



Graduate Handbook 2023-2024

M.S. JOURNALISM AND MASS COMMUNICATION

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Let your adventure in graduate school begin.

Greenlee Graduate Students,

Graduate school is more than a degree; it is also a transformation.

No longer will you learn only what other people already know—you will create new knowledge that changes how we understand the connections between society and mass communication. No longer will you work on communication that advances someone else's vision—you will create inspiring communication products to manifest a vision you define. Graduate school is a mechanism to transform individuals from users to creators. And we are happy that you have joined the Greenlee School of Journalism and Communication to work with our talented and dedicated faculty toward your own personal transformation.

As the director of the Greenlee School, I want to share what you can look forward to on your journey.

- You will be mentored by Pulitzer-Prize winners, internationally recognized scholars and award-winning practitioners.
- You will meet people from diverse backgrounds, both disciplinarily and culturally, as you explore new ideas across campus.
- You will learn to tell stories, produce media across platforms, and answer research questions that can contribute to a better society.
- Most of all, you will create something valuable that would not exist had you not joined the Greenlee School.

We are excited to assist you on your journey and look forward to celebrating what you can achieve as you transform from a user to a creator and become the next generation of leaders in your field.

Welcome to the Greenlee family.

Sincerely,



Dr. Michael Dahlstrom
Director
LAS Dean's Professor
Greenlee School of Journalism and Communication

Welcome to the Greenlee School.

Dear Greenlee Graduate Students,

I am thrilled to welcome you to the Greenlee School to begin your graduate work in journalism and communication. You will grow in many ways over the next couple years. You will learn a lot, make new friends, and prepare yourself for your next adventure- be it continuing your academic study in a Ph. D. program or working as a media professional.

You will find faculty who specialize in a variety of areas who will help you along your journey and serve as mentors while you're in Hamilton Hall and long after you've graduated. I encourage you to make Hamilton Hall your second home. The Grad Hub is space where you can work and gather with your peers. You can also stop by faculty offices and say hello. You are now part of the Greenlee Family.

This handbook is designed to help you navigate your way through the graduate program. It contains important information about the courses you need to take and how to plan your program of study. It also covers program and university policies and introduces you to the graduate faculty. Read through this carefully and consult it throughout your time in the program to answer questions. If you have a question or concern that is not covered here, please do not hesitate to ask me.

I am here to help, so never hesitate to ask a question. I'm here to support you on this journey and help you earn your master's degree.

Sincerely,



Associate Professor and Director of Graduate Education
Greenlee School of Journalism and Communication
kwinfrey@iastate.edu
515-294-8344

About Greenlee

The Greenlee School of Journalism and Communication is the oldest and largest journalism and communication program in Iowa. Established in 1905 as the Department of Agricultural Journalism at what was then Iowa State College, it was renamed the Department of Technical Journalism in 1927 and became the Department of Journalism and Mass Communication in 1969. It was elevated to the Greenlee School of Journalism and Communication with a \$9 million commitment from alumni Diane and Bob Greenlee to be matched by \$9 million in private funds, making it the first named school on the ISU campus. The school is the only journalism program in Iowa with a long-standing record of accreditation, achieving this status when the national accreditation process began in 1948. In 2005, the school celebrated its centennial.

Of the journalism and communication programs in the United States, the school has one of the largest undergraduate student enrollments. Our broad-based Master of Science degree program has attracted students both nationally and internationally, with students from over 25 countries having attended.

WHY GREENLEE?

The graduate program in the Greenlee School of Journalism and Mass Communication equips students with the theoretical and practical knowledge needed to be successful in the modern media world. Our faculty is comprised of award-winning professionals, including Pulitzer Prize winners, a CLIO winner, and many published authors, journalists, and researchers.

The Greenlee School offers a Master of Science degree in Journalism and Mass Communication. The face of journalism and media communication is changing rapidly, and our program prepares students to understand and adapt to those changes. The program provides students with expertise in theory and research that prepares them for futures in academic or professional settings.

The curriculum provides a foundation in mass communication theory and research methods and is flexible, allowing students to choose courses that meet their goals. Students learn to apply theory and conduct research in an array of classes. Faculty have expertise and work with students interested in a variety of topics, including global communication, mobile and digital media, media industries, public relations, gender and media, data journalism, visual communication, political communication, and science communication. Students who graduate from our master's program are prepared for the diverse landscape of the professional world; others go on to earn doctorates at some of the most prestigious universities.

FLEXIBLE CURRICULUM

All students must complete four core courses: Introduction to Graduate Study in Journalism and Mass Communication (JL MC 592), Theories of Mass Communication (JL MC 501), Communication Research Methods (JL MC 502), and a Seminar in Mass Communication (JL MC 598). Students must also take either (Advanced Research Methods: Quantitative JL MC 503), Advanced Research Methods: Qualitative (JL MC 504), or an approved substitute. Each student also selects 15 credits of elective courses based on their area of specialization and career goals in consultation with the major professor and Program of Study Committee.

The master's program culminates in a final project, either a thesis or creative component. The thesis option allows students to study a topic of interest in-depth through original research. Students choosing this option must complete four credits of JL MC 699. Common areas of research specialization include media effects, media performance, law and ethics, media history, social media, international communication, political communication, visual communication, and science and risk communication. Completed student theses are available on ProQuest.

The creative component is a practical application of theory and expertise. Students work closely with their major professor to develop a paper situating their work in academic research and developing the creative content. Students completing a creative component must complete four credits of JL MC 599. Recent creative components have included podcasts, documentaries, communication campaigns, best practices guides, teaching materials, and more. Completed creative components are accessible in ISU's Digital Repository.

A minor in journalism and mass communication is also available for students in other departments. The minor requires students complete JL MC 501 and two additional Greenlee graduate courses.

4 + 1 PROGRAM

The 4 + 1 Program, also called concurrent enrollment, allows students to complete their bachelor's and master's degree in five years. In the fourth year of their bachelor's program, students begin taking classes in the master's program. They graduate with their bachelor's degree in the fourth year and complete their master's degree in the fifth year. The program is open to undergraduates from all undergraduate majors.

Students must be admitted to the program before they start graduate coursework. To apply to the program the students should talk with their adviser, meet with the Director of Graduate Education, and complete the Application for Concurrent Enrollment.

LEARNING GOALS

Learning goals that students in this program are expected to meet include—

1. To develop an understanding of the central issues and current research important to the field of journalism and communication.
2. To be familiar with the breadth and depth of the journalism and communication profession.
3. To be able to communicate acquired knowledge in the field.
4. To be aware of ethical issues that pertain to the field of journalism and communication.
5. To develop the ability to design and present an independent and meaningful research project.
8. You will be expected to work exceptionally hard, as both an individual and a member of a team.
9. You will be called by and held to the highest standards of academic rigor and personal ethics.
10. You will have the opportunity to build cherished relationships that last a lifetime.
11. You will experience the life-changing qualities and power of loyalty – loyalty to a high civic calling, to a community of ideals that will elevate your life, expand your world view and ignite your aspirations.
12. You will embark on a personal journey at Greenlee unlike any other found in schools of journalism and communications anywhere in the world.

THE GREENLEE PROMISE

We, the faculty and staff of the Greenlee School, will prepare you for a professional life in journalism and communications, in such a manner that...

1. You will be able to recognize, seize, and realize opportunities to grow your career.
2. You will become part of a life-enriching community of ISU Greenlee students, staff, alumni, friends, and practicing professionals.
3. You will learn how to adapt and thrive as a working professional in the digital networked world.
4. You will be challenged to shape your Greenlee experience to match your individualized, personal aspirations.
5. You will be astonished and inspired by the access and openness of your advisers and mentors among the Greenlee faculty, staff, alumni, and visiting professionals.
6. You will become a hands-on practitioner and protector of one of the most vital pillars of service that upholds and empowers a free, civil, and just society.
7. You will learn how to shape and lead the future of that society and evolve, with integrity, the future of journalism and communications.

Admissions

APPLICATION AND ADMISSION TO THE GRADUATE PROGRAM

The Greenlee School reviews applications for admission on a rolling basis, but priority admission and funding consideration is given to students who submit materials by the application deadlines. Students may submit a preliminary application prior to paying the application fee. This allows the Director of Graduate Education to review whether the applicant meets minimum admission requirements. To begin a preliminary application students should start an application at <https://apps.admissions.iastate.edu/apply/online>. Students should complete the basic application with student information, statement of purpose, and educational background. Supplemental materials like a resume, publications, and unofficial transcripts can also be submitted during this phase. The Director of Graduate Education will review the materials and inform you if you do not meet requirements, saving you the application fee. In general, all applicants must meet the following admission standards:

- An undergraduate degree from an accredited institution of higher learning in a relevant course of study.
- A 3.0 minimum undergraduate cumulative grade point average (or equivalent for international students).
- For international students from non-native English speaking countries: A score of 88 on the Internet-based TOEFL, 6.5 on IELTS, 60 on Pearson Test of English, or 110 on DuoLingo

To complete the application and have it reviewed, you must pay the application fee and submit the remaining application materials. To be reviewed by Greenlee's Graduate Steering Committee, applications must include the following:

- A statement in which the applicant describes their objectives in pursuing the master's degree, career goals, and research interests.
- Resume or Curriculum Vitae that provides a summary of the applicant's academic and employment history, honors, and publications (if any).
- Letters of Recommendation from three references that attest to the applicant's aptitude for study at the graduate level.
- Transcripts from institutions of higher learning.
- (Optional): Examples of professional and scholarly work.

