the business language proficiency option will receive a Bachelor of Science (BS) degree.

Required Minor

A minor of at least 12 credit hours is required for all four majors. All work counted toward the minor must carry a grade of “C-” or better. The minor must be in a department other than the School of Communication, with the exception of the Minor in Hispanic Marketing Communication. Requirements for the minor are established by the minor department, which can be found under the appropriate entry of this *General Bulletin*. Minors are checked by the major department upon graduation. See individual descriptions of majors below for suggestions. Communication majors who complete a second major outside of the School of Communication do not need a minor. The required minor is still applicable, however, to those pursuing a dual degree.

Interdepartmental Minor

A 15 credit hour interdepartmental minor is possible, provided that the coursework is outside the School of Communication and is approved in advance by the faculty advisor and the School director.

Honors in the Major

The School of Communication offers a program in honors in communication to encourage talented juniors and seniors to undertake independent and original research as part of the undergraduate experience. For requirements and other information, see the “University Honors Office and Honor Societies” chapter.

Requirements for a Minor in Communication

The School of Communication offers a minor in communication on a space available basis only. The minor consists of 12 credit hours in communication selected from the following courses:

ADV 3008 Principles of Advertising (3)

ADV 3352 Mass Media Law (3)

ADV 3410 Hispanic Marketing Communication (3)*

COM 3332 Digital Media in Society (3)*

COM 3930 Special Topics in Communication (3)

IDS 3164 Media, Culture and the Environment (3)*

MMC 2000 Introduction to the Mass Media (3)*

PUR 3000 Introduction to Public Relations (3)*

RTV 3001 Media Techniques (3)*

SPC 3210 Contemporary Human Communication (3)*

*Available online

In addition, any 3000 or 4000 level Communication courses completed at one of FSU's International Programs can count toward the minor.

Please note that only the courses listed above can be applied to the minor; the School will not make substitutions. Additionally, courses taken to meet the minor are not applicable to any other degree requirement.

Only coursework with a grade of “C-” or above in four of these courses will count toward the minor. Credit earned in meeting the Oral Communication Competency Requirement (OCCR) may not be used to satisfy the minor. At least six credit hours of the communication minor must be taken in the Florida State University School of Communication on campus, online, or at one of our International Programs.

The School of Communication also offers a minor in Hispanic Marketing Communication. Please contact the School for more information.

Description of Emphasis Areas

Advertising and Public Relations

Career and Educational Goals. Students in this emphasis area will master skills necessary for a career in advertising or public relations.

Skills to be Developed. Advertising students will focus on account management, creative strategy, media planning, and research skills. Public relations students will concentrate on public relations writing, tactics, research, and campaign management skills.

Focus Areas. Students applying to this program are required to indicate on the application form their preferred focus area: advertising or public relations.

Major Hours Required. 39 credit hours. All work counted toward the major must carry a grade of “C–” or better.

Required Minor. A minor (or second major), with advisor approval, is required. All minor work must be in a department other than the School of Communication. All work counted toward the minor must carry a grade of “C–” or better. Requirements for the minor are established by the minor department and can be found in this *General Bulletin*. Suggested minors include: business, psychology, English, journalism (at FAMU), political science, social science, an interdepartmental minor, and others, depending upon one’s career objectives.

Internship. Advertising and public relations students are required to earn internship hours. Please see our website at <https://comm.cci.fsu.edu> for more information regarding this requirement.

Course Requirements for the Advertising and Public Relations Emphasis Areas

A listing of specific courses and requirements is available at <https://www.academic-guide.fsu.edu>.

Media/Communication Studies

Career and Educational Goals. Students graduating in this emphasis area should have a solid liberal arts education. Degrees in media/communication studies are applicable to a number of fields including law, media industries, media research, communications, management, lobbying, management careers in media, cable, advertising, arts and entertainment, emerging information technologies, and related fields. Prospective students should note that the School of Communication does not offer a program in print or broadcast journalism.

Major Hours Required. Thirty credit hours. All work counted toward the major must carry a grade of “C–” or better.

Required Minor. A minor (or second major), with advisor approval, is required. All minor work must be in a department other than the School of Communication. All work counted toward the minor must carry a grade of “C–” or better. Requirements for the minor are established by the minor department and can be found in this *General Bulletin*. Recommended minors include: English, political science, psychology, journalism (at FAMU), sociology, women’s studies, African-American studies, or British studies (the Florida State University London Program). A 15 credit hour interdepartmental minor is also possible, provided the coursework is outside of the School of Communication and is approved in advance by the faculty advisor and the School director.

Internship. A student may enroll for up to 12 credit hours of internship, but a maximum of three credit hours may be credited toward the major.

Recommended Extracurricular Activities. Forensics and Debate, V89, student government, theatre productions, Seminole Productions, WFSU and 4FSU, Lambda Pi Eta.

Course Requirements for the Media/Communication Studies Emphasis

A listing of specific courses and requirements is available at <https://www.academic-guide.fsu.edu>.

Digital Media Production

Career and Educational Goals. Students with an emphasis in media production typically pursue production careers in broadcasting, documentary filmmaking, television production, advertising, video production, broadcast, arts and entertainment, emerging information technologies, and related fields. Prospective students should note that the School of Communication does not offer a program in print or broadcast journalism.

Areas of Special Knowledge and Skills to be Developed. The media production emphasis will expose students to techniques employed in the production of digital media. Students may acquire such skills as video production, video editing, cinematography, motion graphics, and writing for the media.

Major Hours Required. Thirty-six credit hours are required in the digital media production area. All work counted toward the major must carry a grade of “C–” or better.

Required Minor. A minor (or second major), with advisor approval, is required. All work must be in a department other than the School of Communication. All work counted toward the minor must carry a grade of a “C–” or better. Requirements for the minor are established by the minor department and can be found in this *General Bulletin*. Recommended minors include: art, film studies, business, English, political science, psychology, journalism (at FAMU), sociology, criminology, social sciences, American studies, or British studies (the Florida State University London Program). A 15 credit hour interdepartmental minor is also possible, provided the coursework is outside the School of Communication and is approved in advance by the faculty advisor and the School director.

Internship. An internship (COM 4945r) is strongly recommended. A student may enroll for up to 12 credit hours of internship, but a maximum of three credit hours may be credited toward the major.

Course Requirements for the Media Production Emphasis

A specific listing of courses and requirements is available at <https://www.academic-guide.fsu.edu>.

SCHOOL OF COMMUNICATION

Undergraduate Courses

Definition of Prefixes

ADV—Advertising

COM—Communication

IDS—Interdisciplinary Studies

MMC—Mass Media Communication

ORI—Oral Interpretation

PUR—Public Relations

RTV—Radio, Television

SED—Speech Education

SPC—Speech Communication

Undergraduate Courses

ADV 3001. Advertising Strategy (3). Prerequisite: Admission to the Advertising major. This foundation course in advertising explores creativity in a workshop environment.

ADV 3008. Principles of Advertising (3). This course explores advertising and promotion as related to level of economic growth, cultural influences, and sociolegal environments.

ADV 3352. Mass Media Law (3). This course offers a comprehensive review of laws, rules, and regulations affecting both the advertising and broadcast industries as well as other forms of mass media. Topics include libel, slander, invasion of privacy, gathering of information, and copyright laws.

ADV 3410. Hispanic Marketing Communication (3). This course prepares undergraduate students to become educated decision makers and consumers of information regarding U.S. Hispanic marketing communication issues.

ADV 3801r. Advertising Team I (3). (S/U grade only.) Prerequisite: Instructor permission. This course is application-based and provides students with the opportunity to develop a complete Integrated Marketing Communication campaign plan as part of the National Student Advertising Competition sponsored by the American Advertising Federation. The course is set up as hierarchy-based advertising agency with some students in leadership positions and others working in departments that are managed by student directors. May be repeated to a maximum of six semester hours.

ADV 3823r. Advertising Team II (3). Prerequisite: Instructor permission. This course is the second of a two course sequence. The course focuses on campaign execution. The advertising team course is an application-based class, which provides students with the opportunity to develop a complete Integrated Marketing Communication campaign plan as part of the National Student Advertising Competition sponsored by the American Advertising Federation. The class is set up as hierarchy based advertising agency with some students in leadership positions and others working in departments that are managed by student directors. May be repeated to a maximum of six semester hours.

ADV 4105. Advertising Copywriting (3). This writing course is designed for advertising majors. The course explores different types of ad writing and allows students to work on exercises that reinforce styles, grammar, and conciseness.

ADV 4300. Media Planning (3). Prerequisites: ADV 3008 and COM 3310. Corequisite: ADV 3001. This course explores the coordination of advertising and marketing research, planning, creative strategy, and selection of media and production activities leading to the development of advertising campaigns.

ADV 4411. Multicultural Marketing Communication (3). This course is geared to train students to become effective communicators and marketers when reaching out to multicultural society. Marketers, communicators, and service providers interested in being effective in reaching out to culturally diverse groups need to become adept at designing messages and strategies geared to a culturally diverse society.

ADV 4412. International Strategic Communication: Multicultural Approaches (3). This course is designed to help students learn the concepts and tools of global marketing, including the various and differing cultural, economic, and political factors that impact international advertising and public relations. In other words, this course focuses on understanding how international advertising continues to be developed under differing economic, cultural, regulatory, and competitive conditions.

ADV 4603. Account Planning (3). This course teaches students how to become resourceful, creative, and strategic to represent the consumer's voice in planning a marketing communication campaign. Thus, this course emphasizes applied research in consumer insights building, brief creative writing, debriefing, and strategic planning.

ADV 4800. Advertising Campaigns (3). Prerequisites: ADV 3001, ADV 3008, ADV 4300, and COM 3310. This course fosters creative and empathetic skills necessary in communicating via print and electronic media and enables students to utilize these skills in creating integrated advertising campaigns.

COM 2080. Online Communication and Presence (3). This course provides students with theoretical background and practical experience in constructing messages for online communication, as well as managing self-presentation and professional relationships in the online environment. The course includes critical analysis of information sources and audiences and the development and delivery of online oral presentations.

COM 2740. Contemporary Issues in Communication (3). (S/U grade only.) This course introduces contemporary issues in communication, including communication as an academic discipline, a major business and governmental policy sector, and a professional career. The course reviews some historical and predominantly current issues, policies and practices that are central to the field of communication.

COM 3070. Careers in Communication (3). (S/U grade only.) Prerequisite: Admission to Media/Communication Studies. This course is designed to help Media/Communication Studies students be able to identify career goals, analyze career fields in communication, create a resume and cover letter, and demonstrate interviewing skills.

COM 3310. Communication Research Methods (3). Introduction to communication research methods. Examines survey, experimental, observational, and content analysis methods. Philosophy of science, research design, measurement, sampling, data collection, analysis, interpretation, and reporting.

COM 3332. Digital Media In Society (3). This course examines digital media within a variety of societal contexts that may include individual-level vs. group; professional; ethical; political; policy; health; educational; entertainment; historical; legal; economic; cultural; and others. Specific class content may be adjusted based on current trends.

COM 3421. Queer Studies (3). This course reviews and explores the foundational concepts of queer theory and queer history.

COM 3510. Political Communication and Campaigning (3). This course explores campaigns, elections, and American politics in a communication framework; planning campaign strategies.

COM 3930r. Special Topics in Communication (3). This course is an analysis of specialized topics of current concern in communication. May be repeated to a maximum of six credit hours; repeatable within the same term.

COM 3933r. Application of Communication Skills (1-6). (S/U grade only.) This course combines some classroom lecture with other types of instruction that allows students to apply a variety of communication skills in diverse settings. The course is meant for groups of students rather than individuals. The other types of instruction can be a combination of any or all of the following: internship, directed individual study, project implementation, laboratory, and other instructional modes tailored to the specific topic of the course and the educational goal of the students. May be repeated to a maximum of six credit hours; repeatable within the same term.

COM 3950r. Communication Activities (1). (S/U grade only.) May be repeated to a maximum of four credit hours; duplicate registration allowed.

COM 3951. Global Exchange Formative Experience (0). (S/U grade only.) Prerequisites: Students must complete the application and coursework approval process for an FSU Global Exchange; and Permission of the Program Director, Intercultural Programs and Exchanges. This course provides students with tools for positive interaction with people from other cultures and introduces them to concepts and strategies for intercultural communication, dealing with culture shock, and safety and security abroad. The course provides tools, concepts, and strategies that help students have a positive experience abroad during their Global Exchange and help them prepare to enter the global workforce when they graduate.

COM 4470. Desktop Multimedia (3). This course provides overview of operations and applications of software packages; principles of design and presentation for print-based as well as audio-visual productions.

COM 4560. Social Marketing (3). Recommended Prerequisite: MMC 2000 or PUR 3000. This course is an overview and application of social marketing principles and campaigns. This course is designed to familiarize students with current theory and knowledge in the field of social marketing and to provide students experience with planning a social marketing campaign.

COM 4561. Social Media Campaigns (3). This course prepares students to design and implement a social media campaign, and introduces them to the social, political, and ethical contexts of using new technologies. The class takes either a social advocacy or a marketing perspective.

COM 4712. Writing to Persuade (3). This course teaches students how to identify and apply the persuasive techniques and strategies for writing in a way that influences audiences to think and act in certain ways.

COM 4905r. Directed Individual Study (1-3). (S/U grade only.) Prerequisite: Admission to a Communication major. In this course, students select a topic of interest to pursue under supervision of a faculty member. Could be research/creative, pedagogy, service, or applied. Results in final project, scope and type to be defined by student and faculty supervisor. May be repeated to a maximum of nine credit hours.