The ISU Graduate College Website (<https://www.grad-college.iastate.edu>) contains further information about graduate study at ISU, including online application procedures.

An applicant whose scholastic average does not meet the Greenlee School requirements may still be considered if the applicant presents evidence of notable professional qualifications or other evidence indicating they would be successful in the graduate program.

Application fees are set by the university. The Greenlee School has a limited number of application waivers that are awarded beginning in September based on a review preliminary applications of those that have requested them. Waivers will be given to students who are likely to be admitted and enroll in our program until we run out of waiver funds.

APPLICATION DEADLINES

Although the Greenlee School reviews applications as they arrive, applications must be received by Jan. 15 (for those planning to begin graduate work in the fall semester) and by Oct. 15 (for those planning to begin graduate work in the spring semester) for full consideration, including consideration for graduate assistantships.

For more information regarding admission to the Greenlee School master's program, please contact:

Dr. Kelly L. Winfrey
 Director of Graduate Education
 Greenlee School of Journalism and Communication
 Iowa State University
 613 Wallace Road
 101 Hamilton Hall
 Ames, Iowa 50011-4010, USA
 515-294-8344
kwinfrey@iastate.edu

INTERNATIONAL STUDENTS AND SCHOLARS

SEVIS is the Department of Homeland Security's (DHS) Student and Exchange Visitor Information System that requires Iowa State's International Students and Scholars office to monitor the academic and immigration status of international students, scholars, and their dependents. SEVIS enforces very harsh penalties for a student's failure to follow visa rules and regulations. International students must therefore be informed of their responsibilities under SEVIS:

- Graduate students must register full-time each fall and spring semester. If students have a DHS-recognized reason for registering for fewer than nine credits, they must complete the e-form request for Reduced Course Load through CyStart, found on the International Students and Scholars homepage (<https://isso.dso.iastate.edu/>) and submit it at least three weeks prior to the first day of the semester when planning to register part time or at least three working days before dropping below full time during the semester. Find more info at <https://isso.dso.iastate.edu>. International students are not required to register for classes during the summer if they were registered in the spring and will be registered for the following fall semester. However, students who will graduate in the summer must complete a Request for Reduced Course Load form unless they register for at least five credits.
- Generally students who pass their final oral exam before the first day of class for summer are not required to register for summer but will graduate officially in August. This generalization does not apply to international students. International students who pass their final oral exam before the first day of class for a semester must register for at least one credit in the semester in which they graduate or they must leave the US no more than 60 days after they pass their oral exam.
- At the end of every academic year, the International Students and Scholars office stipulates the last day on which international students graduating that spring and not continuing for another degree at ISU may legally work. The date usually coincides with the last day of the final examination week. It is illegal for international students to work past the last day of class for their program of study without a post-graduation work permit known as OPT (Optional Practical Training) for F-1 students or AT (Academic Training) for J-1 students.
- F-1 students interested in OPT should go to the following ISSO website: <https://isso.dso.iastate.edu/students/f-1-students>.
- J-1 students will find forms and instructions for academic training at <https://isso.dso.iastate.edu/students/j-1-students>.
- Graduating students who wish to apply for OPT or AT must complete their application prior to the last day of class in their last semester. This means that students seeking OPT or AT authorization tied to a spring graduation must complete their applications before the last day of the final exam week. The SEVIS system will not accept OPT or AT applications received from spring graduates after the last day of final examinations.

More information on academic and immigration status of international students, scholars, and their dependents is available at the International Students and Scholars website. Please contact ISSO directly for more detailed information.

International Students and Scholars Office
Iowa State University
3248 Memorial Union
Ames, Iowa 50011-1130, USA
515-294-1120
515-294-8263 (fax)
intlserv@iastate.edu

FINANCING GRADUATE EDUCATION

Information on employment opportunities, graduate assistantships, the Graduate Minority Assistantship Program (GMAP), health and dental insurance, housing and living expenses, scholarships, grants and loans, and tuition fees can be found in the application materials from the university. They are also detailed on the Graduate College website (www.grad-college.iastate.edu).

ASSISTANTSHIPS

A limited number of teaching assistantships and research assistantships are available through the Greenlee School. Additionally, graduate students are often supported by assistantships available from other units around the university. Assistantships qualify students for resident tuition, a partial tuition waiver, and a stipend. Most Greenlee assistantships are 25% time, requiring about 10 hours of work per week. Minimum stipend rates are set by the Graduate College.

New applicants can apply for assistantships by checking the appropriate boxes on the application for admission. Current students that are not already on an assistantship in Greenlee can apply by submitting a resume, names and contact information for two academic or professional references, and a 300-500 word essay. The essay should address the student's qualifications to serve as a teaching or research assistant, academic interests, professional goals, and financial need. Current students already on assistantships do not need to reapply; they will automatically be considered for reappointment.

TEACHING ASSISTANTSHIPS

Teaching assistants are usually assigned to assist a professor in handling duties associated with teaching large classes. This may include lecturing, grading assignments, recording grades, preparing class materials, administering examinations, and other duties. The student works directly for the professor or professors directing the class and is evaluated by that professor.

RESEARCH ASSISTANTSHIPS

Research assistantships are often obtained by faculty members who write competitive grants that are funded through the university from internal or external sources. Students receiving these assistantships are usually recommended by the Graduate Steering Committee from the pool of applicants. The professor funding the assistantship ultimately selects the best candidate. Assistants report directly to that professor, who assigns their duties and supervises their work. A typical research assistant might help the professor assemble a literature review of research in a particular area, or assist in designing, mailing, coding and analyzing data from surveys.

LENGTH, CRITERIA, AND OPPORTUNITIES

Greenlee School teaching assistantships are awarded for either a semester or an academic year (nine months from August through the end of the semester in May). Very few summer assistantships are available each year, so it should not be assumed that a graduate student who has received an assistantship during the year will receive one during the summer months. Stipend rates for teaching assistantships are set annually by the Graduate College. The point of contact is the supervising professor or DOGE.

Typically, assistantships will be awarded to students for no more than two years. The school has only a limited number of assistantships to offer, so it is the school's policy to rotate these assistantship opportunities over time. Also note that you need to be on campus if you are employed as a graduate assistant. Any extended absences must be approved by the DOGE.

To be eligible for assistantships students must have a GPA of 3.0 or better and be on full admission status. Students must meet all eligibility requirements for graduate assistantships, as stipulated in the Graduate College Handbook. All applications are collected by the DOGE, who consults with the Graduate Steering Committee and the school director concerning recommended appointments. The school director is the final authority on any appointments made in the school.

In the spring, when the school receives budgetary clearance, the DOGE will be authorized to make recommendations concerning assistantships for the coming semester or year. Typically, graduate students who have done an excellent job in their first year on assistantship will receive priority for a second year of funding. In many cases, students will receive an offer of an assistantship for the coming academic year of either half or quarter time. Students who wish to accept the offer will sign a letter of intent electronically via Workday.

Additional assistantship openings may occur for the spring semester, and these are generally allocated in November or December for the coming semester. Summer session assistantships are generally awarded in April or May after the summer teaching load and budget are announced. Research assistantships may become available at any time, and are not necessarily

made for a full semester or year. While professors allocating these assistantships commonly consult with the DOGE, the final selection decision rests with the professor who has received the research funding.

In addition to the financial and health benefits of receiving an assistantship, there are a number of other reasons why assistantships are valuable to the graduate students in the Greenlee School. Students who are contemplating a career in teaching will find that a teaching assistantship will give them valuable in-class experience that will enable them to develop their teaching style and classroom materials. Those interested in research will find that being involved in an ongoing research project is extremely valuable in understanding the research process from funding through paper presentations and research publications.

In many cases, the closest personal relationships that develop as a result of graduate study come from associations developed as a result of assistantship activity. The one-on-one interactions with professors either in the classroom or working on a research project offer tremendous opportunities for learning.

TUITION AND BENEFITS FOR GRADUATE ASSISTANTS

Students on assistantship at Iowa State University must be registered as full-time students. This means students must be taking at least nine credits of graduate courses during the fall or spring semester, or one credit during the summer. Students who have completed all course requirements and are working on a thesis or creative component will be considered full time if they register for at least one thesis (JL MC 699) or creative component (JL MC 599) credit.

Students who receive an assistantship of at least one-quarter time will be assessed tuition at the local Iowa resident rate. (This is a substantial benefit for international students or out-of-state students who would otherwise pay considerably more). Spouses of graduate assistants are also assessed tuition at the resident rate.

In addition, students who receive at least three months of assistantship support during a semester and six weeks during the summer receive one-half of the full-time resident Iowa tuition for those on a half-time appointment, and one-fourth of the resident Iowa tuition for those on a quarter-time appointment.

SCHOLARSHIPS

Graduate students can be nominated for the Peter Meehan Memorial Scholarship Award for contribution to theory and demonstrated humanitarian concern. The Graduate Steering Committee asks faculty to suggest

students based on student work and contributions. This award is typically given annually, based on available funds after a successful proposal defense.