COM 4909r. Honors in the Major Research (1-6). Prerequisite: Admission to the major. In this course, students accepted into the Honors in the Major program complete an original research or creative project in their major area of study. This course must be repeated at least twice to complete a minimum of six (6) credit hours total but may be repeated up to a maximum of 12 credit hours in total.

COM 4910r. Application of Research Methods (1-3). (S/U grade only.) Prerequisite: Instructor permission. This course offers experience in methods and strategies of research in communication concepts. Individually designed to accommodate student's background and objectives. May be repeated to a maximum of four credit hours; repeatable within the same term.

COM 4930r. Undergraduate Seminar in Communication (3). This course explores advanced communication issues with an emphasis on research. May be repeated to a maximum of six semester hours; duplicate registration allowed.

COM 4935. Senior Seminar in Communication Studies (3). This course is an advanced seminar in communication studies with an emphasis in legal communication studies, communication and culture, or rhetorical studies.

COM 4941r. Application of Instructional Methods (0-3). (S/U grade only.) Prerequisite: Admission to a Communication major. This course provides experience in methods and strategies of teaching communication concepts within the University context. Individually designed to accommodate student's background and objectives. May be repeated to a maximum of three credit hours.

COM 4945r. Communication Internship (1-12). (S/U grade only.) Prerequisite: Admission to a major in Communication. This course is a supervised internship. The credit is proportional to the scope and significance of work and may not be applied to graduate degrees. The course is individually designed to accommodate each student's background and objectives. This course may be repeated to a maximum of 12 credit hours.

DIG 3779. Introduction to Virtual Reality Development (3). This course provides an introduction in developing interactive experiences for virtual reality. Students use a variety of methods, concepts, and strategies for creating immersive experiences with industry leading tools. Through hands-on experience, they also learn to research and address issues that arise during development.

IDS 2460. Global and Intercultural Communication (3). This course introduces students to theories, processes, and practices of effective communication across cultures, underscoring ideas of global communication as inter-cultural communication.

IDS 2491. Communication Matters: Personal Responsibility in Public Speaking (3). This course covers both the principles of and the practical experience of public speaking with an emphasis on personal responsibility.

IDS 3164. Media, Culture, and the Environment (3). This course examines the role of language and representation in our understanding of the natural world. The course examines news media coverage of environmental issues, environmental images in popular culture as well as the communication strategies of environmental organizations.

MMC 2000. Introduction to the Mass Media (3). This course covers a historical and social overview of the mass media and their relationship to the mass communication process in a modern society.

MMC 3464. Positive Media Psychology (3). This class focuses on the positive effects of media use and examines the ways that media can inspire audiences, affect positive emotions, influence prosocial attitudes and behaviors, and improve well-being.

MMC 3505. Documentary Film: History, Theory, and Practice (3). Prerequisite: Admission to a major in the School of Communication This course surveys major trends in the documentary film tradition from the early 20th century until today. The course explores expository, experimental, aesthetic, and rhetorical documentary practices, as well as other topics.

MMC 3703. Media, Sports, and Society (3). Prerequisite: MMC 2000. This course introduces students to various aspects of the sports-media relationship, including the history of, the industries that constitute, the audiences drawn to, and the social issues that arise from the relationship.

MMC 4200. Media Law and Digital Innovation (3). Prerequisites: MMC 2000 and admission to a major in the School of Communication. This course reviews legal principles related to digital communication media, and law and policy questions encountered in innovation in media content production, distribution and use in online and new media platforms.

MMC 4203. Media Ethics (3). MMC 4203 Prerequisites: MMC 2000 or RTV 3001 This course surveys the ethical principles, standards, and problems in the practice of journalism, advertising, and/or public relations.

MMC 4300. Diffusion of Innovations (3). This course is an analysis of the process of change, particularly from the standpoint of how communication is used in the introduction, spread, and adoption of new ideas, behaviors, and products within a society.

MMC 4302. Comparative and International Media Studies (3). This course is an examination of various international and national media systems and the elements which determine the type of media currently operating throughout the world.

MMC 4504. Writing Media Criticism (3). This course investigates media criticism with an emphasis on composition. The course focuses on some of the dominant critical perspectives that contribute to our understanding of media and its role in society. The course applies various schools of media criticism through reading, watching, discussing, and writing a wide range of media texts.

MMC 4602. Mass Media and Society (3). MMC 4602 Prerequisites: MMC 2000 This course is an analysis of the effects of mass media on public opinion and behavior. A review of social science research exploring the impact of TV on children and others.

MMC 4641. Political Economy of Media (3). Prerequisite: MMC 2000 or RTV 3001. This course covers the structure and functions of U.S. and other mass-communication systems as well as their relationship to the political and economic systems.

MMC 4744. Digital Games (3). This course analyzes existing games as interactive entertainment media. Components may include history, effects, player characteristics, moral aspects, community, and/or application to a variety of contexts (e.g. health, eSports, education).

ORI 3004. Performance Studies (3). This course allows students to collect, analyze, and perform personal narratives and everyday conversations.

PUR 3000. Introduction to Public Relations (3). This course introduces the student to the principles and practices of the public relations profession throughout all organizations using public relations.

PUR 3002. Public Relations Strategy (3). Prerequisite: PUR 3000 and PUR 3100. This course covers the tools and techniques of public relations. Students learn the application of public relations principles.

PUR 3100. Writing for Public Relations (3). Pre- or corequisite: PUR 3000. This course is designed to develop professional-level writing skills for public relations.

PUR 4400. Crisis Communication (3). This course is an advanced undergraduate seminar focusing on the theoretical analysis, practical strategies, and assessments of implications for all publics of national and international crisis communication situations.

PUR 4800. Public Relations Campaigns (3). Prerequisites: PUR 3000, PUR 3002, and PUR 3100. This course is the capstone course for all undergraduate public relations students. This course focuses on the design and implementation of a public relations campaign by using original research, integrated strategies, a comprehensive campaign plan, and detailed collateral material.

PUR 4940r. Public Relations Internship (1-12). (S/U grade only.) Prerequisites: PUR 3000, PUR 3002, and PUR 3100. This course consists of practical application of classroom principles in public relation settings.

RTV 3001. Media Techniques (3). This course introduces students to basic principles and terminology associated with the aesthetics of film making and television production.

RTV 3101. Writing for the Electronic Media (3). This course teaches non-fiction writing for recently evolved electronic media and fosters an understanding of the theory and practice of writing for those media. Students create content for television, radio, social media, blogs, podcasts, vlogs, webisodes and other forms of electronic media.

RTV 3531. Single-Camera Video Production (3). Corequisite: RTV 3571. This course addresses direction and production of single-camera video projects including camera, audio, lighting, and linear editing.

RTV 3543. Multiple Camera Studio Production (3). Prerequisite: Admission to the Digital Media Production major. This course is a "professional experience" course designed to give students experience operating various roles in a multi-camera production environment.

RTV 3571. Digital Media Production Workshop (3). (S/U grade only.) Corequisite: RTV 3531. This course consists of advanced editing and post production techniques applied to field and studio projects. Emphasis on digital non-linear editing systems.

RTV 3602. Television Interviewing and Hosting (3). This course introduces students to on-camera interviewing and hosting of news and public affairs programs including research and writing components.

RTV 3610. Computer Graphics and Animation (3). Prerequisites: RTV 3531 and RTV 3571. This course studies the design and production of computer-generated graphics and animation for video projects.

RTV 3611. 3D Video Animation (3). This course covers the techniques used to prepare, create, and post-produce 3D graphics and animation with video.

RTV 3680r. Video Workshop (1-3). (S/U grade only.) Prerequisite: Communication major status. This course is designed for students to gain experience in the production of television programs and video projects. May be repeated to a maximum of three credit hours.

RTV 3941r. Radio Practicum (1-9). (S/U grade only.) Prerequisite: Instructor permission. This course consists of radio work and day-to-day broadcast operations with an emphasis on practical application in either of two areas: management or other advanced roles at the student radio station; or special individual projects in the application, study, or research pertaining to radio broadcasting. May be repeated to a maximum of nine credit hours.

RTV 4291. Advocacy Video Theory and Practice (3). Prerequisites: RTV 3531, RTV 3571, and admission to the Media Production major; or instructor permission. This course explores the theory and practice of short-form video production. In addition, the course examines the social media distribution possibilities for these videos.

RTV 4332. Documentary Video Production (3). Corequisites: RTV 3531 and RTV 3571. This course offers instruction in the theory and practice of production of non-fiction documentary video. Students produce a final video product after studying the documentary tradition, theory, and history.

RTV 4334. Immersive Documentary Production (3). Prerequisite: Admission to the Digital Media Production major. This course explores the ways that immersive media is being used to tell reality-based stories. From journalistic 360 video content developed by news organizations to virtual reality experiences addressing social issues, immersive media has become a site of documentary media production. Students develop working prototypes of immersive documentaries.

RTV 4467r. Television Practicum (3-6). Prerequisites: RTV 3531 and RTV 3571. This course consists of producing and directing television programs and video projects. May be repeated to a maximum of nine credit hours.

RTV 4571L. Advanced Post Production (3). Prerequisite: Admission to the Digital Media Production major. This course is a hands-on introduction to the craft of editing for digital video. This course covers a broad range of post-production topics, including compression and codecs, video editing, basic motion graphics, color correction, audio editing, and exporting. This course includes instruction in industry-standard software, and is also balanced with exploration of the aesthetics and various theories of editing.

RTV 4582. Advanced Lighting & Cinematography (3). This course focuses on advanced lighting and cinematography theory, techniques, and aesthetics. Students gain practical experience by producing original content over the course of the semester.

RTV 4595. Immersive Video Production (3). Prerequisites: RTV 3531, RTV 3571, and admission to the Media Production major; or instructor permission. This course explores a range of new camera technology and software that allows for the post-production of immersive media, and identifies best practices for producing, shooting, editing and displaying immersive video products.

RTV 4682. Advanced Feature Production (3). Prerequisites: RTV 3531 and RTV 3571; or RTV 3533. This course is a "professional experience" course designed to give students professional production experience in an educational environment. Students act as the production crew on program features. This includes videography, editing, audio, and graphic design.

RTV 4686. Advanced Feature Reporting (3). Corequisite: RTV 3602. This is a professional course designed to give students scriptwriting, producing, voiceover and on-camera experience in an educational environment, while promoting FSU through creative and informative visual storytelling. Students produce feature content that may be used on FSU Departmental and CCI Websites, Seminoles.com, FSU Athletics Team Web Sites, Social Media channels, and student-produced TV programs.

RTV 4800. Broadcast Operations & Management (3). Prerequisite: Instructor permission. This course explores the purpose, function, organization, and management of broadcast operations with an emphasis on advanced application, understanding, and skills-building.

SPC 1017. Fundamentals of Speech (3). This course provides a survey and application of communication theory, including interpersonal communication, small group communication, and public speaking.

SPC 2608. Public Speaking (3). This course covers the principles of and the practical experience of public speaking. The course is required of all majors.

SPC 2730. Global Perspectives: Communication (3). This course gives students an introduction to the basic processes of intercultural communication from a global perspective with a goal of increasing their curiosity and acceptance of other cultures.

SPC 3210. Contemporary Human Communication (3). This introductory course surveys current scholarship in five areas of communication theory: group, rhetorical, interpersonal, legal, and performance communication.

SPC 3233. Classical Rhetoric (3). Recommended prerequisite: SPC 3210. This course allows students to examine the origins of rhetorical theory during the classical period. The course emphasizes ideas on rhetoric of Plato, Aristotle, Cicero, and Quintillian.

SPC 3301. Interpersonal Communication (3). This course is a survey of recent literature on interpersonal communication including such topics as self-concept, emotional behavior, interpersonal conflict, and interpersonal attraction.

SPC 3331. Nonverbal Communication (3). This course is a review of recent literature on nonverbal communication including such topics as kinesics, proxemics, kinesthetic behavior, environment, physical characteristics, and personal appearance.

SPC 3593r. Competitive Intercollegiate Forensics (1). Prerequisite: Instructor permission. This course consists of competitive debate and individual events. Experienced students develop and perfect their speaking skills in a highly competitive, structured format of instruction and competition. May be repeated to a maximum of eight credit hours.

SPC 3644. Art and Entertainment: The Hidden Persuaders (3). This course is an analysis of drama as an instrument for advancing a political or social thesis.

SPC 4540. Persuasion (3). This course is a study of the psychology of attitude formation and change. It covers theories of persuasion and principles of persuasive communication across multiple contexts.

SPC 4605. The Principles of Speechwriting (3). Corequisite: SPC 2608. This course explores the history and principles of speechwriting, the ethical issues involved, and speechwriting skills based on sound principles of communication.

SPC 4680. Methods of Rhetorical Criticism (3). Recommended Prerequisite: SPC 3231 SPC 3233. This course examines methods for the practice of doing criticism of rhetorical discourse. Topics include Aristotelian, Metaphor, narrative, post-modern, and cultural approaches to the analysis of text.

SPC 4710. Interracial/Intercultural Communication (3). Prerequisite: SPC 3210. This course helps students gain knowledge of the theory and process of interracial/intercultural communication.

SPC 4711. Gender and Communication (3). This course is designed to help students gain knowledge of the theory and process of gender communication (about and between genders) from an interpersonal context perspective.