Students may also apply for a thesis/creative component completion scholarship. Once a student has formed their POSC committee and had their thesis/creative component proposal approved by their committee, they may apply for funding to support their research/professional project goals. Applications are available on the Greenlee School's website.

SUPPORT IN OTHER UNIVERSITY UNITS

It is possible for students to receive assistantship support from other units on campus; this is a common occurrence for graduate students in the Greenlee School. In these cases, the salary level is determined by the hiring unit. In cases where the student receives an appointment from another unit, an individual in that unit will supervise the assistantship and make all decisions concerning its extension or termination. Graduate students at the Greenlee School are eligible to apply for a number of these opportunities.

To review expenses you may expect to incur at Iowa State University and to find ways ISU provides assistance, please visit the Graduate College website for more information (www.grad-college.iastate.edu/common/finance/).

USEFUL WEBSITES

Greenlee School
www.greenlee.iastate.edu

ISU Graduate College
www.grad-college.iastate.edu

Thesis, graduation, and
other Graduate College deadlines
[www.grad-college.iastate.edu/
calendar](http://www.grad-college.iastate.edu/calendar)

ISU Schedule of Classes
www.classes.iastate.edu

Parks Library
www.lib.iastate.edu

ISU International
Students and Scholars Office
www.isso.dso.iastate.edu

U.S. Citizenship and
Immigration Services
www.uscis.gov

Graduate Curriculum

GREENLEE GRADUATE COURSES

The graduate program emphasizes the study of communication from both an academic and a professional perspective. Below are the required and elective courses offered in Greenlee. A minimum of 6 elective credits must be taken outside the Greenlee School of Journalism and Communication.

OVERVIEW OF COURSE AND CREDIT REQUIREMENTS

JL MC 592 Introduction to Graduate Study (1)
 JL MC 501 Theories of Mass Communication (3)
 JL MC 502 Communication Research Methods (3)
 JL MC 598 Seminars in Mass Communication (3)
 JL MC 503X Advanced Research Methods: Quantitative (3)
 OR JL MC 504X Advanced Research Methods: Qualitative (3) OR Approved Substitute
 Greenlee elective courses (6)
 Non-Greenlee elective (6)
 Elective course within or outside of Greenlee (3)
 JL MC 599 Creative Component (4) OR JL MC 699 Thesis Research (4)

Credits required: 32

REQUIRED COURSES

The following core courses are required for all students. Students can choose between JL MC 503 or JL MC 504. Core courses total 10 credits of the 32 required for graduation:

JL MC 501 THEORIES OF MASS COMMUNICATION.

3 cr. Offered Fall.

Examination of major areas of research activity and theoretical development related to organization, functions, and effects of mass communication.

JL MC 502 COMMUNICATION RESEARCH METHODS.

3 cr. Offered Fall.

An examination of quantitative and qualitative research methods, including legal, participant observation, historical, survey, content analysis and experimental research.

JL MC 592 INTRODUCTION TO GRADUATE STUDY IN JOURNALISM AND COMMUNICATION.

1 cr. Offered Fall. Prereq: Graduate classification.

Overview of advanced study in journalism and communication with special emphasis on requirements for obtaining the Master of Science degree.

JL MC 503X ADVANCED RESEARCH METHODS: QUANTITATIVE.

3 cr. Prereq: JL MC 502 or equivalent basic research methods course, or permission of instructor.

This graduate course is designed to 1) advance the knowledge and skills in social science research and data analysis for graduate students who will be producing a thesis or dissertation; 2) provide hands-on experience for graduate students who adopt quantitative approach to their communication research projects, such as survey, experiments, content analysis, using software for statistical analysis, and 3) make students intelligent consumers of research products, able to interpret and critically evaluate quantitative research findings.

JL MC 504X ADVANCED RESEARCH METHODS: QUALITATIVE.

3 cr. Prereq: JL MC 502 or equivalent basic research methods course, or permission of instructor.

This graduate seminar provides an opportunity for advanced study of qualitative methods as they are used in journalism and mass communication research. Through close examination and discussions of relevant texts, research articles, and hands-on assignments, students will engage critically with the principles and processes of qualitative approaches within social scientific and humanistic modes of communication inquiry. Students will be exposed to important theoretical frameworks that serve as the basis for much research in the critical and cultural traditions of media research and will gain practical experience using several qualitative methods. As the cumulative requirement in the course, students will produce a complete, independent research proposal, suitable for a thesis-level project.

JL MC 598 SEMINARS IN MASS COMMUNICATION.

3 cr.

Seminars are offered on a rotating basis. Seminar topics fall under one of the following broad categories:

- A. Audiences and effects
- B. Communication technology
- C. Professional communication
- D. Development communication
- E. Evaluation methods
- F. International communication
- G. Mass communication history
- H. Mass communication law
- I. Media management
- J. Research methods
- K. Society and mass communication
- L. Teaching of journalism and mass communication
- M. Visual communication
- N. Broadcast communication
- O. Communication theory
- P. Computer mediated communication

JL MC 599 CREATIVE COMPONENT.

Cr. Arranged. Repeatable.

Students who elect to complete a creative component must take at least 4 credits of JL MC 599. Students can divide the credit across multiple semesters. Students may enroll in 599 while completing their creative component proposal, with major professor approval. Students may elect to take additional research credits, but they will not count toward the total of 32 needed for graduation.

JL MC 699 THESIS RESEARCH.

Cr. Repeatable.

Students who elect to complete a thesis research project must take at least 4 credits of JL MC 699. Students can divide the credit across multiple semesters. Students may enroll in 699 while completing their thesis proposal, with major professor approval. Students may elect to take additional research credits, but they will not count toward the total of 32 needed for graduation.

ELECTIVE COURSES

The remaining credits needed to complete the program of study are electives to be selected by the student and approved by the major professor and the program of study committee. At least two of the courses (6 credits) must be taken outside the Greenlee School. See the ISU Schedule of Classes for official course offerings and times.

JL MC 506 MEDIA MANAGEMENT.

3 cr.

Decision-making functions of media. Basic media market analysis, media organization and management, circulation and audience development, technological developments affecting management decisions, relationships with labor, and regulatory agencies that affect media operation.

JL MC 510 STRATEGIES OF COMMUNICATION.

3 cr. Prereq: JL MC 501 or permission of instructor.

The process of developing professional communication and persuasion strategies, with emphasis on problem definition, behavioral specification of objectives, situation analysis, strategy formulation, and justification through application of communication theories and research results.

JL MC 547 SCIENCE COMMUNICATION.

3 cr.

Reporting and writing about science and technology subjects for general audiences. Outlets for stories include print, broadcast, and online media. Story topics include reporting about basic and applied sciences as well as ethical and policy issues related to science and technology.

JL MC 560 RISK PERCEPTION AND COMMUNICATION.

3 cr. Prereq: 6 credits in graduate level social science.

Use of the mass media to raise awareness about science and research. Focus on risk issues in the areas of food, agriculture and veterinary medicine.

JL MC 561 MEDIA AND SOCIETY INTERRELATIONSHIPS.

3 cr. Prereq: 6 credits in the social sciences.

Media functions in a democratic society; conflicts between the media and social institutions; ethical and social controls on the media.

JL MC 574 COMMUNICATION TECHNOLOGIES AND SOCIAL CHANGE. (Also Technologies and Social Change or T SC 574).

3 cr. Prereq: 6 credits in the social sciences.

Present and potential effects of increasingly sophisticated modes of mass communication on people, institutions and societies. Personal, organizational, and social implications of the use of communication technologies. Includes theories and empirical research across a continuum of perspectives, from technoutopianism through an anti-technology stance.

JL MC 576 WORLD COMMUNICATION SYSTEMS.

3 cr.

World communication systems and social, political and economic factors determining flow, character and volumes of news. Impact of media information and entertainment content on nations and societies. Comparative analysis of the role and impact of traditional modes of communication, the mass media and computer-mediated systems.

JL MC 590 SPECIAL TOPICS.

Credits arranged. Prereq: Permission of instructor.

These are special courses designed to meet the needs of individual students. They are not regularly offered. Students wishing to take a special topics course must meet with the professor who will teach the course and complete a contract form specifying the content, meeting times, and credits to be awarded. Special topics fall under one of the following categories:

- A. Media studies
- B. Professional specialization
- C. Research problems and methods
- D. Technique and style
- E. Specialized communication

JL MC 591 PROFESSIONAL INTERNSHIP.

2 cr. Prereq: Permission of instructor.

Supervised internship experience offered on a satisfactory-fail basis only. Students whose education may be enhanced by professional experience should consider a professional internship. The internship earns credits that are important when calculating full-time student status. However, credits from an internship cannot be used to meet the 32 credits required for graduation.

GRADUATE COURSES OUTSIDE GREENLEE

A wide variety of courses outside the Greenlee School may be taken. The ISU Catalog contains a complete list of courses. Electronic listings by department or university unit can be accessed through Schedule of Classes at the website (classes.iastate.edu).

Courses offered by other departments should be selected in consultation with the major professor and program of study committee to match research interests and educational goals. In general, students are urged to talk with other students as well as faculty members about recent course experiences. Often, it may be more important to select the right faculty member who is teaching a course than it is to select a course from its description. Listed below are several outside courses frequently taken by graduate students. This is not an exhaustive list; any graduate level (500-level) course can count as a non-Greenlee elective. Students are limited to 9 credits at the undergraduate level to count toward their degree, with a limit of 3 credits at the 300 level.

ENGL 562: TOPICS IN THE STUDY OF FILM.

3 cr.

Intensive study of cinematic genres, periods, movements, or themes; e.g., The Musical, Classical Hollywood Cinema, Structural Film, Art and Cinema. General emphasis will be on American, British, and other Anglophone cinemas.

HCI 521: COGNITIVE PSYCHOLOGY OF HUMAN COMPUTER INTERACTION.

3 cr.

Biological, behavioral, perceptual, cognitive and social issues relevant to human computer interactions.

HCI 589: DESIGN AND ETHICS.

3 cr.

Issues in ethics and decision-making as they relate to technology, design, design research, HCI, and the design industry.

HIST 583: HISTORICAL METHODS.

3 cr.

Study of historical evidence, theory, and methods.

HG ED 552: INTRODUCTION TO HIGHER EDUCATION IN THE UNITED STATES.

3 cr.

Overview of higher education in the United States, including a brief history, the functions, organization, external influences, funding, and the major issues impacting postsecondary institutions today.

POL S 510: STATE GOVERNMENT AND POLITICS.

3 cr.

Comparative analysis of state political systems. Role of interest groups, political parties, legislatures, courts, and governors in state politics. Possible determinants of public policy outputs at the state level.

POL S 525: MASS POLITICAL BEHAVIOR.

3 cr.

An in-depth survey of the theoretical, empirical, and methodological works concerning mass political behavior in the United States. Substantive topics include political attitudes and ideologies, public opinion and voting behavior, and political psychology. Methods for studying mass behavior include survey research and experimental approaches.

PSYCH 522: SCIENTIFIC METHODS IN HUMAN COMPUTER INTERACTION.

3 cr.

Basics of hypothesis testing, experimental design, analysis and interpretation of data, and the ethical principles of human research as they apply to research in human computer interaction.

RESEV 552: BASIC EDUCATIONAL STATISTICS.

3 cr.

Statistical concepts and procedures for analyzing educational data. Descriptive statistics, correlation, t-tests, and chi-square with computer applications.

RESEV 553: INTERMEDIATE EDUCATIONAL STATISTICS.

3 cr. Prereq: RESEV 552 or STAT 401.

A continuation of statistical concepts and procedures for analyzing educational data using multiple regression and logistic regression.

RESEV 580: INTRODUCTION TO QUALITATIVE RESEARCH METHODOLOGY.

3 cr.

Qualitative research in the human sciences, emphasizing education; principles of qualitative inquiry, including theoretical foundations, research design, and fieldwork.

STAT 500: STATISTICAL METHODS I.

4 cr. Prereq: STAT 447 or STAT 588 or current enrollment in STAT 542; knowledge of matrix algebra.

Analysis of data from designed experiments and observational studies. Randomization-based and model-based inference on group means; pairing/blocking and other uses of restricted randomization. Model assessment and diagnostics; remedial measures; alternative approaches based on ranks. Simple linear regression, multiple linear regression, and model selection criteria. Use of linear models to analyze data; least squares estimation; estimability; sampling distributions of estimators; general linear tests; inference for parameters and contrasts.

STAT 510: STATISTICAL METHODS II.

3 cr. Prereq: STAT 500; STAT 447 or STAT 588 or credit/enrollment in STAT 543.

Linear models and analysis of variance for multifactor experiments with balanced and unbalanced data. Likelihood analysis for general linear models and models with non-normal random components; linear model results in the context of likelihood; linear mixed models and their application; estimation, inference, and prediction. Introduction to generalized linear models and generalized linear mixed models. Case studies of applications including problem formulation, exploratory analysis, model development, estimation and inference, and model assessment.

STAT 587: STATISTICAL THEORY FOR RESEARCH WORKERS.

4 cr.

A first course in statistics for graduate students from the applied sciences. Principles of data analysis and scientific inference, including estimation, hypothesis testing, and the construction of interval estimates. Statistical concepts and models, including group comparison, blocking, and linear regression. Different sections are designed for students in various disciplines, and additional methods covered may depend on the target audience. Topics covered may include basic experimental designs and analysis of variance for those designs, analysis of categorical data, logistic and log-linear regression, likelihood-based inference, and the use of simulation.

SOC 534: RACE, CLASS AND GENDER INEQUALITY.

3 cr.

Critical examination of the causes and consequences of social stratification and inequality; classical theories, contemporary frameworks, and recent empirical studies; international stratification patterns.

WGS 501: CONTEMPORARY FEMINIST THEORY.

3 cr.

Advanced study of current theoretical developments in Women's Studies in the U.S. and around the world. Examination of the epistemological bases of feminist scholarship.

WGS 502: FEMINIST RESEARCH IN ACTION.

3 cr.

Feminist research methods and scholarship. Class collaborated on a community research and action project to improve women's lives.

WGS 525: INTERSECTIONS OF RACE, CLASS AND GENDER.

3 cr.

Race, ethnicity, class and gender distinctions and intersections lead to inequitable distributions of power, social well-being, and resources. Explores how inequities are institutionalized and how multiple identities are experienced by women in daily life.

DECLARING A MINOR

Declaring a minor is not required for graduate students, but minors are available for those who are interested. When declaring a minor, the student must receive approval from the department offering the minor and meet the minimum requirements established by the program offering the minor. The student must have a minor representative on their POS committee. The minor representative and major professor cannot be the same person.

The minor subject area must be tested during final oral examinations, be approved by the POS committee, be listed on examination reports and recorded on the Application for Graduation form in order to be placed on the student's transcripts.

You may find a list of graduate programs, certificates and minors at (www.grad-college.iastate.edu/academics/gradprograms/index.php.) The most common minors held by our master's students are:

- Statistics
- Women's and Gender Studies
- Sociology
- Political science

Students may also wish to pursue concurrent or secondary major enrollment while at ISU. You should confer with the DOGE and/or your major professor to review Grad College guidelines and paperwork necessary for these opportunities.

TIME LIMIT FOR COMPLETION OF COURSES

It is expected that all master's students will complete all of their coursework and the thesis or creative component within seven years. If seven years passes without completion of the degree, the student may be asked to repeat courses. Expired courses need to be petitioned to the ISU Graduate College.

REINSTATEMENT

Students enter inactive status when they have not been registered for four consecutive terms excluding summer. Students with inactive status must undergo a reinstatement process. The Graduate Steering Committee will review the Reinstatement to Active Student petition and offer a recommendation on reinstatement to the DOGE. Students seeking reinstatement should meet the following standards:

- A 3.0 minimum Iowa State University graduate GPA. An applicant who does not meet this requirement may still be considered if the applicant presents evidence of notable professional qualifications.
- The ability to complete the degree program on campus (not exclusively online)
- Has not been charged or subject to disciplinary action for scholastic or any type of misconduct at any educational institution.

TRANSFER CREDIT EVALUATION

Students seeking to transfer graduate-level credits from prior institutions should send a course description and syllabus to the DOGE for each course being transferred. If the student has yet to form a POSC, the DOGE will review the materials and make a recommendation to Greenlee's Graduate Steering Committee. A simple majority of the Graduate Steering Committee, with quorum, is required to approve the transfer credit.

If the student has selected a major professor but has yet to select a POSC, the major professor will review the materials and make a recommendation to the DOGE. If the student has selected a major professor and assembled a POSC, the major professor will review the materials and make a recommendation to the POSC. A simple majority of the POSC, with quorum, is required to approve the transfer credit. The student should note that the Graduate College limits the number and types of credit hours that can be transferred into any master's level program at ISU, and Greenlee will adhere to these policies.

COURSE SUBSTITUTIONS

Some students may have their degree progress interrupted for any number of reasons. In some situations, students who have had their degree progress interrupted for one or more academic years may come back into a program with changed degree requirements (e.g., new courses required for degree completion). If a student has had their degree progress interrupted and would like to request an exception/ substitution of a current requirement, the student should formally make the request in writing to the DOGE (and major professor, if applicable). A simple majority of the Graduate Steering committee, with quorum, is required to approve the course exception/substitute. If the student has selected a major professor but has yet to select a POSC, the major professor will review the materials and make a recommendation to the DOGE. If the student has selected a major professor and assembled a POSC, the major professor will review the materials and make a recommendation to the POSC. A simple majority of the POSC, with quorum, is required to approve the course exception/substitution.

Major Professor and Committee

SELECTING A MAJOR PROFESSOR

In completing the graduate program, selecting a major professor is an important step. This faculty member assists the student in framing research questions, selecting the thesis or creative component format, supervising the work, and managing the activities of the Program of Study committee.

Any Greenlee School faculty member who is on the graduate faculty is eligible to work with a graduate student as a major professor. Because the major professor and the student form a partnership, it is important that the student and the major professor share similar interests. Faculty members who are not members of the graduate faculty may serve as an additional (fourth) member of a student's Program of Study committee but they may not serve as major professor.

There are many ways to select a major professor. One way is to explore the research areas of the faculty for topics that are of interest to the student. Topics already under investigation by a faculty member typically hold high interest to them and the faculty member may have financial resources available that could be used to support additional student research.