SCHOOL OF COMMUNICATION

GRADUATE STUDIES

Information for Graduate Students

COLLEGE OF COMMUNICATION & INFORMATION

Website: <https://comm.cci.fsu.edu>

Director: Patrick Merle; **Professors:** Adams, Houck, McDowell, Nudd, Opel, Proffitt; **Associate Professors:** Bailey, Bruker, Bunz, Chapa, Clayton, Cortese, Dale, Ferchaud, Graves, Jordan, Lee, Merle, Wendorf Muhamad; **Assistant Professors:** Lazenby, Ray, Shao, Waters, Yang; **Specialized Teaching Faculty:** Haywood, Henry, Kelly, Laurents, Sellers; **Professors Emeriti:** Heald, Korzeny, Mayo, Wotring, Young

The School of Communication offers graduate programs of study leading to the Master of Arts (MA), Master of Science (MS), and Doctor of Philosophy (PhD) degrees. The student can select from several distinct major areas of emphasis which reflect specialized programs of study pertaining to either professional or academic careers in the communication field. Whether the student is interested in the traditional fields of human and speech communication, in the established discipline of media studies, or in the emerging areas of digital technologies, there are a variety of courses and course sequences available. The School also offers graduate-level certificates in the areas of Multicultural Marketing Communication, Digital Video Production, and Project Management.

Specifically, at the master's level, programs of study are offered in communication with an emphasis in integrated marketing communication, media and communication studies, and public interest media and communication. At the doctoral level, a program of study is available in communication theory.

Both thesis and non-thesis master's options are available. Some non-thesis master's programs are professionally oriented and assume the student will not pursue the doctoral degree in communication. Thesis master's programs are often theoretically oriented and prepare the student for doctoral work. Each major specifies entry requirements and degree requirements to meet predetermined educational and professional goals. While each major has its own set and sequence of required courses, every program of study is planned individually with each student so as to ensure flexibility to meet individual student needs. Acceptance into each major is highly competitive and is based on student qualifications.

Faculty Distinctions

The graduate program in communication reflects the varied teaching and research interests of the faculty. Beyond their range of expertise in communication theory and research, faculty members remain united in their dedication to teaching excellence, as demonstrated by the regularity with which they receive teaching commendations and awards. Faculty members from the School of Communication have been elected and continue to serve as officers in major academic societies and professional associations. Faculty members have been and remain prominent in scholarly journals, serving as editors, associate editors, and, most importantly, authors. A series of journal publications, as well as books, convention papers, and monographs, have established a number of faculty members as nationally as well as internationally recognized leaders in their respective fields.

Assistantships/Scholarships

The School of Communication offers teaching and research assistantships to doctoral students and to master's students (as funding is available). The number and amount of assistantships vary and are competitive. Assistantships also provide assistance with course tuition. Competitive scholarships are also offered each year.

Applications and Admissions

The candidate should apply online to the University Graduate Admissions Office website at <https://admissions.fsu.edu>. The School application instructions are also available online at <https://comm.cci.fsu.edu>. Applicants should upload their completed forms with supporting documents to the online university application. The School will accept new graduate applicants each term.

Minimum criteria to be considered for admission to the master's program include a GPA of 3.0 (on a 4.0 scale) for the last two years of undergraduate work and completion of the verbal, quantitative, and writing sections of the Graduate Record Examination (GRE). The GRE requirement will be waived for outstanding Master's applicants who meet minimum criteria and who apply for the requirement to be waived; further details are found on the School of Communication website. Minimum criteria to be considered for admission to the doctoral program include a master's GPA of 3.3, an undergraduate GPA of 3.0 for the last two years of undergraduate work, and completion of the verbal, quantitative, and writing sections of the Graduate Record Examination (GRE).

All applicants must submit three letters of recommendation and completed University and School application forms.

Applicants for the doctoral program may be asked to complete an interview with the doctoral program committee, preferably in person although telephone or digital video conferencing is acceptable. Under certain conditions a videotaped statement in response to a set of questions provided by the committee could be substituted for the interview.

International students are required to submit GRE scores and a Test of English as a Foreign Language (TOEFL) score of 600 or above or an Internet-based TOEFL score of 100 or above. Regardless of TOEFL scores, some international students may be required by the International Admissions Office, the graduate admissions committee, or their advisory committee to enroll in the Center for Intensive English Studies program in order to begin in the program, regardless of the degrees that have been earned in their home countries. If an international student has demonstrated English competency, some of these requirements may be waived.

Master of Arts (MA) and Master of Science (MS) Degree

Supervisory Committee and Program of Study

Prior to or during registration for the first term, students will attend advising sessions with the Director of Master's Studies (DMS). The DMS will help the student plan coursework for the first term.

For non-thesis students, the DMS will serve as chair of the student's standing supervisory committee. Students pursuing a traditional thesis or a thesis-equivalent creative project must select a major professor or committee chair. This person is usually a specialist in the student's major area. It is the student's responsibility, to secure consent of an eligible faculty member to serve as the major professor and to work with the major professor to form a committee. Master's thesis supervisory committees and Master's creative project supervisory committees have a minimum of three members, of which two must be (all three may be) from within the School of Communication. All members on master's supervisory committees must hold Graduate Faculty Status (GFS).

No later than the end of the first term, the student must submit a program of study to the committee for approval. The program must closely follow the guidelines of the selected major and must meet School and University requirements. The proposed program of study should be developed with the help and advice of the major professor. If a committee meeting is required, the program of study should be submitted to all committee members at least five days before the committee meets. At the meeting, the committee will discuss and modify the program of study as necessary.

If the student's undergraduate preparation is weak, out of field, or insufficient for work in the area chosen, the admissions committee or supervisory committee may require that the student complete specified undergraduate courses in areas of deficiency. These make-up courses will not normally be credited toward master's requirements.

Not more than six credit hours may be transferred from another graduate institution and then only with the approval of the supervisory committee. Not more than six credit hours of directed individual study (COM 5906) may be applied toward the master's degree.

All courses must be 5000-level or higher to count toward the master's degree.

The program of study must be approved by all committee members, the DMS, and the School director. The student should provide signed copies to all signatories, with the director's copy filed in the student's folder. Changes in the program of study or in the composition of the supervisory committee are accomplished with special forms obtained from the School. The forms are signed by all committee members, the DMS, and the School director and are attached to the student's original program of study.

A master's program normally requires the equivalent of one and one-half calendar years of full-time coursework. Students with less background in their chosen area of specialization, or with degrees outside of communication, or who are completing a thesis or creative project should expect to spend longer to complete a master's program.

Graduate students are required to earn grades of "B-" or better in all courses in order for the courses to be counted toward the degree. A GPA of at least 3.0 must be maintained for all master's work.

There is no University-wide residency requirement.

Each master's candidate must demonstrate, by term papers or thesis, writing skills that are acceptable to the student's committee.

The English proficiency of domestic and international students will be evaluated by the student's supervisory committee at least by the end of the student's second term of residency. If the committee decides that the student's English usage is deficient, the committee will recommend remedial action. If after remedial action the student's English proficiency is still considered to be below an acceptable level, the student may be dismissed.

There is no School-wide foreign-language requirement. If the student wishes to receive the Master of Arts degree, the University requires: a) proficiency in a foreign language demonstrated by certification by the appropriate language department, or completion of 12 credit hours in a foreign language with an average grade of at least 3.0 ("B"), or four years of a single language in high school; b) six or more credit hours of graduate credit in one or more of the following fields: art; classical language, literature, and civilization; communication (not to include speech correction); English; history; humanities; modern languages and linguistics; music; philosophy; religion; and theatre.

Depending on the major area in which the student is enrolled, the student may elect a thesis, a creative project, or a coursework-only program. To qualify for the master's degree under the thesis program, the student must complete a minimum of 33 credit hours including six hours of thesis credit. At least 24 of those hours must be taken on a letter-grade basis.

To qualify for the master's degree under the creative project option, the student must complete a minimum of 33 credit hours, 27 of which must be on a letter-grade basis. For more information about the creative project option, please visit the school website or contact the school directly.

To qualify for the master's degree under the coursework-only program option, the student must complete a minimum of 36 credit hours, 27 of which must be on a letter-grade basis, and the student may complete a residency. The coursework-only program is considered a terminal degree (i.e., the student is normally not expected to continue for the doctorate).

Students must complete requirements for the master's degree within 43 credit hours maximum including thesis or creative project. Any hours taken beyond 43 will not be credited toward the master's degree nor can they be counted in a PhD program. The student must complete the master's degree before beginning doctoral coursework.

A prospectus must be approved by all committee members prior to research or data collection for a thesis or a creative project. Signed copies are to be filed in the student's School folder.

At the same time, the student should make application for graduation and the diploma.

The manuscript and final clearance advisor in the Graduate School must approve the form of the thesis or any written component of the creative project before final preparation. It is recommended that students consult with this advisor early in the preparation stage and download a copy of *Guidelines and Requirements for Electronic Theses, Treatises, and Dissertations* from the Graduate School.

Prior to the oral defense of the thesis or creative project, an announcement must be sent to the Graduate School via the Manuscript Clearance Portal. This announcement must be published at least two weeks prior to the defense. At least one week prior to the oral defense of a thesis or a creative project, the candidate is responsible for notifying all School faculty of the time and place of the defense. Graduate students may also attend the defense. The candidate is responsible for scheduling the oral defense at a time convenient for all the committee members.

The defense should be scheduled at least two weeks after copies of the thesis or creative project have been distributed to committee members. These must be seen by the candidate and the major professor as final copies. The academic calendar in the *Registration Guide* specifies deadline dates for theses.

The major professor will bring to the oral examination the School graduate exam clearance form which is to be signed by all committee members and by the School director.

All needed forms associated with the defense of the thesis or the creative project and degree clearance forms are found in the Graduate School's Manuscript Clearance Portal, and students are responsible for following the procedures and adhering to the deadlines posted by the Graduate School each term. Please note the submission deadlines published in the *Registration Guide*. It is courteous to give all members of the committee and the School copies of the thesis.

Master of Arts (MA) and Master of Science (MS) Degree Programs

Master's Degree in Strategic Communication

Career Goals. This program is designed for students interested in careers that merge advertising, public relations, cross-cultural marketing communication, new communication technologies, and applied research. It provides a foundation for students who wish to pursue professional careers in strategic communication, digital marketing communication, and Hispanic marketing communication. The program can also lead to advanced graduate studies.

Educational Goals. The student will follow a course of studies providing: 1) basic knowledge of communication theories, with particular emphasis on those that apply to marketing communication, new communication technologies, and Hispanic marketing communication; 2) preparation for professional careers in digital media production using new technologies in marketing and/or management roles; 3) development of fundamental proficiencies in applied research; 4) skills in developing and organizing data/information systems, and facilitating data-based decisions; 5) insights into the coordination of promotional communication, cross-cultural communication initiatives, new technologies, and applied research strategies to facilitate organizational and promotional goals; and 6) experience in making formal marketing/management communication presentations.

Areas of Special Knowledge and Skills to be Developed. Depending on career path and specific course of study, the proportion of coursework within each of the following will vary: marketing communication techniques, including strategic and performance-based project management, account planning, desktop multimedia applications, and cross-cultural promotions; traditional and new media marketing communication strategies, including advertising and public relations research, marketing communication planning, design, implementation, and evaluation; application of research methods to marketing communication, including quasi-experimental and survey design, content analysis, focus groups, database research techniques, and data analysis; digital media applications and digital marketing communication; and digital communication research skills and tools.

Required Hours. A minimum of 33 credit hours is required; 36 credit hours are required with a coursework-only option. It is possible to complete the program in one academic year, though many students spread the degree requirements across four terms. Students who have insufficient backgrounds at the undergraduate level may be required to take undergraduate coursework as determined by their supervisory committees. These additional hours will not count toward completion of master's degree requirements.

For specific course requirements, visit the School website at <https://comm.cci.fsu.edu> or contact the School.

Master's Degree in Communication and Digital Media with an Emphasis in Media and Communication Studies

Career Goals. This program is designed for graduate students interested in studying communication interactions in society. Studies may result in a terminal degree leading to a position in media, a communication-related agency, or other organizations involving political, social, and public sector settings. The program also may serve as preparation for doctoral work in communication, leading to a teaching or research position.

Educational Goals. In this master's program, students will be introduced to theory, research methods, historical background, and contemporary social issues pertaining to: 1) human communication, such as interpersonal communication, gender studies, and social interaction; 2) mass media criticism, policy, processes, and effects; and/or 3) political communication, rhetoric, and persuasion.

Areas of Special Knowledge and Skills to be Developed. By the conclusion of this master's program, students will have knowledge and experience in: applying theory relative to communication studies, rhetoric, and mass communication; using various communication research methods; critically analyzing content and effects of traditional and new media; and identifying key issues in developing tools for analysis of political, public, and advocacy communication campaigns and strategies.

Required Hours. A minimum of 33 credit hours is required; 36 credit hours are required with a coursework-only option. Students who have completed insufficient coursework at the undergraduate level may be required to take undergraduate coursework as determined by their supervisory committee. These additional hours will not count toward completion of the 33 credit hours.

For specific course requirements, visit the School website at <https://comm.cci.fsu.edu> or contact the School.

Master's Degree in Communication and Digital Media with an Emphasis in Public Interest Media and Communication

Career Goals. This program is designed for graduate students interested in working in the communication areas of non-governmental organizations, political campaigns, government agencies, and social service groups. The program also may serve as preparation for doctoral work in communication, leading to a teaching or research position.

Educational Goals. In this master's program, students will be introduced to practical digital media production skills, as well as theory and research methods. The program prepares students to: 1) conceptualize, design, and produce effective digital media/video; 2) harness the power of social media distribution networks; 3) analyze data to determine how messages are being received and acted upon; and 4) use communication theory to guide media creation and evaluations.