With this approach, the student may approach one or more faculty members, express an interest in a particular topic, and discuss what areas the professor would suggest as best for future thesis development. If a topic is agreed upon, the student is often asked to develop a proposal for research in the area. Based on the proposal, the faculty member can decide whether he or she would be willing to serve as major professor.

A different approach can be used when the student has already selected a topic or problem of interest. In this case, the student would write a brief proposal explaining the research or creative component problem and present it to several faculty members whose interests suggest they might be willing to supervise a thesis in this area.

Following these discussions, the student can ask a faculty member if they would be willing to serve as major professor. Additional discussion of how the thesis or creative component might be financed or carried out may be necessary. It is not the responsibility of either the school or the major professor to find funding for thesis or creative component work, although major professors may assist in the process of locating resources.

Other important factors to consider in selecting a major professor are:

- Know how different professors approach thesis work and make sure their style is compatible with your own style or approach.
- Be ready to establish from the beginning a tentative timeline for completion of the work, and assure that the professor selected can be available during those periods.

SELECTING THE PROGRAM OF STUDY COMMITTEE

Whether a student selects a thesis or a creative component, a three-person Program of Study (POS) Committee must be selected. The committee includes at least two members, including the major professor, from inside the school and one member from another department or major. The POS committee may contain more than three members, but this is not common. Once the major professor is selected, they will help identify professors who could best serve as members of the student's POS committee. Although it is not required, some of the professors will ask to review a research proposal draft before agreeing to serve.

In most cases, after the student has visited with nominated professors and secured their tentative agreement, a POS meeting is held with the student and all three committee members. At the meeting, the student presents and defends their proposal for a thesis or creative component. The professors are also asked to approve the student's Program of Study, which lists all courses the student has completed and plans to complete to meet the requirements of their program.

After the Program of Study is approved by the committee, the DOGE, and the Graduate College, the POS is the official document indicating the courses the student must successfully complete before receiving their degree.

The Program of Study form must be completed at least one semester before the final oral examination. The student, the POS committee, the DOGE, and the Dean of the Graduate College must approve subsequent changes to the POS form. For more information, please refer to the ISU Graduate College Handbook.

Before beginning work on a thesis or creative component, students must obtain prior approval from ISU's Institutional Research Board if the research/project involves human subjects. The timeline to graduation should build in time for necessary approvals from the IRB. For more information on IRB process, please visit the IRB's website (www.compliance.iastate.edu/committees/irb).

Thesis or Creative Component

Graduate students in Journalism and Mass Communication must complete either a thesis or a creative component. This section defines both types of projects.

THESIS

A thesis is a scholarly product that is approved by the student's committee, produced in a defined electronic format, and made available to scholars around the world. Until recently the thesis consisted solely of bound pages of printed text but now may also contain other media (audio and video tapes, etc.). The thesis must be produced according to standards you will find at the Graduate College Thesis Website (www.grad-college.iastate.edu/current/thesis/).

The thesis belongs to a worldwide network of scholarly work in the field. Theses can be searched or ordered electronically. Students who are contemplating later enrollment in a Ph.D. program are encouraged to choose the thesis option, since Ph.D. admission committees often prefer this format.

Theses may deal with historical, legal, qualitative or quantitative studies. In general, theses contain an introductory chapter that states the problem being addressed or the research questions being answered. This first chapter also includes a rationalization for the study or the study's significance. A theory chapter that reviews relevant literature of the field and focuses on the problem to be investigated in the thesis follows this. This chapter also identifies and links the problem under investigation to a theoretical framework. A methodology chapter follows, in which the student explains the particular method used in the thesis (historical, legal, survey research, content analysis, ethnography, etc.). In this section, terms are carefully defined and operationalized, populations to be studied are identified, and the methods and purposes of analysis are carefully explained. The next chapter is a results section, in which the major findings of the research are presented and discussed. Finally, a discussion chapter follows, in which the student discusses the conclusions, implications of the findings for the field, and suggests future areas of the study.

All recent theses produced by students in the Greenlee School may be found in the online library database. An examination of recent theses can often be helpful in discerning thesis content and format.

All theses need to be uploaded through iThenticate (www.ithenticate.com). Each student at ISU can get a free account to use the plagiarism software. It is the student's responsibility to present the output of the software check to the major professor before defense.

CREATIVE COMPONENT

A creative component provides students maximum flexibility in their approach to scholarship. It is equal in scholarly rigor to a thesis, but is often distinguished from it by being presented in non-traditional ways, such as websites, videos, documentaries, instructional guides, etc. Often, the creative component is designed for a particular professional purpose (for example, a video to be broadcast on television or a podcast to be used as a series of radio programs) that does not fit the requirements and procedures for a regular thesis.

The creative component provides maximum flexibility in format and enables the student to have wide latitude in conceptualizing and producing a scholarly product. The creative component is well suited for students most interested in the practical rather than scholarly applications of their work.

Students completing creative components are expected to present a theory or conceptual chapter that explains why their product is needed and how they went about their planning, preparation, and evaluation. In general, the creative component is no less work and often requires more time than a traditional thesis. Once a creative component is produced and approved by the POS committee, a copy is uploaded to ISU's Digital Repository.

All creative components need to be uploaded through iThenticate (www.ithenticate.com). Each student at ISU can get a free account to use the plagiarism software. It is the student's responsibility to present the output of the software check to the major professor before defense.

Final Oral Examination & Graduation

SCHEDULING THE FINAL ORAL EXAMINATION

Every graduate student must hold a final oral examination. The Graduate College schedules the deadlines for final oral examinations (www.grad-college.iastate.edu/calendar) and other graduation requirements. For the thesis and the creative component, the examination must be officially scheduled at least three weeks prior to the examination date. The thesis or creative component is usually given to members of the committee at least two weeks prior to the exam. Before granting permission for the final oral examination, the Graduate College will check to ensure that the following items have been completed:

- The student is on full admission status.
- The POSC composition and POS coursework has been approved by all committee members and by the Graduate College.
- English requirement for non-English native speakers has been met.
- The student is not on probation.
- The time limit for graduate study has not been exceeded.
- A diploma slip has been submitted and approved by the Graduate College.
- The student is registered for at least one credit for the term in which the final oral exam is to take place.
- The student's overall GPA is 3.0 or above.
- There are no incomplete grades in courses listed on the student's POSC.

If any of these have not been completed, the Graduate College will deny permission for the oral exam and inform the student and the major professor that the exam will not be held.

THE FINAL ORAL EXAMINATION OR THESIS/CREATIVE COMPONENT DEFENSE

A master's final oral examination is scheduled for two hours. All members of the POS and the student must be present or approved to participate at a distance for the exam to be considered valid. Emergency procedures concerning committee replacements are outlined in the ISU Graduate Handbook.

The final oral exam is a public event, which means that anyone may attend. Dates and locations of exams may be obtained from the Graduate College or the school. Guests are not permitted to speak during the exam unless specifically

recognized and authorized to do so by the major professor.

During the final oral examination, the committee members may question the student about matters relating to either the thesis/creative component or any relevant coursework or readings that have been assigned. The typical oral examination begins with a brief presentation by the student of the rationale for the project and the results of the thesis or creative component. This is followed by questioning by all three members of the committee. In some cases, faculty members ask all of their questions, and when satisfied, pass the questioning on to the next faculty member. In other cases, faculty may all join in on a point of discussion.

Generally, one goal of the examination is to assess the student's theoretical and methodological abilities. A second is to ensure that the student understands the research or creative work that has been carried out and is capable of explaining it to others and applying it in the field. The examination typically focuses on issues relating closely to the thesis or creative component. One important objective of the examination is to evaluate the thesis or creative component and to determine any changes or revisions that must be made.

Some students think that they are expected to know the answer to every question posed during the examination. However, sometimes professors will pose questions that have no correct or single answer in order to see how the student thinks through the process and applies what has been learned. If a student genuinely does not know the answer to a question it is best to say so.

When the committee members have exhausted their questions, the student and others attending will be invited to leave the room. The professors will then discuss the performance of the student at the examination. There can be four outcomes of the final oral examination:

1. Pass. A pass indicates that the student has mastered the material of the field and has presented a thesis or creative component that meets the standard of the committee members. Often, members of the committee may request minor typographical or other changes, but there is a clear indication that the work has been approved.

2. Conditional Pass. A conditional pass indicates that the student has generally mastered the material of the field and has largely completed the thesis or creative component to the satisfaction of the committee. However, there are some substantive changes, re-organizations, or re-analysis that have been requested before final approval is given. It is also possible that there is an area of knowledge in which the student has been found to be deficient, and the committee wishes to see evidence of mastery of this area before final approval is given.

When a conditional pass is given, the committee must indicate specifically what the areas of deficiency are and what must be done to remedy them. In some cases, the major professor may be authorized by members of the committee to work with the

the Report of Final Oral Examination form the conditions that are to be met, and these are forwarded to the Graduate College.

3. Fail but the exam may be retaken. When it is the conclusion of the members of the POS committee that the student has not demonstrated mastery of the body of knowledge of the field or that the thesis or creative component cannot be approved as submitted, the student fails the examination. Two months must elapse before the exam may be retaken. A written explanation of what the student must do in order to successfully qualify to retake the examination and correct the thesis/creative component must be provided.

4. Fail and the exam may not be retaken. When it is the conclusion of the members of the POS committee that the student has not demonstrated mastery of the body of knowledge of the field, or that the thesis or creative component cannot be approved as submitted, and that there is no prospect that the work can be successfully completed, the student fails the examination. The degree is denied, and a written explanation of the reasons for failure will accompany the examination report.

In cases in which a single member of the committee votes “fail” while the other two vote “pass” or “conditional pass,” each member of the committee must forward to the Dean of the Graduate College in writing a justification for their vote. The Graduate Dean will review the results of the examination and may meet with the committee and/or the student. If more than one member of the committee votes “no,” the student does not pass the examination.

In general, students are advised to follow the recommendation of their major professor concerning their readiness for the final oral examination. When the major professor judges the thesis or creative component to be ready, he or she will recommend that the student distribute it to the members of the committee and schedule the final oral examination.

In some cases, the major professor may suggest one or more additional meetings with the committee members to work through the thesis or creative component. In other cases, the major professor may recommend that the student work on a particular aspect of the thesis or creative component with a committee member who has the most expertise in the area. If the student believes that he or she is ready for the final oral examination (and has met the list of requirements above for scheduling the examination), he or she may request that the examination be held even though the major professor does not concur. Typically, however, a student is well advised not to request the examination until the major professor recommends it.

Normally, it is expected that committee members will recommend changes in the thesis or creative component at the time of the final oral examination. Therefore, students should be prepared to make the recommended changes following the examination. The amount of time needed will depend on the extent of the changes recommended and may vary from a few days to a substantial period of time.

Master's students at Iowa State University have a maximum of seven years to complete their work. If they do not complete all coursework and the thesis or creative component during that time, they must either appeal their case to the Graduate College, citing reasons why they should receive an extension or re-take courses so that work falls within the seven-year period. In many cases, students taking their graduate work one course at a time while they are professionally employed will be granted extensions to the seven-year rule. All master's students in the school are required to complete 32 graduate credits.

GRADUATION DATE CONSIDERATIONS

Students seeking to complete the master's degree and officially graduate during a given semester must meet a number of deadlines. A schedule of these deadlines can be found in the Graduate College website (www.grad-college.iastate.edu/calendar/). This website also specifies the forms that should be turned in. It is the student's responsibility to check for deadlines and forms.

An alternative to graduating during a term is to complete all work concerning the thesis or creative component during a semester, but not to complete all of them by the regular thesis deadlines. For example, a student in the final stages of their thesis or creative component may fail to finish the research or creative project for unforeseen reasons. When this occurs, the student would officially graduate the following term (spring, summer, or fall). The student would not be required to register for courses during the next semester but would have to pay a graduation fee. International students should check with the International Students and Scholars Office (ISSO) concerning special requirements that may apply to them. Since Iowa State University will write an official letter to any employer certifying that the student has successfully completed work and will graduate the following term, it may not be essential to meet the semester deadline. However, if the student wishes to officially participate in commencement exercises during the semester in which work is completed, all deadlines must be met.

When working with a major professor, remember that the professor and committee members need time to thoughtfully consider your work. In most cases, several thesis/creative component proposal revisions may be necessary before the major professor is ready to approve its submission to the full committee. Students should submit the first draft of the thesis proposal to the major professor at least one month before the Graduate College deadline.

Make sure you are aware of the Graduate College deadlines and requirements in your last semester of graduate work.

Students need to submit a digital copy of the thesis through Pro Quest. Creative components must be uploaded to the University's digital repository upon graduation.

Suggested Plan of Action

FIRST SEMESTER

- Begin completion of required core courses; it is suggested that students take 10 credits. The Citizenship and Immigration Services of the U.S. Department of Homeland Security must always register international students for 9 credits to meet full-time student status as stipulated.
- International students who have not received graduate and/or undergraduate degrees from English-speaking universities must successfully complete the Graduate College English Exam.
- Meet and learn about faculty interests. Consider one or more possible thesis/creative component ideas.

SECOND SEMESTER

- Continue completion of core courses; it is suggested that students take 9-10 credits.
- Meet with professors to discuss possible topics for thesis or creative component and possible major professor.
- Secure a major professor and work with them to select other members of the Program of Study (POS) committee.
- Submit an official POS list of courses to the committee for consideration, and get it approved electronically.

THIRD SEMESTER

- Continue completion of core coursework. Consider taking 1 credit of 599/699 while working on your thesis or creative component proposal.
- Develop a formal proposal for thesis/creative component work, and work with major professor to revise.
- Share proposal with POS committee, and schedule preliminary exam meeting
- Obtain POS committee approval of research proposal.
- Work with your major professor to obtain any necessary prior approval from ISU's IRB if human subjects are involved in the thesis/creative component work.
- Begin data gathering or other activities related

to the thesis/creative component.

- Consider submitting research to journalism and communication conferences.
- Complete graduation application via AccessPlus for the subsequent term.

FOURTH SEMESTER

- Complete regular coursework requirements. After completing coursework, international students may be able to register for fewer than 9 credits but must submit a Reduced Course Load: J-1 Student Request form seeking permission to do so from the ISU International Students and Scholars Office.
- Continue to work on thesis/creative component.
- Make sure all grades of Incomplete from previous terms have been submitted to the Registrar's Office.
- Submit a request for the final oral examination at least 3 weeks prior to the date of the examination. Provide final thesis draft to the committee 2 weeks before exam.
- Run thesis or creative component through iThenticate. Share report with your thesis/creative component major professor before your defense date.
- Defend the thesis or creative component in your final oral exam.
- Open your thesis account with ProQuest or creative component account with ISU Library Digital Repository
- Submit POS committee-approved thesis or creative component to Director of Graduate Education for format check.
- Submit your approved thesis to ProQuest or creative component to the Digital Repository.
- Attend commencement.

GRADUATE COURSE PLANNING WORKSHEET

Plan and track your progress toward degree completion using the worksheet associated with your track

REQUIREMENT	CREDIT HOURS	COURSE	TERM
JL MC 592: Intro to Graduate Study	1		
JL MC 501: Theories of Mass Communication	3		
JL MC 502: Communication Research Methods	3		
JL MC 598: Seminars in Mass Communication	3		
JL MC 503x (Advanced Quantitative) or 504x (Advanced Qualitative)	3		
Greenlee Elective	3		
Greenlee Elective	3		
Non-Greenlee Elective	3		
Non-Greenlee Elective	3		
Elective - Greenlee or Non-Greenlee	3		
JL MC 599 OR 699	4		
TOTAL HOURS	32		

Meet the Graduate Steering Committee

The Director of Graduate Education (DOGE) and two elected faculty members make up the Graduate Steering Committee, which handles all matters regarding the graduate program at the Greenlee School.

The DOGE is appointed by the Greenlee School director and serves at the discretion of the director. The DOGE supervises all aspects of the program, including recruitment of new graduate students, initial advising, approval of the Program of Study Committee (POSC) and POSC forms, graduate seminar topic selection, and scheduling of graduate courses. The DOGE is also involved in the allocation of offices, assignment of teaching and research assistantships, provision of building keys to graduate students, and other graduate program matters. The DOGE regularly consults with the Graduate Steering Committee, whose members are elected by the graduate faculty of the school to a two-year term.

All major policy issues concerning the graduate program are considered by the steering committee. Students with concerns about aspects of their graduate program may discuss them with any graduate faculty member or may take them directly to the DOGE. On the following pages, you'll see the current members of the Graduate Steering Committee, Graduate Faculty and Academic Support Team.

KELLY L. WINFREY

ASSOCIATE PROFESSOR AND DIRECTOR
OF GRADUATE EDUCATION

kwinfrey@iastate.edu

212 Hamilton Hall
515-294-8344

Ph.D., Communication Studies, University of Kansas, 2012

M.A., Communication, Missouri State University, 2007

B.A., Communication Studies, Emporia State University, 2005

Specialization: political communication, gender and social media

Dr. Winfrey's research focuses on political campaign communication, with specific focus on gender and politics. She is particularly interested in campaign messaging by female candidates targeting female voters, gender differences in political engagement, and the coverage of female candidates by the news media. Her recent research addresses the role of gender group identification in political persuasion, political talk on social media, and political advertising. Dr. Winfrey also serves as the interim director of the Women's and Gender Studies Program and is affiliated with the Carrie Chapman Catt Center for Women and Politics.

GANG (KEVIN) HAN

PROFESSOR

ghan@iastate.edu

119 Hamilton Hall

515-294-0482

Ph.D., Mass Communications, Syracuse University, 2007

M.A., Journalism, Fudan University, 2000

B.E., Economics, Nankai University, 1994

Specialization: public relations with mobile and digital media, international public relations, news framing and framing effects, mobile communication, mediated risk communication, the impact of media use on health, online public opinion, internet-based media sociology

Dr. Han is a former associate with Ogilvy Public Relations Worldwide where he worked with a number of leading multinational organizations. His teaching area covers public relations, social media, research methods, communication theory, public opinion and various mass communications courses at both undergraduate and graduate levels. He has published peer-reviewed journal articles and book chapters, 12 of which as single author, in such publications as *Mass Communication & Society*, *Asian Journal of Communication*, *American Journal of Media Psychology*, *Journalism and Communication Research Journal*, and *Journalism Studies Quarterly*.