Areas of Special Knowledge and Skills to be Developed. By the conclusion of this master's program, students will be able to: create digital video media content, evaluate audience reception of media campaigns, apply communication theory in the development of media campaigns, and tailor media messages to specific audiences and respond to audience feedback.

Required Hours. A minimum of 36 credit hours is required. Students who have completed insufficient coursework at the undergraduate level may be required to take undergraduate coursework as determined by their supervisory committee. These additional hours will not count toward completion of the 36 credit hours.

For specific course requirements, visit the School website at <https://comm.cci.fsu.edu>, or contact the School.

Doctor of Philosophy (PhD) in Communication

The School of Communication offers a PhD program in communication research and theory.

Minimum Required Hours. Students are required to complete a minimum of 48 course credit hours beyond the master's degree, plus 24 hours of dissertation credits. Course credits will include five required foundation courses, as well as study in a primary and secondary area of emphasis and research methods and design. Specific course requirements are determined by the doctoral supervisory committee in accordance with School and University requirements.

Required Cognate. An outside cognate of 12 credit hours approved by the doctoral supervisory committee is required.

Special Note: All communication doctoral students must register for the required communication research colloquium (COM 5920) during every term of full-time coursework.

For specific course requirements, visit the School website at <https://comm.cci.fsu.edu> or contact the School.

Program Overview

Beginning with a common set of foundational courses, students will encounter a range of philosophical, theoretical, and methodological approaches to communication scholarship. A major goal of the program is for students to gain knowledge of and an appreciation for the complexities and interdependencies within communication inquiry. To that end, students will gain a theoretical grounding in the broad communication discipline and then will pursue more advanced study through doctoral-level seminars, directed independent studies, and supervised research experiences. Students will be actively mentored to present the results of their work at regional and national conferences, culminating in publication in refereed outlets. Additionally, most students will have the opportunity to develop teaching and classroom management skills through our funded assistantship program.

Program Objectives

This program is primarily designed for students who are interested in pursuing academic teaching and research careers within the communication discipline. However, some may choose to use the degree to launch a career in one of the various communication-related industries, research, consultancy, not-for-profit organizations, or governmental affairs. Regardless of the student's chosen career path, the primary objective for all will be to become an independent and original scholar.

The educational goals of the program are to provide students with advanced knowledge of or experience in: 1) communication theory and inquiry; 2) selected extant communication literatures; 3) research methods applicable in either theoretical or applied settings to the study of selected communication texts, processes, audiences, systems, industries, organizations, or effects; 4) research design and data/textual analysis; and 5) teaching undergraduate students at a state-supported university.

Communication Theory and Research

Career Goals. This program is designed for students to conduct scholarly research and teach in a college or university; management position within a communication or research organization; consultant in media, research, or marketing in for-profit, not-for-profit, and governmental settings.

Additional Educational Goals. The student will obtain knowledge of communication theories and research; training in both quantitative and qualitative research design and analysis; experience with various methods for basic and applied communication research.

Skills to be Developed. Students will develop the ability to conduct independent, scholarly research; ability to teach at university or college level; quantitative and qualitative research methods; effective written communication.

Supervisory Committee and Program of Study

The Director of Doctoral Studies (DDS) will serve as the student's provisional advisor acceptance into the program. During the student's first term in the program, the provisional advisor will assist the student in registering for courses and may be a source of information for the student concerning choice of major professor, cognate area, program of studies, and registration for the second term.

By the midpoint of the second term, the student must designate a major professor who has consented to serve in that capacity. The major professor will take over the advising duties of the provisional advisor, will be the student's principal advisor in choosing members for the doctoral supervisory committee, and will assist the student in developing a preliminary program of study. Faculty members holding Graduate Faculty Status (GFS) with doctoral directing status are eligible to serve as major professors.

The doctoral supervisory committee approves the program of study, reviews and approves any proposed revisions to the program of study, and designs and evaluates the doctoral preliminary examination. Doctoral supervisory committees have a minimum of four members: three from within the School of Communication plus one outside member. All members must hold GFS. The outside member of the committee must be from a different department at FSU. This outside member serves as the University's representative-at-large who reports directly to the dean of the college and to the dean of the Graduate School; accordingly, the outside member must hold university graduate faculty status and must be tenured.

During the first two terms of the student's coursework, a proposed program of study is completed. The program of study is a document detailing the courses that a student plans to take in the doctoral program, as well as a timeline for completing those courses. Before the beginning of the third term of enrollment, the student must submit for approval a program of study to the doctoral supervisory committee, the DDS, and the School Director.

At the end of a student's coursework but before preliminary exams are taken, the doctoral supervisory committee will meet with the student to complete a final review of the program of study and concept paper introducing their dissertation proposal. All changes will be reviewed and a final, corrected version of the program of study is signed and sent to the DDS for the additional signatures.

The doctoral program often requires six or seven terms of full-time coursework (48 hours of coursework) beyond the master's degree and at least one year of dissertation work. Students with a master's degree from a discipline other than communication may spend more time completing the doctoral program. All courses must be 5000-level or higher to count toward the doctoral degree. Doctoral students must complete requirements for the PhD within 135 credit hours maximum, including dissertation.

All graduate students are required to earn grades of "B–" or better in all courses in order for the courses to be counted toward the degree. In addition, a grade point average of at least 3.4 (out of a possible 4.0) must be maintained for all PhD work.

All students must meet Florida State University's and the School's Scholarly Engagement Policy requirement to ensure that doctoral students are active participants in the scholarly community. To meet the Scholarly Engagement requirement, doctoral students should interact with faculty and peers in ways that may include enrolling in courses; attending seminars, symposia, and conferences; engaging in collaborative study and research beyond the university campus; and utilizing the library, laboratories, and other facilities provided by the university for the purpose of knowledge creation. Activities that contribute to scholarly engagement in the School are described in the Doctoral Studies Handbook.

Prior to the preliminary examinations, every doctoral student is required to submit and have accepted three original scholarly papers or works to an appropriate journal and/or a state, regional, or national convention or festival (all work must be peer reviewed).

The English proficiency of domestic and international students will be evaluated by the student's doctoral supervisory committee at least by the end of the student's second term of residency. If the committee decides that the student's English usage is deficient, the committee will recommend remedial action. If the student's English proficiency is still considered to be below an acceptable level after the remedial action, the student may be dismissed.

There is no School-wide foreign language requirement.

The progress of all students in the PhD program is reviewed annually at the conclusion of the Spring term by the student's major professor in consultation with the Director of Doctoral Studies.

At the end of coursework, students will enroll for and complete COM 8964, Doctoral Preliminary Examination (0). Details concerning the preliminary examination requirements can be found in the Doctoral Studies Handbook. The purpose of the preliminary examination is to determine if the student is sufficiently prepared to continue with the original, independent scholarly work required to complete a doctoral dissertation. The preliminary examination may not be taken if the student has one or more incomplete grades pending.

Supervisory committees in our School have been given great latitude in determining the nature and content of the preliminary exams. The content covered on the exam is determined by the full committee. Typically, the outside member of the committee provides questions covering the cognate area of study. The nature of the exam is likewise determined by the supervisory committee. The committee is given an opportunity to further examine the student's performance through the oral portion of the doctoral preliminary examination. The oral portion of the exam must occur between seven and fourteen calendar days following submission of the written portion to all committee members.

Successful completion of the doctoral preliminary examination must occur at least six months prior to the degree being granted.

All work for the doctoral degree must be completed within five calendar years after the time the student passes the doctoral preliminary examination, or the student must pass a new preliminary examination.

Upon satisfactory completion of the preliminary examination the student is admitted to candidacy for the doctoral degree and is eligible to enroll for dissertation credits. Upon a student's admission to candidacy, the role of the doctoral supervising committee shifts to oversight of the student's dissertation process: proposal defense and approval, guidance during dissertation completion, and defense and approval of the dissertation. Given this shift in responsibilities, the student may seek to change the composition of the doctoral supervising committee. All requirements for the committee's makeup noted above remain in effect.

Upon admission to candidacy, the student must register for dissertation credits (COM 6980r) each term in which a substantial amount of work is being done on the dissertation. Students must register for a minimum of 24 hours of dissertation credit in their program. Students must carry a minimum of two dissertation credits during every term in which they are using and requiring university facilities or requires faculty supervision. As noted above, enrollment in COM 6980r is not possible until a passing grade is recorded for COM 8964, Doctoral Preliminary Examination.

A dissertation prospectus must be approved by all committee members prior to research or data collection for a dissertation. The purpose of the dissertation prospectus is to provide the committee members with a description of the proposed dissertation study, so they can determine the soundness and feasibility of and the student's preparedness to accomplish the proposed project.

With the major professor's approval, the student must enroll in COM 8985, Dissertation Defense (0) for the term in which the dissertation project will be completed and defended. The defense must be scheduled no later than one month prior to the final submission deadline published by the Graduate School.

The manuscript and final clearance advisor in the Graduate School must approve the formatting of the final dissertation. The student should consult with the clearance advisor early in the preparation stage and closely follow the formatting rules set out in the Guidelines and Requirements for Electronic Theses, Treatises, and Dissertations publication.

Prior to the oral defense of the dissertation, an announcement must be sent to the Graduate School via the Manuscript Clearance Portal. This announcement must be published at least two weeks prior to the defense. At least one week prior to the oral defense, the candidate is responsible for notifying all School faculty of the time and place of the defense. Graduate students may also attend the defense. The candidate is responsible for scheduling the oral defense at a time convenient for all committee members.

A draft of the dissertation must be sent to the outside committee member at least four weeks prior to the oral defense. The defense must be scheduled at least four weeks after final copies of the dissertation have been distributed to committee members. The major professor will bring to the oral examination the School graduate exam clearance form, which is to be signed by all committee members and by the School director.

All needed forms associated with the defense of the dissertation and degree clearance are found in the Graduate School's Manuscript Clearance Portal, and students are responsible for following the procedures and adhering to the deadlines posted by the Graduate School each term. Additionally, as a courtesy, the student should give all members of the supervisory committee electronic copies of the dissertation.

All requirements and guidelines above are described in more detail in the Doctoral Student Handbook, which all students receive upon entry into the program, and which is available via the Doctoral Studies Canvas page. The Handbook should be consulted by students regularly.

Certificates

The School of Communication offers graduate level certificates in Digital Video Production, Multicultural Marketing Communication, and Project Management. Contact the School for more information.

SCHOOL OF COMMUNICATION

Graduate Courses

Definition of Prefixes

ADV—Advertising

COM—Communication

MMC—Mass Media Communication

RTV—Radio: Television

SED—Speech Education

SPC—Speech Communication

VIC—Visual Communication

Graduate Courses

ADV 5007. Foundations of Integrated Marketing Communications (3). This course covers the development of Integrated Marketing Communication that has now become part of business models in many corporations and service organizations, as well as universities.

ADV 5415. Hispanic Marketing Communication (3). This course prepares professionals to field the increasing number of positions that require marketing expertise to serve the U.S. Hispanic market.

ADV 5416. Multicultural Marketing Communication (3). Recommended prerequisites: ADV 5415 and COM 5331. This course explores consumer behavior similarities and differences among Hispanic, Asian, African-American, and Non-Hispanic White cultural market segments in the United States. The course also provides opportunities for original research into issues of culture and marketing communication.

ADV 5417. International Strategic Communication: Multicultural Approaches (3). This course is designed to help students learn the concepts and tools of global marketing, including the various and differing cultural, economic, and political factors that impact international advertising and public relations. In other words, this course focuses on understanding how international advertising continues to be developed under differing economic, cultural, regulatory, and competitive conditions.

ADV 5503. Media Consumer Behavior (3). This course explores the research and analysis of consumer behavior.

ADV 5605. Account Planning (3). This course prepares students to connect consumers with advertising and marketing in public relations and other communication fields.

COM 5126. Organizational Communication Theory and Practice (3). This course provides an overview of the major organizational communication theorists and shows students how they can be used to diagnose and solve communication and performance problems.

COM 5235. Crisis Communication (3). This course, a seminar centered on the theoretical framework used in crisis communication, focuses specifically on the analysis of research conducted for the main components of a crisis (messages, responses strategies, publics) during all phases of a crisis (pre, post, during).

COM 5312. Quantitative Research Methods in Communication (3). This course focuses on “methods of knowing” and the study of communication phenomena. It builds on principles, theories, research methods, and applications regularly found in the social and behavioral sciences. Philosophical and theoretical principles and methods that serve as the basis for systematic, scientific inquiry are reviewed. Course material emphasizes conceptual and operational features of research methods that are commonly found in communication literature.

COM 5316. Statistical Methods in Communication Research (3). This course examines statistical methodologies for communication research.

COM 5317. Content Analysis in Communication Research (3). This course focuses on content analysis methodologies for communication research.

COM 5339. Interactive Programming and Design for the Web (3). Recommended Prerequisite: COM 5338. This course, a continuation of COM 5338, focuses on the critical evaluation of existing Web sites based on information presented from readings and the analysis of the possibilities (and limitations) of Web-based communication. Through the study of tools and techniques commonly used to develop Web pages, animation and interactive modules, students complete a Web site as a deliverable.

COM 5340. Historical-Critical Methods of Research (3). This course is a review of historical methods, resources, and critical approaches in communication research.

COM 5348. Qualitative Methods in Communication Research (3). This course examines qualitative methodologies as a research paradigm by which to understand and address communication issues. Qualitative research offers a wide range of practices that may help us make sense of the world in general, and more specifically, communication practices and meaning-making.

COM 5364. Foundations of Digital Media (3). This course provides an introduction to the fundamentals of digital video production. Topics include concepts of videography, video editing, and soundtrack design.