TRACY LUCHT

ASSOCIATE PROFESSOR

tlucht@iastate.edu

201 Hamilton Hall

515-294-5235

Ph.D., Journalism and Public Communication,
University of Maryland-College Park, 2007

M.S., Journalism and Mass Communication,
Iowa State University, 2001

B.A., Journalism and Mass Communication,
Iowa State University, 1997

Specialization: women and the media,
journalism history, gender discourse

Dr. Lucht has worked for USA Today, The Washington Post and The Des Moines Register. Her research interests include the history, experiences, and representations of women in the media. She is the author of *Sylvia Porter: America's Original Personal Finance Columnist* (Syracuse University Press) and co-author of *Mad Men and Working Women: Feminist Perspectives on Historical Power, Resistance, and Otherness* (Peter Lang). Her research agenda includes investigating regional differences in the experiences of US women journalists using historical and qualitative methods.

Meet the Graduate Faculty

JAN LAUREN BOYLES

ASSOCIATE PROFESSOR

jboyles@iastate.edu
113 Hamilton Hall
515-294-0484

Ph.D., Communication, American University, 2014
M.S.J., Journalism, West Virginia University, 2006
B.S.J., News-Editorial, West Virginia University, 2003

Specialization: civic technology, data journalism, news

Jan Lauren Boyles joined Greenlee from the Pew Research Center in Washington. Boyles has previously served as a Google Journalism Fellow and as Director of Advising at West Virginia University's Reed College of Media. In 2016, she was selected as a Scripps Howard Visiting Professor in Journalism, spending two weeks in residence at The Post and Courier in Charleston, South Carolina. In 2017, she was named as a Disruptive Educator Fellow by the Tow-Knight Center for Entrepreneurial Journalism. Boyles has received the Early Achievement in Teaching Award and Graduate Student Mentoring Award from ISU's College of Liberal Arts and Sciences. She currently serves on the Board of Directors for the Association for Education in Journalism and Mass Communication (AEJMC). She is the elected chair of AEJMC's Council of Divisions. She also serves on the editorial boards of Digital Journalism and Newspaper Research Journal. A native of Fairmont, West Virginia, Boyles began her career as a newspaper journalist. Her research at ISU centers on the intersections of news, data and civic technology.

MICHAEL BUGEJA

DISTINGUISHED PROFESSOR

bugeja@iastate.edu
118 Hamilton Hall
515-294-0481

Ph.D., English, Oklahoma State University, 1985
M.S., Journalism, South Dakota State University, 1976
B.A., German, Saint Peter's College, 1974

Specialization: ethics, technology, social change

Dr. Bugeja is the author of *Interpersonal Divide in the Age of the Machine* (Oxford University Press) and former director of the Greenlee School. Before coming to Iowa State, he served as associate director of the E.W. Scripps School of Journalism at Ohio University. His teaching and interest areas include writing, ethics, and technology. A veteran of United Press International (UPI), Dr. Bugeja has written several books including two award-winning books on media ethics.

DENI CHAMBERLIN

ASSOCIATE PROFESSOR

dcham@iastate.edu

151 Hamilton Hall

515-294-1559

M.F.A., Photography, Indiana University, 2005

B.A., English and Journalism, Indiana University, 1983

Specialization: documentary photography,
visual communication

Deni Chamberlin is a photojournalist with 20 years experience in newspaper and magazine work. Most of her career was spent in Poland where she worked as a freelance photographer for the New York agency Black Star and various publications including Time Magazine, The New York Times Sunday Magazine and National Geographic. Her black-and-white documentary project about life in Poland during the last years of communism was published as the book *Miedzy Wami Polakami* in 1992. She was staff photographer at The Denver Post from 1983-87 and a member of the staff at the Fort Wayne News-Sentinel that was awarded a Pulitzer Prize in 1983. Her research interest is in the history of photo usage in the media. Her creative projects include documenting current technology and its effects on people's lives.

MICHAEL DALHSTROM

DIRECTOR AND LAS DEAN'S PROFESSOR

mfd@iastate.edu

101A Hamilton Hall

515-294-3822

Ph.D., Mass Communications and Environment and Resources, University of Wisconsin-Madison, 2008

M.A., Biophysics, Iowa State University, 2004

B.A., Journalism and Mass Communication, Iowa State University, 2002

B.S., Biophysics, Iowa State University, 2002

Specialization: science, risk and environmental communication, news and editorial, narrative studies

Dr. Dahlstrom teaches courses on the communication of science and technology topics for general audiences as well as reporting and writing for the mass media. His research interests include risk and environmental communication including the role of narrative discourse on the understanding and acceptance of science.

DANIELA DIMITROVA

PROFESSOR

danielad@iastate.edu

117 Hamilton Hall

515-294-4435

Ph.D., Mass Communication, University of Florida, 2003

M.A., Journalism and Communications,
University of Oregon, 1999

B.A., Journalism and Mass Communication,
Political Science and International Relations,
American University in Bulgaria, 1997

Specialization: international political communication,
media framing of political news, new media

Dr. Dimitrova teaches courses about the impact of communication technology on peoples and societies as well as research methods and mass communication theory. Her research interests include internet adoption and audiences, political communication, news framing, and international communication. Her work has been featured in prestigious journals such as Communication Research, Journalism & Mass Communication Quarterly, Telecommunications Policy, International Communication Gazette, and Journalism Studies. She is also the editor of Journalism and Mass Communication Quarterly. Her professional experience includes work as a web administrator, research analyst and radio news anchor.

JOEL GESKE

ASSOCIATE PROFESSOR

geske@iastate.edu

209 Hamilton Hall

515-294-4342

Ph.D., Instructional Technology,
Iowa State University, 2005

M.A., Communications Media, University
of Northern Iowa, 1982

B.A., Journalism and Mass Communication,
Iowa State University, 1978

Specialization: advertising (creative track), web and new media, visual communication, how the brain processes verbal and visual information, typography and web design

Dr. Geske has taught advertising, diversity, and women's studies classes. Before teaching he worked as an advertising manager, copywriter and associate creative director in an advertising agency. He has had several articles appear in Journal Educator and College Teaching.

JAY NEWELL

PROFESSOR, ASSOCIATE DIRECTOR

newelljj@iastate.edu

122 Hamilton Hall

515-294-3445

Ph.D., Mass Media, Michigan State University, 2003

B.A., Radio, Television, and Motion Pictures,
University of North Carolina, 1977

Specialization: advertising, new media

Dr. Newell's interest areas are in the strategic use of traditional and new media platforms for advertising traditional and new media marketing, diffusion and social use of new media and its effect on traditional media, selection of an attention to multiple media sources, and privacy issues in the new media. His dissertation addressed habit strength in the selection of new and traditional media. An experienced advertising practitioner, he has worked for Turner Network Television and Cable News Network.

ANGELA POWERS

PROFESSOR

powers@iastate.edu

148 Hamilton Hall

515-294-4342

Ph.D., Mass Media, Michigan State University, 1990

M.S., School of Communication, Illinois State University, 1980

B.A., School of Communication, Illinois State University, 1978

Specialization: entrepreneurship, media economics,
media management, source usage in media content

Dr. Powers is a specialist in media management and leadership in newsrooms and the changing media landscape. Her most recent work focuses on the organizational ecology of family-owned news media and the role of communication infrastructure and information technologies in organizational change and transformation. Her research has appeared in books such as *Leadership in the Media Industry* and journals such as *Journal of Media Economics*, *JMCQ*, and *Newspaper Research Journal*. She was a research fellow at the Jönköping International Business School of Sweden. As a Senior Fulbright Specialist Powers facilitated the first master's program in communication at Vytautas Magnus University in Lithuania.

Meet the Academic Support Team

KRIS ANGARAN

SECRETARY

krisa@iastate.edu

101 Hamilton Hall

515-294-4342

Kris Angaran maintains all undergraduate program records, assists in planning of graduate events, and keeps track of the administrative team's daily activities.

JENNIFER KILBORN

GRADUATE PROGRAM SUPPORT

jkilborn@iastate.edu

Ross Hall

515-294-2180

Jennifer Kilborn provides graduate program support for admissions, assistantships and graduation.

JULIA HUTCHCROFT

ADMINISTRATIVE ASSISTANT II

juliah2@iastate.edu

Ross Hall

515-294-4455

Sharing Knowledge

Sharing knowledge with others in the field is one of the most important aspects of scholarship. Graduate students have a number of avenues for creating and sharing knowledge with colleagues in the field. Scholarship in the form of class papers or projects may provide one or more products worth sharing. Collaborating on research with faculty members or other graduate students often leads to material that should be shared with the field. One's research, in addition to the thesis or creative component itself, may offer possibilities for reanalysis, synthesis, or repackaging in forms that would meet the needs of colleagues in the discipline.

When contemplating the creation of a scholarly paper, one should be sure that issues concerning ownership of data and scholarly material are clear. Please refer to ISU's Authorship Policy for more details. A student who has researched a topic independently, conducted their own survey and analyzed results clearly owns the data and is entitled to a single author paper entry. Generally, faculty may offer suggestions for analysis of data or theoretical orientations with no expectation of joint authorship. However, it is always safest to make sure there is an understanding before proceeding too far with a paper. In cases in which a graduate student is hired by a professor to work on a research project, the project and professor generally "owns" the data. Although in many cases the professor or project staff will be happy to have a graduate student carve out an area of the research for a thesis, paper or journal article, most projects have rules about co-authorship.