COM 5400r. Seminar in Communication Theory (3). This course is an analysis of existing theoretical perspectives and new developments in communication theory. May be repeated to a maximum of nine credit hours. Duplicate registration is allowed.

COM 5401. Analysis of Communication Theory (3). This course analyzes the field of communication through the study of key theories of human communication research.

COM 5408. Philosophy of Inquiry & Pedagogy (3). This course analyzes the main areas of inquiry in communication and their philosophical underpinnings as well as examines basic pedagogical approaches to teaching in communication.

COM 5426. Media, Culture and the Environment (3). This course examines the role of language and representation in our understanding of the natural world. The course also examines news media coverage of environmental issues, environmental images in popular culture, as well as the communication strategies of environmental organizations.

COM 5450. Introduction to Project Management (3). This course covers the core project management principles for any type of project in any type of organization. The course introduces students to project management processes, tools and techniques including scope, size, quality, resource, risk, and human resource management, as well as how to plan, implement, and execute a project.

COM 5451. Advanced Topics in Project Management (3). This course covers the theories of several important project managers of the late twentieth and early twenty-first centuries, including Edward Deming, Peter Drucker, Thomas Peters, Eli Goldratt, Philip Crosby, and others.

COM 5452. Agile Project Management (3). Prerequisite: COM 5450. This course covers the key concepts and approaches of Agile Project Management and prepares students to sit for the PMI-ACP certification exam.

COM 5535r. Topics in Communication Campaigns (3). This course is an introduction to public communication campaigns. It emphasizes theory and practice, addresses formative research, design, implementation strategies, and campaign evaluation methods. Topics may include history/foundations, approaches to theory-driven, evidence-based campaign design, unintended consequences, use of new technologies, and topic-related theories and methodologies.

COM 5546. Political Communication (3). This course focuses on the relationships between politics in the US and internationally and the media. Considering the interdisciplinary nature of political communication, a field at the intersection of sociology, psychology, rhetoric, political science, and media effects, the overarching methodological approach may encompass qualitative and/or quantitative emphases. The course both outlines the main theoretical frameworks used in the scholarship, as well as addressing methodological concerns and current topical issues.

COM 5565. Social Media Campaigns (3). This course introduces students to theories and research related to social media campaigns. This course also prepares students to design and implement a social media campaign.

COM 5906r. Directed Individual Study (1-12). (S/U grade only.) Prerequisite: School approval required. In this course, students select a topic of interest to pursue under supervision of a faculty member, that results in a final project, where the scope and type are defined by the student and faculty supervisor. This course may be repeated to a maximum of 12 credit hours. May be repeated within the same term.

COM 5911r. Supervised Research (1-5). (S/U grade only.) Prerequisite: School approval. May be repeated to a maximum of five semester hours; duplicate registration allowed. A maximum of three credit hours may apply to the master's degree.

COM 5920r. Colloquium in Communication (0-1). (S/U grade only.) REQsforCOM5920 This course is a series of lectures given by faculty, advanced graduate students, and visiting scholars. Required of all doctoral students. May be repeated to a maximum of six credit hours. This is an S/U graded course.

COM 5925r. Master's Colloquium in Communication (0-6). (S/U grade only.) The course covers topics such as degree requirements, employment considerations, business practices and scholarly research. May be repeated to a maximum of six credit hours.

COM 5931r. Special Topics in Communication Research (3). This course includes survey, analysis, and practicum of research in specialized topics relating to the process and effects of communication in the aural, oral, or mass media mode. May be repeated to a maximum of nine semester hours. Duplicate registration is allowed.

COM 5940r. Supervised Teaching (1-5). (S/U grade only.) Prerequisite: School approval. May be repeated to a maximum of five semester hours; duplicate registration is not allowed. A maximum of three credit hours may apply to the master's degree.

COM 5946r. Communication Residency (1-6). (S/U grade only.) This course provides work experience to apply and extend knowledge learned within the master's program. May be repeated to a maximum of six credit hours.

COM 5955r. Creative Project (1-6). (S/U grade only.) This course is an applied or creative project (comparable in scope to a thesis) that serves to demonstrate the skills or knowledge that students have developed throughout their master's program resulting in a non-traditional deliverable (e.g., a performance, implementation of campaign, film/video, or other). Requires independent work reflecting analysis or interpretation, as well as application of skills or theoretical concepts to a new context. Must include a proposal and defense, as well as a final defense with a final deliverable. May be repeated to a maximum of six credit hours.

COM 5971r. Thesis (1-12). (S/U grade only.) A minimum of six credit hours are required. May be repeated to a maximum of 12 credit hours.

COM 6015. Gender and Communication (3). This course explores contemporary perspectives on the relationship between gender and communication in three areas: (1) the nature of gender; (2) the construction of gender in the media; and (3) gendered communication within "queer" culture.

COM 6403r. Advanced Problems in Communication Theory and Research (2-8). This course may be repeated to a maximum of eight credit hours; duplicate registration allowed. School approval required.

COM 6900r. Preparation for the Preliminary Examination (1-3). (S/U grade only.) Prerequisite: School approval. This course is for doctoral students only. Departmental approval required. To be taken in the semester preceding preliminary examination. A maximum of 3 credits can count towards the degree.

COM 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to Doctoral Candidacy.

COM 8964r. Preliminary Doctoral Examination (0). (P/F grade only.)

COM 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

COM 8975r. Creative Project Defense (0). (P/F grade only.) This defense course accompanies an applied or creative project (comparable in scope to a thesis) that serves to demonstrate skills or knowledge students have developed throughout their master's program resulting in a non-traditional deliverable, e.g., a performance, implementation of campaign, film/video, or other.

COM 8976r. Master's Thesis Defense (0). (P/F grade only.)

COM 8985r. Dissertation Defense (0). (P/F grade only.)

MMC 5305. Comparative Systems of Mass Communication (3). This course is an examination of various international and national mass communication systems and the elements which determine the type of systems currently operating throughout the world.

MMC 5600. Mass Communication Theory and Effects (3). This course is an analysis of historical and current theories of mass communication with an emphasis on media effects.

MMC 5646. Political Economy of Media (3). This course covers the structure and functions of U.S. and other mass communication systems and their relationship to the political and economic systems.

MMC 6469. Diffusion of Innovations (3). This course examines various theoretical and practical issues pertaining to communication's roles in the diffusion of innovations.

MMC 6920r. Colloquium in Mass Communication (3). This course is a survey of issues of immediate interest and consequence to the area of mass communication. May be repeated to a maximum of nine credit hours. Duplicate registration is allowed.

RTV 5333. Documentary Video Production (3). This course offers instruction in the theory and practice of production of non-fiction documentary video. Students produce a final video product and a research paper after studying the documentary tradition, theory and history.

RTV 5335. Immersive Documentary Production (3). This course explores the ways that immersive media is being used to tell reality-based stories. From journalistic 360 video content developed by news organizations to virtual reality experiences addressing social issues, immersive media has become a site of documentary media production. Students develop working prototypes of immersive documentaries.

RTV 5423. New Communication Technology (3). This course surveys key issues related to new communication technologies within a variety of communication contexts. Specific topics vary as new technologies emerge.

RTV 5575. Advanced Post Production (3). Prerequisite: COM 5364. This course provides a hands-on introduction to the craft of editing for digital video and covers a broad range of post-production topics, including compression and codecs, video editing, basic motion graphics, color correction, audio editing, and exporting. This course also includes instruction in industry-standard software, balanced with exploration of the aesthetics and various theories of editing.

RTV 5596. Immersive Video Production (3). Prerequisite: Admission to the Public Interest Media and Communication major, or instructor permission. This course explores a range of new camera technology and software that allows for the post-production of immersive media, and identifies best practices for producing, shooting, editing and displaying immersive video products.

RTV 5605. Advocacy Video Theory and Practice (3). Prerequisite: Admission to the Public Interest Media and Communication major; or Instructor permission. This course explores the theory and practice of short-form video production. The course also examines the social media distribution possibilities for these videos.

RTV 5702. Communication Regulation and Policy (3). This course studies laws, regulations and policies for broadcasting, cable, telephone, and computer-communication industries.

RTV 6425r. Advanced Seminar in New Communication Technologies (3-6). This course is a doctoral-level seminar in the use of new communication technologies for information and entertainment. May be repeated to a maximum of six semester hours.

SED 5346. Teaching Oral Communication Courses (3). This seminar examines the critical and practical dimensions of evaluating student's speeches and presentations. Current research and theory on college level instruction is also explored.

SPC 5234. Classical Theories of Rhetoric (3). In this course, students examine the origins of rhetorical theory during the classical period of Greece and Rome. The course focus rests on the rhetorical theories of Plato, Aristotle, Cicero, and Quintilian.

SPC 5545. Studies in Persuasion (3). Recommended Prerequisites: ADV 5503 or COM 5401; and COM 5312. This course involves lectures, readings, and discussions of human behavior theories as applied to persuasive communication.

SPC 6236. Contemporary Rhetorical Theory and Criticism (3). This course is an analysis of major theories of public communication and their application as critical tools.

SPC 6715. Race, Culture, and Communication (3). This course is designed to give an advanced perspective on the study of race, ethnicities, and culture. As such, students have the opportunity to explore what constitutes communication competence when interacting with others with vastly different values and perspectives through experimental exercises and empirical research.

SPC 6920r. Colloquium in Speech Communication (3). This course is a survey of issues of immediate interest and consequence to the area of speech communication. May be repeated to a maximum of nine credit hours; duplicate registration allowed.

VIC 5006. Digital Visual Communication (3). This course focuses on the digital creation and analysis of visual messages. Emphasis is placed on digital visual literacy, message construction and interpretation, as well as on digital design principles.

SCHOOL OF COMMUNICATION SCIENCE & DISORDERS

Undergraduate School of Communication & Science Disorders

COLLEGE OF COMMUNICATION & INFORMATION

Website: <https://commdisorders.cci.fsu.edu>

Director: Carla Wood; **Professors:** Catts, Kim, Morris, Wood; **Associate Professors:** Farquharson, Hall-Mills, Lansford, Romano, Therrien, Tibi; **Assistant Professors:** Barton-Hulsey, Bush, Constantino, Johnson, L., Lien, Lukic, Madden, Xie; **Teaching Faculty III:** Montgomery, Nimmons, Sasser, Snowden; **Teaching Faculty II:** Crass, Guynes, K.; **Teaching Faculty I:** Deason, Greenhill, Guynes, C., Johnson, C., Powell, Westmoreland

The mission of the Florida State University School of Communication Science and Disorders is to:

- generate and disseminate scientific knowledge related to variety and differences in communication processes and disorders.
- prepare students to demonstrate broad-based knowledge of communication science and skills to apply theory and research findings to clinical practice in their communities.
- empower students to provide effective diagnostic and treatment services in a global and diverse community and utilize innovative, evidence-based approaches to support individuals with a wide variety of speech, language, cognitive, swallowing, and hearing abilities.
- prepare leading clinical and research scientists to generate new knowledge for practicing at the top of the license.

The mission is carried out through clinical and instructional programs, professional and clinical service, and clinical research. The School provides education for students seeking the Bachelor of Science (BS), Master of Science (MS), and Doctor of Philosophy (PhD) degrees.

Florida State University has approved American Sign Language as a substitute for a foreign language for the Bachelor of Arts (BA) degree. The sequence of American Sign Language courses includes: Beginning ASL (ASL 1140C), Intermediate ASL (ASL 2150C), and Advanced ASL (ASL 2160C). ASL courses may not be taken for a Satisfactory/Unsatisfactory (S/U) or Pass/Fail (P/F) grade. These courses may not be available to non-Communication Science and Disorders majors every semester.

Students with previous experience with ASL may wish to take a competency exam administered by a non-affiliated third party. Students interested in pursuing this option should refer to the website for a copy of the current competency exam policy at <https://asl.cci.fsu.edu>. Students will not earn University credits for ASL coursework they need not complete. The School does not offer a degree in education of the Deaf nor in sign language interpretation.

Students enrolled in programs of the School of Communication Science and Disorders at Florida State University are provided unique experiences because of the learning environment. The school is in the College of Communication and Information, which provides numerous collateral educational experiences. The L.L. Schendel Speech and Hearing Clinic is the primary teaching and research laboratory for students and faculty and provides comprehensive, multidisciplinary evaluation and treatment services to persons in the community and region with communication disorders. The newly renovated Warren Building has space for a variety of specialized functions including videotape laboratories, diagnostic audiology instrumentation, sound isolation rooms, non-speech systems, and a complement of other clinical resources for clinical instruction and delivery of clinical services.

The School also maintains several Communication Science and Disorders laboratories for the study of physical and psychological aspects of sound, speech, voice, and language. These facilities provide space and highly specialized equipment to students and faculty, including laboratories for study in speech and voice science, language and literacy, early language development, and adult language.

The School also administers two undergraduate certificate programs: the Interdepartmental Certificate Program in Developmental Disabilities and the Bilingual Services undergraduate certificate.

The Interdepartmental Certificate Program in Developmental Disabilities (12 credit hours) provides upper-division undergraduate students from a variety of disciplines with knowledge regarding etiology, assessment, treatment, and policy issues related to individuals with developmental disabilities and their families. Students seeking certification must complete nine semester hours of coursework and three semester hours of practice from an approved list. Courses are available in the following disciplines: art education; communication science and disorders; family and child sciences; middle and secondary education; music education/therapy; nursing; nutrition, food, and exercise sciences; physical education; psychology; and social work.

The Bilingual Services Certificate (12 credit hours) focuses on bilingual service delivery in speech-language pathology. This certificate is specifically designed to equip students with the foundational knowledge and skills needed to approach clinical practice with bilingual children from an evidence-based mindset. These skills include assessment, treatment-plan development, intervention, and plan implementation. The courses are constructed to provide the skills necessary to consume, conduct, and produce research, as well as to provide clinical-service delivery with a focus on bilingual learners in the K-12 setting. All courses focus on topics related to cultural responsiveness, bilingual assessment, and bilingual intervention.

Digital Literacy Requirement

Students must complete at least one course designated as meeting the Digital Literacy Requirement with a grade of “C–” or higher. Courses fulfilling the Digital Literacy Requirement must accomplish at least three of the following outcomes:

- Evaluate and interpret the accuracy, credibility, and relevance of digital information
- Evaluate and interpret digital data and their implications
- Discuss the ways in which society and/or culture interact with digital technology
- Discuss digital technology trends and their professional implications
- Demonstrate the ability to use digital technology effectively
- Demonstrate the knowledge to use digital technology safely and ethically

Each academic major has determined the courses that fulfill the Digital Literacy requirement for that major. Students should contact their major department(s) to determine which courses will fulfill their Digital Literacy requirement. Undergraduate majors in communication science and disorders satisfy this requirement by earning a grade of “C–” or higher in CGS 2060 or CGS 2100.

State of Florida Common Program Prerequisites for Communication Disorders

The Florida Virtual Campus (FLVC) houses the statewide, internet-based catalog of distance learning courses, degree programs, and resources offered by Florida's public colleges and universities, and they have developed operational procedures and technical guidelines for the catalog that all institutions must follow. The statute governing this policy can be reviewed by visiting <https://www.flsenate.gov/Laws/Statutes/2021/1006.73>.

FLVC has identified common program prerequisites for the degree program in Communication Disorders. To obtain the most up-to-date, state-approved prerequisites for this degree, visit: <https://cpm.flvc.org/programs/181/236>.

Specific prerequisites are required for admission into the upper-division program and **must** be completed by the student at either a community college or a state university prior to being admitted to this program. **Students may be admitted into the University without completing the prerequisites but may not be admitted into the program.**

Minimum Requirements for Application

Students normally enter the program at the junior level, but must have at least 52 credit hours, must have a minimum grade point average (GPA) of 3.0 for all coursework, and have successfully completed CoreFSU Curriculum requirements. Admission to Florida State University does not ensure admission to the School of Communication Science and Disorders, **nor does attainment of the minimum grade point average**. Formal application to the school is required of all entering majors. Non-FSU or transfer students also must apply to the University. Normally, admission is for the Fall semester. All materials necessary for admission applications must be submitted directly to the School by the first business day in February by 5:00 p.m. EST for admission. Additional deadlines and admission procedures can be found on the school website, at <https://commdisorders.cci.fsu.edu>. It is recommended that students include MAC 1105 and STA 2122 in their pre-major coursework.

Students applying for admission must:

1. Have an overall GPA of 3.0 or higher on all college coursework to be considered for admission
2. Have completed CLEP and accelerated credit scores posted by time of application

3. Have all CoreFSU Curriculum course substitutions approved by the appropriate dean and posted by time of application
4. In addition, students must complete the following requirements by the end of the Spring semester in which they are applying
 - a) A minimum of fifty-two semester hours of college coursework accepted by Florida State University
 - b) Successfully complete all CoreFSU Curriculum and writing requirement coursework as accepted by Florida State University

Note: All coursework for eligibility must be reflected on submitted transcripts or on Spring course schedules by the application deadline.

Requirements for an Undergraduate Major in Communication Science and Disorders

The curriculum leading to the baccalaureate degree consists of forty-two credit hours of upper division coursework and combines liberal arts education with pre-professional preparation for the graduate program in the School or elsewhere. At the undergraduate level, students are provided experiences relating to the basic processes of hearing, language, and speech. The junior-year course offerings focus on the basic science and developmental foundations considered prerequisite for the specialty curricula initiated during the senior year. To qualify for graduation from the major, all undergraduates in Communication Science and Disorders must earn a grade of "C-" or better for each required major course and must have an overall GPA of at least 2.0 in major coursework, and complete forty-two credit hours of School of Communication Science and Disorders major coursework.

Speech-language pathology courses cover the nature, evaluation, and treatment of problems of articulation, language, fluency, voice, neurophysiological, and structural disorders affecting speech and language. Audiology courses are concerned with the identification, measurement, evaluation, and rehabilitation of persons with hearing impairments. Studies in communication science concern analysis and measurement of components of the production, transmission, and reception of the speech signal.

Undergraduate students learn anatomy and physiology of the speech and hearing mechanisms; sound and its perception; the development of language and communication systems; the components of the English sound system; the neurological bases of speech, language, and hearing; sign language; strategies for clinical intervention; diagnostic/evaluation strategies in speech, language, and hearing; basic concepts related to disorders in language, phonology, and fluency; as well as professional issues in communication disorders.

The major professional, educational, and clinical experiences occur during graduate studies leading to the master's degree. Eligibility for the certificate of clinical competence from the American Speech-Language-Hearing Association and state licensure are not possible until the requirements for the master's degree are met.

The master's program in speech-language pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology and prepares students to work in hospital, clinical, school, or private settings with a variety of developmental and acquired communication disorders.

Modern/Foreign Language Competency

Students admitted into the School of Communication Science and Disorders undergraduate program will be required to become proficient in one language other than English prior to graduation. Proficiency is defined as a letter grade of "C-" or better per course in a modern or classical foreign language through the intermediate level (a language course numbered 2220 or its equivalent) or a letter grade of "C-" or better in American Sign Language courses through the advanced level (ASL 2160C). Students **may not** take language courses for S/U or P/F grades. Native speakers of another language and other students who wish to demonstrate proficiency by means other than coursework should consult the Department of Modern Languages and Linguistics, or for American Sign Language, the School of Communication Science and Disorders.

Fulfilling the language requirement for the School will partially fulfill the University requirements for a Bachelor of Arts (BA) degree. To earn a BA degree, a student must complete the language requirement and take an additional nine semester hours in the fields of humanities or history beyond the CoreFSU Curriculum requirements. Please consult the "Undergraduate Degree Requirements" chapter of this *General Bulletin* for more information. If the additional nine semester hours in humanities or history are not present on the student record at the point of graduation, the student could expect to earn a Bachelor of Science (BS) degree.

Please note that the School's classical or modern foreign language requirement is more extensive than the University's foreign language admission requirement. It is important to understand that, although completion of two years of high school foreign language courses or two semesters of post-secondary foreign language will satisfy the University's admission requirement, these courses do not satisfy the School of Communication Science and Disorders foreign language graduation requirement for BA/BS students.

Retention Standards

The School of Communication Science and Disorders reserves the right to discontinue enrollment of any student in the major at any time if, in the judgment of the faculty, the student does not meet the standards of the School or the major. Specifically, majors in the School of Communication Science and Disorders must maintain an overall GPA of 3.0 on all college coursework or they may be placed on probation and may be dropped subsequently from the major.

SCHOOL OF COMMUNICATION SCIENCE & DISORDERS

Undergraduate Courses

Definition of Prefixes

ASL—American Sign Language

IDS—Interdisciplinary Studies

ISC—Interdisciplinary Sciences

SPA—Speech Pathology and Audiology

Undergraduate Courses

ASL 1140C. Beginning American Sign Language (4). In this course, students develop expressive and receptive American Sign Language (ASL) skills at an introductory level, participating in one-to-one and group conversations of varying topics. Students also learn basic grammatical principals of ASL, and foundational concepts of Deaf culture, with a focus on implications for future careers.

ASL 2150C. Intermediate American Sign Language (4). Prerequisite: ASL 1140C. This course expands students' comprehension and production of American Sign Language (ASL) with a primary emphasis on dialogue. The course focuses on increased vocabulary and conceptual accuracy. Students continue to develop expressive and receptive ASL skills to an intermediate level, participating in one-to-one and group conversations of varying topics. Students increase their knowledge of grammatical principles of ASL and more in-depth concepts of Deaf culture, with a continued focus on implications for future careers.

ASL 2160C. Advanced American Sign Language (4). Prerequisites: ASL 1140C and ASL 2150C. This course is designed to advance students' sign language skills towards conversational proficiency. Students continue to develop expressive and receptive American Sign Language (ASL) skills to an advanced level, participating in larger group conversations of varying topics. Students increase their knowledge of ASL grammatical principles and Deaf culture. Students in this course shift from "learning to sign" to "signing to learn." Conversational topics focus heavily on implications for future careers.

ASL 2510. Deaf Culture (3). This course acquaints students with the political, cultural, educational, and social parameters of Deaf Culture. Students develop knowledge regarding the cultural perspective of deafness held in the United States of America and in less depth, worldwide. In comparison, perspectives opposing the cultural view of deafness are also explored.

IDS 2650. Thinking About Language: How Cognition and Language Interact (3). This course discusses how having language influences other cognitive processes, such as vision and memory.

ISC 2937r. Natural Science Honors Seminar (3). May be repeated to a maximum of nine credit hours. May be repeated within the same term.

SPA 2001. Introduction to Communication Sciences and Disorders (3). This introductory course provides an overview of human communication disorders with a focus on the neuroanatomic, acoustic, biological, psychological, developmental, and linguistic principles underlying human communication disorders. It provides an overview of the field of speech-language pathology and audiology with an emphasis on the scientific aspects of clinical assessment and rehabilitation of clients. Intended for non-majors.

SPA 3801r. Applications of Research in Communication Sciences and Disorders (1-3). This course teaches basic research concepts and skills through practical experiences. Students apply research techniques while assisting with activities in various research settings, through simulations in the classroom, and through individual projects. May be repeated to a maximum of six credit hours.

SPA 4004. Normal Communication Development (4). This course provides an overview of the fundamental bases of language development, offering skills and knowledge that are pivotal to preparing future professionals for a variety of careers and scientific inquiry. This overview serves as a foundation for advanced coursework and for a variety of professions such as working in an educational setting, in a child-care facility, with individuals with communication disorders, or conducting related research.

SPA 4011C. Acoustics for Speech and Hearing (4). This course covers basic acoustics and speech acoustics including frequency, intensity, duration, and wave composition and their psychological correlates, pitch, loudness, time, and sound quality. Lectures, demonstrations, and required laboratory project.

SPA 4056. Clinical Methods (3). This course introduces students to the clinical practice of speech-language pathology. Students become acquainted with the principles of assessment, application of diagnostic information, intervention planning, intervention strategies and techniques, service delivery options, and data collection. Students also gain an understanding of team membership and are introduced to the skills necessary for team building.

SPA 4101C. Anatomy and Physiology of the Speech and Hearing Mechanism (4). This course is an introduction to the anatomy and physiology of the speech and hearing systems. It also includes critical thinking and effective writing components.

SPA 4104. Neurological Bases of Communication (3). Prerequisite: SPA 4101C. This course covers normal neuroanatomy, neurophysiology, and neuropathologies affecting communication. Prior anatomy and physiology of speech mechanisms needed.

SPA 4112. Clinical Phonetics (4). This course focuses on the phonetic transcription of the spoken language. Students learn and frequently practice transcription of vowels and consonants at the levels of isolation, syllables, words, phrases, and connected speech. The course also covers relevant material about phonetics as a science, the similarities and differences between spelling and sound, the anatomy and physiology of the speech mechanism, clinical phonetics, and dialectal variation in the spoken language.

SPA 4255. Developmental Communication Disorders (3). This course places disorders in perspective, defines basic theories of causation, introduces identifying characteristics, and presents an overview of procedures for evaluation and treatment. Topics include cultural and linguistic diversity, evidence-based practice, and current trends in the discipline.

SPA 4257. Acquired Communication Disorders (3). This course introduces the principles and procedures involved with the diagnosis and treatment of adults with communication disorders. Students in this course develop a fundamental knowledge of voice disorders, dysphagia, head and neck cancer, neurogenic communication disorders, motor speech disorders, language disorders, and cognitive-linguistic disorders.

SPA 4302. Introduction to Clinical Audiology (3). This course is an introduction to disorders of hearing and the measurement of hearing loss by pure-tone, speech, and impedance audiometry.

SPA 4302L. Introduction to Clinical Audiology Laboratory (1). (S/U grade only.) Pre- or corequisite: SPA 4302. This course is the practical application of the techniques learned in SPA 4302.

SPA 4310. Medical Audiology (3). This course trains the audiology assistant student in basic knowledge of the auditory and vestibular systems and hearing impairment.

SPA 4321. Aural (Re)habilitation I (3). Prerequisite: SPA 4302. This course examines diagnostic-evaluation and (re)habilitation techniques.

SPA 4342. Hearing Assistive Technology (3). This course trains the assistant student to facilitate patient learning in the use, care and maintenance of amplification and assistive devices.

SPA 4470. Bilingual Assessment: Building Language & Literacy with Dual Language Learners (3). This course is part of a series designed to equip students with the foundational knowledge and skills to be able to approach assessment with bilingual children from an evidence-based mindset. The in-class serves as an accompaniment to weekly supervised experiences working with bilingual children or adults.

SPA 4477. Bilingual Intervention: Building Language & Literacy with Dual Language Learners (3). This seminar provides an overview of evidence-based practices for assessing and intervening with bilingual children with communication problems. This course is part of a series that quips students with the foundational knowledge and skills to be able to approach clinical practice with bilingual children from an evidence-based mindset.

SPA 4556r. Practicum in Developmental Disabilities (3). (S/U grade only.) This course is designed to provide a field experience for undergraduate students to gain an understanding of the services available to help people with developmental disabilities. May be repeated to a maximum of six credit hours.

SPA 4800. Research Evaluation (3). This course explores elements of quantitative research and application of psychophysiological research methods to human communication problems.

SPA 4905r. Directed Individual Study (1-3). May be repeated to a maximum of eight credit hours. May be repeated within the same term.

SPA 4930r. Undergraduate Seminar in Communication Disorders (1-3). Prerequisite: Instructor permission. This seminar provides undergraduate students with information on critical issues in the profession or information on innovative methodologies in the remediation of communication disorders. May be repeated to a maximum of six credit hours.

SPA 4946Lr. Applied Clinical and Research Practicum in Bilingual Speech-Language Pathology (1-6). (S/U grade only.) This course develops competencies with applied clinical skills and research tools needed to provide evidence-based services to bilingual children and English Learners (ELs). Practicum experiences support pre-service training of speech-language pathologists with specialized knowledge and skills in speech, language, and literacy needs of a high-need population. The applied practicum provides opportunities for direct exposure to, practice with, and feedback on use of research-based bilingual assessment and intervention. May be repeated to a maximum of six credit hours.

SPA 4970r. Honors in the Major Research (1-6). Prerequisites: Admission to honors program and admission to the School of Communication Science and Disorders. In this course, students accepted into the Honors in the Major program complete an original research or creative project in their major area of study. This course must be repeated at least twice to complete a minimum of six credit hours total, but may be repeated up to a maximum of twelve credit hours in total.

SCHOOL OF COMMUNICATION SCIENCE & DISORDERS

GRADUATE STUDIES

Information for Graduate Students

COLLEGE OF COMMUNICATION & INFORMATION

Website: <https://commdisorders.cci.fsu.edu>

Director: Carla Wood; **Professors:** Catts, Kim, Morris, Wood; **Associate Professors:** Farquharson, Hall-Mills, Lansford, Romano, Therrien, Tibi; **Assistant Professors:** Barton-Hulsey, Bush, Constantino, Johnson, L., Lien, Lukic, Madden, Xie; **Teaching Faculty III:** Montgomery, Nimmons, Sasser, Snowden; **Teaching Faculty II:** Crass, Guynes, K.; **Teaching Faculty I:** Deason, Greenhill, Guynes, C., Johnson, C., Powell, Westmoreland

The School of Communication Science and Disorders offers programs leading to the Master of Science (MS) and the Doctor of Philosophy (PhD) degrees. The graduate degree curricula provide advanced study in speech-language pathology for students preparing for professional careers in clinical, research, and teaching environments.

The School of Communication Science and Disorders operates the **L.L. Schendel Speech and Hearing Clinic**. The clinic has a dual mission: (a) to provide effective community service that improves the communication abilities of clients and (b) to provide a teaching and clinical research laboratory that seeks to develop exemplary assessment and treatment procedures for use by our students and professionals in speech-language pathology and audiology. Innovative and relevant theory development, research, and services are viewed as unitary—the academic effort, the research effort, and the clinical effort all strive for one goal: the enhancement of the communicative well-being of the clients served.

The Communication Science and Disorders laboratories provide facilities for the study of physical and psychological aspects of sound, speech, voice, and language. The **Speech-Voice Science Laboratory** has specialized equipment enabling the analysis of duration, intensity, spectral, and fundamental frequency aspects of speech. Instrumentation and procedures for the forensic study of speech enable the detection of signals in noise and speaker identification from recorded speech samples. Computer-interfaced instrumentation is available for measuring vocal intensity and pitch, aeromechanical aspects of voice and resonance, and physiological functioning of respiration and the vocal apparatus. The **Speech and Language Sampling Laboratories** include equipment for recording, editing, and analyzing audio and video samples of speech and language discourse and social interactions. Portable equipment is available for field recordings. Software programs for analyzing language samples and summarizing results are also available. The **Motor Speech Laboratories** provides facilities for the study of physiological, cognitive, and linguistic factors that impact speech production in healthy adults along the aging continuum as well as in individuals with neurological disorders such as Parkinson's disease. The laboratory is equipped with specialized systems to record and analyze articulatory movements in three dimensions, the electrical activity of orofacial muscles, the activity of the autonomic nervous system, and the speech acoustic signal. In addition, these laboratories include equipment and software used to examine and advance listener-based interventions to improve understanding of dysarthric speech.

The **Language and Reading Disorders Laboratory** provides facilities and equipment for the investigation of reading, writing, and spelling, along with resources and strategies for assessing oral and written language and literacy development. Audio-video equipment, computers, and software are available for the development and evaluation of intervention strategies that can support parents and teachers working with children, adolescents, and young adults with communication delays and disorders. The **Augmentative and Alternative Communication Laboratory** provides student clinicians with opportunities to learn about the evaluation and treatment of children and adults with severe communication disorders. The facility includes dedicated electronic communication devices with voice input, switches, keyboards, software programs, and other computer-based systems. Computer laboratories available to students and faculty are equipped with a full array of software and peripherals necessary for word processing, spreadsheet applications, database management, statistical and graphic analysis, language sample analysis, instructional material development, desktop publishing, and nonlinear video editing.

The **Neuroscience Laboratory** is an interdisciplinary laboratory located in the Warren Building. A wide array of equipment and software is available to measure cognition and language. A GaitRite system assesses thirty parameters of gait in studies of the effects of cognitive load on posture, gait, and balance. A Biopac system is available for the measurement of a variety of physiological parameters including EEG, EMG, ECG, respiratory, and cardiac function.

For further information about all graduate admission and degree requirements contact: *Jennifer Kekelis, Assistant Director of Academic and Student Services, School of Communication Science and Disorders, Florida State University, Tallahassee, FL 32306-1200; phone: (850) 644-2253; e-mail: FSUComDis@cci.fsu.edu.*

Master's Degree Programs

Florida State University's speech-language pathology educational program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. The objective of the program is to educate speech-language pathologists to function optimally in a variety of clinical and school settings and, if desired, to enable them to pursue the doctoral degree. Learning experiences involve an interaction of classroom instruction, research, and individualized clinical practicum under the close supervision of certified academic and clinical faculty. Students are encouraged to collaborate with faculty on research and clinical program development. The master's degree is offered via an on-campus program and a distance learning program.

The programs offer courses of study leading to the Master of Science (MS) degree (thesis and non-thesis options). The graduate-level programs lead to meeting the American Speech-Language Hearing Association's entry level requirements for practice as a speech-language pathologist. The Florida State Board of Education requirements or The National Council on Accreditation for Teacher Education (NCATE) requirements for teaching certificates may be achieved by speech-language pathology majors. The degree requirement for the MS in speech-language pathology can be met through on campus or distance learning programs.

A student's undergraduate background influences the time required to complete the graduate degree. Students obtaining a master's degree on campus from Florida State University generally graduate from the program in six academic semesters, which includes a semester of off-campus internship, while the distance learning master's students generally graduate from the program in nine academic semesters.

Requirements

The Florida State University School of Communication Science and Disorders requires an individual applying for a master's degree to hold a bachelor's degree. A degree in Communication Science and Disorders is highly recommended but not required. Applicants from other degree areas are encouraged to obtain prerequisites in Communication Science and Disorders. For information on prerequisites, please see the School Website: <https://commdisorders.cci.fsu.edu>. Applicants for admission to the master's degree programs must meet the University's minimum standard of a 3.0 upper division GPA and completion of the verbal, quantitative, and writing sections of the Graduate Record Examination (GRE) before an application will be considered by the School. Meeting the minimum requirements does not guarantee acceptance for graduate study in the School as admission is competitive. Prospective students must apply to the University and pay the University application fee before their file will be reviewed at the School level. Applicants must submit copies of official transcripts from all post-secondary schools attended and official GRE scores from the Educational Testing Service to the Office of Graduate Admissions. Typically, admission is for the Fall semester for both the on-campus program and the distance learning program. There are additional requirements and procedures for admission to the program. Please see the department Website at <https://commdisorders.cci.fsu.edu> for submission dates of application materials and additional information.

Students in the master's degree programs are required to complete a research project (i.e., thesis or directed research activity). All graduate students completing a thesis are required to present a program of study acceptable to the major professor and supervisory committee. The program of study should be approved before the conclusion of the first semester of course work. In general, a minimum of six semesters is typically required for the completion of the on-campus master's degree; completion of the distance learning master's degree is typically a minimum of nine semesters.

Doctoral Degree

Admission to the doctoral program is contingent upon meeting the Florida State University policy on admissions. Academic standards, residence, and transfer credits are in accordance with regulations of the University. Normally, admission is during the Fall semester. Application for the following academic year should be submitted by March 1st.

The student must have a bachelor's degree for consideration of entry into the program. A minimum overall grade point average of 3.0 (on a scale of A = 4.0) maintained in upper division coursework (typically the junior and senior years of undergraduate education) is required. A minimum of a 3.5 grade point average in the student's major area of study in undergraduate and graduate education is required. A minimum score of 150 on the verbal and 150 on the quantitative sections of the Graduate Record Examination (GRE) and a 3 or greater on Writing is required. The Doctoral Program Committee may request an exception to the grade point average and GRE requirement from the FSU Graduate School if strong evidence of academic potential is presented. Please see the school's Website at <https://commdisorders.cci.fsu.edu> for additional information.

Upon acceptance into the doctoral program, the School director will appoint the major professor. The appointment must be mutually agreeable to the student, major professor, and School director. By the end of the first year of the program, the student should invite selected faculty to form a doctoral supervisory committee. The doctoral supervisory committee shall be composed of a minimum of four members, including the major professor, who will serve until the student is advanced to candidacy. The minimum of four members must hold Graduate Faculty Status, and one of those members with this status (and tenure) must be selected from a different School to serve as the University Representative. At least two members must be from within the School of Communication Science and Disorders. Students may choose to include up to two members from other departments in light of the interdisciplinary course work taken by students in the department.

The first three to five semesters of enrollment in the program should be devoted to completion of the core requirements. By the end of the first year of the program, the student must present an approved plan of study to fulfill all requirements for the PhD. The plan of study should include all graduate-level courses previously completed. The program of study should include a narrative statement of the student's career goals, all graduate level courses previously completed, and all courses that the student is planning on taking to meet the core requirements and additional requirements, as delineated below, as well as a timeline for completion. The doctoral supervisory committee must approve the program of study in writing and may approve any course(s) already completed to apply toward meeting the core requirements. The student is encouraged to ask the major professor for samples of programs of study completed by former students.

Requirements

The doctoral program in Communication Science and Disorders is individualized to meet the student's needs and interests based on his/her career goals. The student must demonstrate knowledge beyond the master's level in three areas:

1. Research Methods (fifteen semester hours)
2. Communication Processes in Normal and/or Disordered Populations (nine semester hours)
3. A Related Specialization area (twelve semester hours).

Students must also meet five additional requirements:

1. The student must demonstrate teaching competencies by taking major responsibility for teaching at least one undergraduate lecture course. The student must enroll in three to five semester hours of SPA 5940, Supervised Teaching.
2. The student must demonstrate research competencies by participating in different roles in ongoing research of the major professor or more advanced doctoral students and taking major responsibility for initiating a research project. The student must enroll in three to five semester hours of SPA 5910, Supervised Research.

3. The student must enroll in the departmental Doctoral Research Colloquium and Doctoral Seminar on Teaching and Supervision (SPA 6804; both are variable credit ranging from zero to three semester hours, repeatable to twelve hours) for a minimum of two semester hours each during the Fall and Spring semesters totaling four semesters over the first two years in the program and before advancing to candidacy.
4. The student must demonstrate academic-related competencies by engaging in experiences and opportunities that they may face as an academician. Example activities include: supervision (in either or both research and clinical venues), school or university (e.g., IRB) committee experiences, professional (e.g., ASHA-related work) experiences, serving as a non-voting member of an undergraduate or graduate theses committee, participation in professional (research or clinical) development, mentoring of undergraduate and graduate students, etc.
5. The student must have a minimum of one experience with their mentor in a collaborative writing experience on a manuscript or similar document. The purpose of this requirement is to provide the student with experience and feedback for the type of scholarly writing required for the Preliminary Examination.

Candidacy for the Doctor of Philosophy (PhD) Degree

Advancement to candidacy for the PhD degree is contingent upon successful completion of all required coursework and the student successfully passing a preliminary examination. The preliminary exam is designed to demonstrate competency in a topic area(s) pertinent to the student's field of interest as well as the ability to write and critique scholarly papers. The student's committee must approve the format and content of the specific products before the student initiates the preliminary exam. It is recommended that the three written products be completed within one to two semesters.

1. **Literature Review/Written Response to Committee Question(s).** The student must write extensively on a topic(s) selected and approved by the committee. The question(s) is intended to be on a topic related to anticipated area of study for the subsequent dissertation. The question can be derived from a pool of question submitted by the student to their advisor and agreed upon by the committee. The written response should be a thorough review of the literature, double spaced and including references.
2. **Journal Article Critique.** The student will critique a prepublication manuscript or published article as if it was submitted to a journal for publication with the student serving as a guest reviewer. The major professor will choose the article with input from committee members with the student's area of interest and future research objectives in mind. The article critique typically is no more than three pages single-spaced; often, it is shorter. The student will designate the start date for completing the article critique, with approval of the major professor, and will be given one week to complete the critique. Where possible, the research design of the journal article will differ from that of the design in the creative product.
3. **Creative Product.** The third written product may take one of two forms, depending on the student's interests and future employment objectives.

The student will write a manuscript that is suitable for submission to a journal. The manuscript should entail original research that the student has designed and carried out (e.g., a report of an experimental research study, a program evaluation, a policy analysis, or another original product). The manuscript should not have any fatal flaws in regard to support for the need and rationale for the study, threats to validity, appropriate statistical analysis, appropriate interpretation of results, and clarity/organization of writing.

The student is expected to work fairly independently on the creative product. The student should submit a final draft to the major professor. The major professor may make suggestions one time regarding content that is missing or superfluous, the organization of the product and synthesis of information, and APA writing style.

The major professor will be the gatekeeper of the products and decide if the products are ready to send to the committee and if the student is ready to schedule the oral examination. Upon notification from the major professor, the student will send three written products to the committee at least two weeks prior to the scheduled oral examination. The student should provide each committee member with a hard copy of the preliminary exam, unless a committee member prefers an electronic copy. If the major professor believes, after providing feedback to the student for the creative product, that the products are not passable and should not be sent to the committee, the advisor will advise the student. At that point, the student has the option of either moving forward with a full committee review or pulling the manuscript and suggesting an alternative creative product. This latter option will be offered only once.

Dissertation

Upon advancement to candidacy, the student should begin working on the dissertation. The dissertation and a successful defense is the final requirement for the doctoral degree. A student must be admitted to candidacy at least six months prior to the granting of the doctoral degree. All requirements for the doctoral degree, including filing an approved dissertation, must be completed within five calendar years from the time the student passes the preliminary examination, or the student's supervisory committee will require that a new preliminary examination be passed.

SCHOOL OF COMMUNICATION SCIENCE & DISORDERS

Graduate Courses

Definition of Prefix

SPA—Speech Pathology and Audiology

Graduate Courses

SPA 5005. Survey of Communication Disorders (4). This course provides a solid overview of the main types of communication and swallowing disorders, including causes, symptoms, assessment, treatment, potential outcomes, and ethical considerations.

SPA 5009. Normal Communication Development and Disorders (4). This course provides an overview of the fundamental bases of language development and their disorders. The knowledge and skills acquired in this course are pivotal to preparing future professionals for a variety of careers and scientific inquiry. Knowledge of typical language development is essential for a variety of professions such as working in an educational setting or child-care capacity, working with individuals with communication disorders, or conducting related research. This overview serves as a foundation for advanced coursework.

SPA 5012. Introduction to Communication Science (4). This course provides an overview of the speech sciences. Information integrates scientific material relating to the acoustics, anatomy, and physiology of speech production and perception. Specific topics include sound, respiration, phonation, articulation, audition, and the nervous system along with clinical cases that affect these areas of speech science. This introductory course is expected to serve as a basis for understanding the science of speech and to provide a foundation for advanced graduate-level coursework in speech functions.

SPA 5033. Introduction to Clinical Audiology (4). This course introduces the field and practice of audiology as a prerequisite to graduate studies in Communication Sciences and Disorders or as a supplement to studies in related fields. Topics include the nature, measurement, and perception of sound; basic anatomy and physiology of the human auditory system; the nature, causes, and effects of hearing impairment; basic hearing assessment; treatment options for hearing impairment; as well as information regarding assessment and treatment of special populations.

SPA 5055r. Professional Tools in Speech-Language Pathology (1-3). This course is the first of two courses relating professional tools for the graduate program in speech-language pathology. This course familiarizes students with the professional issues currently facing the profession.

SPA 5058. Clinical Methods (4). This course introduces students to clinical practice in speech-language pathology. Students become acquainted with the scope of practice, ethical obligations and supervision of the SLPA, medical billing and documentation, implementing treatment plans, intervention strategies and techniques, service delivery options, behavior management and data collection.

SPA 5102. Neurological Basis of Communication (4). This course provides an overview of the normal neuroanatomy and neurophysiology of human communication (speech, language, and hearing), while also covering introductory information related to neuropathologies and clinical causes that affect communication. This course serves as a basis for understanding the normative and pathological processes that affect human communication and provides a foundation for advanced, graduate-level coursework in speech, language, and cognitive functions. Classes are primarily lecture based and are supplemented by videotapes, illustrations, handouts, in-class review activities, and Internet activities. Lectures follow the text but not necessarily in order of the chapters.

SPA 5103. Anatomy and Physiology: Speech, Language, and Hearing (4). This course provides the foundation for advanced study in communication science and disorders. Understanding the normal structure and function brings about an increased understanding of the pathology present in the myriad of patient populations encountered in future practical experiences as an SLP student clinician and, later, in practice. Students learn about the nature of communication and swallowing, primarily their anatomic, physiologic, acoustic, and perceptual characteristics.

SPA 5113. Clinical Phonetics (4). This course focuses on learning to phonetically transcribe spoken language. Students learn and frequently practice transcription of vowels and consonants at the levels of isolation, syllables, words, phrases, and connected speech. The course also incorporates relevant material covering phonetics as a science, the similarities and differences between spelling and sound, anatomy and physiology of the speech mechanism, clinical phonetics, and dialectal variation in spoken language.

SPA 5204. Phonological Disorders (3). This course identifies and examines traditional and psycholinguistic theory and approaches to management of defective articulation. Provides the student with training in the treatment of defective articulation.

SPA 5211. Voice Disorders (3). This course is concerned with etiology, symptoms, and remediation of a variety of organic voice disorders.

SPA 5225. Fluency Disorders (3). This course emphasizes theories of treatment of stuttering disorders, various therapeutic approaches.

SPA 5230. Motor Speech Disorders (3). This course covers diagnostic and therapeutic procedures employed in the management of speech and language problems of neurologically impaired persons.

SPA 5252. Speech Production and Swallowing Disorders (3). This is a foundation course to prepare SLP students to evaluate and manage communication disorders of voice, fluency, and articulation plus dysphasia and laryngectomy.

SPA 5254. Acquired Neurolinguistic & Cognitive Communication Disorders (3). This foundational course prepares SLP students to evaluate and manage neuromotor speech disorders, aphasia, traumatic brain injury, right hemisphere syndromes, dementia, and communication effects of progressive neurological diseases.

SPA 5305Lr. Measurement and Management of Impaired Hearing (1-3). This course covers interviewing, audiologic screening, audiometric evaluation, data interpretation, hearing aids and cochlear implants, assistive listening devices, aural rehabilitation assessment and therapy, and hearing conservation.

SPA 5322. Aural (Re)habilitation (3). Prerequisite: SPA 5033. This course provides the theoretical foundation for the development and implementation of Aural (Re)habilitation services to improve the communication function of individuals across the lifespan.

SPA 5401. Communication Intervention: Infants and Preschoolers (3). This course explores strategies for the assessment and intervention of communication and symbolic abilities of infants (0-2) and children (3-5) with atypical communication development. Emphasis is on using a family focused approach in home based and center based programs.

SPA 5432. Autism and Severe Communicative Disabilities (3). This course explores strategies for language and communication assessment and intervention of children, adolescents, and adults with autism and other severe communicative disabilities. Includes functional analysis of challenging behaviors and decision making for the selection of augmentative communication systems.

SPA 5436. Nature of Autism (3). This course provides an overview of the characteristics and etiology of autism spectrum disorders and the basic knowledge needed to develop effective instructional plans and to enhance reading, communication, and social interactions at home, school, and in the community.

SPA 5460. Foundations of Developmental Communication Disorders (3). This course provides an overview of language and phonological impairments. The course prepares students to facilitate development in children's language learning systems while taking into account the contextually-based needs of children with developmental communicative disorders.

SPA 5462. Developmental Communication Disorders: School-Age Issues (3). Prerequisite: SPA 5460. This course prepares speech-language pathologists to evaluate and manage developmental communication disorders in conjunction with families, educators, and other service providers. Focus is on applications to the selection of functional treatment goals and to the development of effective treatment programs.

SPA 5500. Clinical Practicum in the Schools (3). This course provides supervised therapy practice in therapy procedures with school-aged persons presenting various communication problems. Seminar covers educational and therapy topics relative to public professional activities.

SPA 5505r. Advanced Clinical Practicum (1-8). This course provides students with the opportunity to build and practice more advanced clinical skills as they continue their clinical rotations. May be taken for a total of eight credit hours.

SPA 5522. Medical Speech Pathology (3). This course exposes students to the concepts, policies and procedures encountered in medical settings. The primary goal is to make students more comfortable upon entering the medical setting in offsite practicums.

SPA 5526Lr. Laboratory in Child Speech/Language Pathology Diagnostics (1-3). (S/U grade only.) This course provides completion of formal and informal evaluation procedures with children who have speech and/or language disorders. May be repeated to a maximum of twelve (12) credit hours.

SPA 5528Lr. Laboratory in Adult Speech/Language Pathology Diagnostics (1-3). (S/U grade only.) This course provides completion of formal and informal evaluation procedures with adults who have speech and/or language disorders. May be repeated to a maximum of twelve (12) credit hours.

SPA 5553. Seminar in Clinical Differential Diagnostics (2). This course is a discussion of formal and informal assessment of a variety of speech and language disorders. Students discuss content related to individuals evaluated during accompanying laboratory. The course teaches students to integrate screening and prevention procedures into practice; review evaluation/assessment instruments; utilize diagnostic results; and interpret, integrate, and synthesize test results, observations, and samples to develop diagnoses with all content reflected in written form (diagnostic report).

SPA 5554. Counseling in Speech-Language Pathology (3). This course covers supervision, counseling, and interviewing in the area of communication disorders.

SPA 5559. Augmentative Communication Systems (3). This course provides an overview of augmentative and alternative communication systems (AAC) and the process for selecting and implementing these systems. The course also covers application of AAC systems for nonspeaking individuals with developmental and acquired disorders.

SPA 5565. Seminar in Dysphagia (3). This course covers a review of the anatomy, neurology, and function of the normal swallow. Etiologies and types of dysphagia in children and adults. Evaluation and management of swallowing disorders. Prior anatomy and neurology courses are recommended.

SPA 5646. Communication for Persons Deaf and Hard of Hearing (3). This course covers assessment and education procedures for developing communication skills of preschool and school-age hearing impaired students.

SPA 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of eight semester hours. Students may enroll in more than one section during the same term.

SPA 5910r. Supervised Research (1-5). (S/U grade only.) May be repeated to a maximum of five semester hours. A maximum of three semester hours may apply to the master's degree. Students may enroll in more than one section during the same term.

SPA 5935. Team Science for Interdisciplinary Clinical and Translational Research (3). This seminar course assists the next generation of team scientists to gain an understanding of teaming, and to understand and improve how they interact with and integrate across disciplinary, professional, and institutional boundaries.

SPA 5940r. Supervised Teaching (1-5). (S/U grade only.) This course gives advanced graduate students the opportunity to organize and teach basic courses in audiology and speech-language pathology under the direct supervision of faculty. May be repeated to a maximum of five credit hours. A maximum of three credit hours may apply to the master's degree.

SPA 5941r. Beginning Speech-Language Pathology Practicum (1-8). (S/U grade only.) This course provides students with the opportunity to build basic clinical competence in the area of speech-language pathology. Students are introduced to diagnostic and therapeutic clinical processes as they relate to clients of various ages and disorder types. May be repeated to a maximum of eight credit hours.

SPA 5942r. Community Clinical Practicum (1-8). This clinical practicum provides students with supervised experiences in a variety of community-based settings. May be repeated to a total of eight credit hours.

SPA 5944. Speech-Language Pathology Internship (1-12). (S/U grade only.) This course provides intensive practical experience in the diagnosis and/or treatment of persons with speech-language and hearing disorders in service oriented professional settings under the close supervision of persons who have clinical certification from the American Speech-Language-Hearing Association. Students complete this course in the final term of the master's program.

SPA 5971r. Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required.

SPA 6140r. Seminar in Experimental Phonetics (1-3). This course examines phonetics experimentation through review of relevant journal articles and participation in speech recording, measurements, and analysis. The focus is on one of the three phonetic areas: physiologic, acoustic or perceptual. May be repeated to a maximum of nine credit hours.

SPA 6231r. Seminar in Neuropathologies (1-3). May be repeated from term to term to a maximum of nine credit hours.

SPA 6434r. Seminar on Developmental Disabilities (1-3). This course provides advanced graduate students with an opportunity to study and analyze current issues affecting children with developmental disabilities, including the families of these children and their communities. Students examine cross-disciplinary contributions to developmental disabilities research, service, and policies. May be repeated to a maximum of nine credit hours.

SPA 6804r. University Academic and Clinical Teaching Colloquium (0-2). (S/U grade only.) This course is designed to provide doctoral students with information and essential skills for teaching in the university environment. May be repeated to a maximum of 12 credit hours.

SPA 6805r. Seminar in Clinical Research Methods (3). This course advances students' knowledge of research methods used to study clinical problems and to evaluate intervention techniques used in speech-language pathology and other educational endeavors. Current research literature is examined to critique the research methods used to address specific issues selected by students. May be repeated to a maximum of nine credit hours.

SPA 6841r. Seminar in Language (1-3). May be repeated from term to term to a maximum of nine credit hours.

SPA 6900r. Readings for the Preliminary Examination (1-6). (S/U grade only.) Prerequisites: Doctoral standing and department approval. This course is to be taken prior to or during the term the student registers for the preliminary examination. May be repeated to a maximum of six credit hours.

SPA 6930r. Seminar in Special Topics (1-3). Course content varies as faculty offers different issues and special topics concerning the discipline. May be repeated to a maximum of nine credit hours. Students may enroll in more than one section during the same term.

SPA 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to Doctoral Candidacy.

SPA 8964r. Preliminary Doctoral Examination (0). (P/F grade only.)

SPA 8976. Master's Thesis Defense (0). (P/F grade only.)

SPA 8985. Dissertation Defense (0). (P/F grade only.)