A thesis is to be an independent work of the student and may not be co-authored or jointly produced. However, papers or journal articles produced by projects are often co-authored, since members of the research team may all make contributions. Before deciding to produce a paper or journal article based on data from a project, the student should consult with the project leader and team members concerning co-authoring rules and responsibilities. Opportunities for scholarship are described in the next sections.

When working on scholarly research, be sure to obtain prior proper approvals from ISU's IRB if human subjects are involved in the project.

SCHOOL RESEARCH SEMINARS

The Greenlee School holds several research seminars each semester that provide an opportunity for faculty and graduate students to present their research, scholarship, and creative work. Presentations often focus on completed research, but in some cases they have focused on theory development, methodology, or other aspects of scholarship. In some cases, the purpose of the presentation may be to encourage faculty/student reaction and input into an ongoing activity. In other cases, it is simply to share knowledge. Contact the graduate director if you are interested in making a presentation.

PAPERS AT SCIENTIFIC CONFERENCES

Graduate students are eligible to submit papers to a number of regional, national, or international communication associations. Papers must contain original research reports that have not already appeared elsewhere. This does not preclude writing more than one paper on a given topic, but each paper must be distinctively different, perhaps in its method of analysis or theory base.

Some associations, such as the Association for Education in Journalism and Mass Communication (AEJMC), require that the entire completed paper be submitted by the deadline. Other organizations may require that only an abstract of the paper be submitted, with the full paper to be completed and distributed at the meeting. Often, one does not need to be a member of the organization at the time the submission is made. However, it is often a requirement to present the paper at an organization's professional meeting.

Papers are often refereed, meaning several judges review each paper and select only the best for presentation at the meeting. At the Association for Education in Journalism and Mass Communication, acceptance rates for papers are 50 percent, on average, depending on the targeted division. Some organizations offer special entry classifications for papers that were written solely by a graduate student or students. Others require that all papers be judged equally. Typically, papers that are submitted will receive comments from the judges who reviewed them. When a student is notified that a paper has been accepted for presentation at a meeting, information is often provided concerning the length and form of the presentation.

A standard form of presentation would be at a research session in which three or four authors might make 8-12 minute presentations followed by comments by a respondent and questions from the audience. Recently, poster (or scholar-to-scholar) sessions have become popular. At these sessions, a number of authors (sometimes 40 or more) set up displays in a large room or exhibit area. The audience wanders around the room visiting with specific authors about their research, allowing the audience member to speak directly with an author.

AEJMC and other associations have also begun to make papers available online. At the time an author is informed that their paper has been accepted, the author is also asked for permission to place the paper on another online database.

Students interested in submitting papers to professional association competitions may seek advice from their adviser or major professor concerning the best outlet for their scholarship. When a paper is accepted for presentation, a student may submit a request for partial funding to offset the financial cost of presentation. Applications are available on the Graduate Funding page on Greenlee's website. However, it is important to note that funding is never guaranteed.

JOURNAL ARTICLES

A valuable reference for any graduate student contemplating submission of a research report to a journal is *The Iowa Guide: Scholarly Journals in Mass Communication and Related Fields* (Ninth Edition, compiled by Carolyn Steward Dyer and Ana C. Gatner). The guide provides information about 128 journals in journalism, communication, and speech. For each, it indicates the focus of the journal its organizational affiliation if any, its target audience, circulation, frequency of publication, review method, turnaround time for reviews, acceptance rate, preferred length, and address of the editor.

Refereed journal articles vary widely in quality and topic. However, they are considered to be one important indicator of the quality of scholarship. The more prestigious the journal, the higher the evaluation of the scholarship by the author. Thus, graduate students who publish in journals often gain an advantage over those who do not when seeking jobs in academia.

A student who has had a scholarly paper accepted may submit a similar version of the same work to a journal. However one should never submit the same journal article to more than one journal at a time. Instead, submit to one's first choice and await the response. If unfavorable, modify and submit to the second choice, etc.

Many times a reviewed article comes back with request for substantial changes in theory, methodology, or analysis. Read the letter from the editor carefully. It may indicate that the submission was rejected and that the decision will not be reconsidered. However, more commonly, it will be rejected with specific comments about how changes might improve it. In these cases, the author is invited to make the changes and resubmit the article for publication. It is very uncommon for an article to be accepted with no changes. Once accepted by a journal, the author may indicate on a resume that the article has been "accepted for publication." When the date, volume, or issue become known this information should be added. A student should never list a journal article when it has only been submitted for consideration unless this is carefully noted.

PROFESSIONAL COMMUNICATION ASSOCIATIONS

Professional communication associations offer graduate students an opportunity to learn more about programs at other schools, meet faculty, and participate in the intellectual life of the field. Those who plan careers in academia are strongly encouraged to join an academic professional association. Those who

plan professional careers should join a journalistic or communication professional association.

Each of these organizations listed offers graduate students a different avenue to explore areas of specialization within the broad field of journalism and communication. Some of these academic and/or professional associations are listed on the following pages:

Association for Education in Journalism and Mass Communication (AEJMC) www.aejmc.org

This organization represents departments, schools, and colleges of journalism and communication. It includes 3,700 individuals, most of whom teach in journalism/ communication, and has specialized interest groups in theory and methodology, public relations, advertising, science communication, information technology, broadcast, history, law, etc. A convention is held each year. Paper submission deadline for the convention is April 1 each year. Graduate students in journalism and mass communication are eligible for regular membership. Dues entitle student members to issues of *Journalism & Mass Communication Quarterly*, *Journalism & Mass Communication Educator*, *Journalism & Communication Monographs*, *Journalism & Mass Communication Director* and *AEJMC News*.

Association for Communication Excellence in Agriculture, Natural Resources, and Life and Human Sciences www.aceweb.org

This organization represents faculty who teach agricultural or rural communication, extension communicators and others who work in agricultural or rural communication and development. The organization holds an annual convention. There is a research special interest group that conducts a refereed paper competition. The association publishes a research journal, the *Journal of Applied Communications*, which comes with membership.

International Communication Association (ICA) icahdq.org

The International Communication Association brings together over 4,300 academics and other professionals whose interests focus on human communication. Through its divisions and interest groups, it promotes the systematic study of communication theories, processes, and skills. An annual convention is held each year. Paper submission deadline for the convention is November 1 each year. Every two years, the convention is held outside the United States.

National Communication Association (NCA) natcom.org

This association, with 7,100 members, promotes the study, criticism, research teaching, and application of the artistic, humanistic, and scientific principles of communication.

American Association for Public Opinion Research (AAPOR) www.aapor.org

This organization specializes in research dealing with public opinion and holds an annual convention with research paper presentations.

Broadcast Education Association (BEA) www.beaweb.org

The Broadcast Education Association is the professional association for professors, industry professionals, and graduate students who are interested in teaching and research related to electronic media and multimedia enterprises. There are currently more than 1,400 individual and institutional members. BEA has membership categories for individual faculty, individual students, academic institutions, industry professionals, and state broadcast associations. For individual faculty and students, membership comes with a lower convention registration fee and membership in up to four BEA interest divisions. Graduate student membership also comes with subscriptions to the association's academic journals, the *Journal of Broadcasting and Electronic Media* and the *Journal of Radio Studies*.

Radio-Television News Directors Association (RTDNA)

www.rtdna.org

The Radio Television News Directors Association is the world's largest professional organization devoted exclusively to electronic journalism. RTNDA represents local and network news executives in broadcasting, cable and other electronic media in more than 30 countries.

RTNDA members benefit from publications, training, advocacy, and many opportunities to meet with and learn from colleagues. Membership entitles students to a subscription to *Communicator*, RTNDA's award-winning monthly magazine. The magazine offers in-depth features on technological advances and innovative newsroom practices. Each issue features late-breaking news, industry issues and trends. RTNDA members receive discounted registration fees for their annual meeting, which features nationally recognized speakers, panel discussions, sessions, and a large exhibition.

RTNDA is also an advocate on the national and local levels to preserve First Amendment freedoms, lead the fight for electronic access to courtrooms, oppose government efforts to control program content, and address important ethical issues facing the industry. RTNDA membership guarantees access to the latest industry research—tracking trends in news profitability, Internet use, newsroom salaries, newsroom staffing, women and minorities in the newsroom, habits of the local television news audience, and radio usage.

Beyond the Master's Degree

Graduate students at the Greenlee School come from a variety of academic and professional backgrounds and have varied career interests and goals. Although it is not possible to address all possible career goals, this section is designed to provide advice for students in several typical career paths.

ADVANCE TO A PH.D. PROGRAM

The Greenlee School does not offer a Ph.D. degree. However, each year about one-third of our students advance from our program to a doctoral program. Those who believe that they might be interested in a Ph.D. program should plan their graduate experience at Iowa State carefully with this in mind. Here are some suggestions:

In most cases, take one or more statistics courses as part of your program. Iowa State University has a high-quality statistics department, and virtually all Ph.D. programs require a year or more of statistics. Demonstration of competence in statistics will often be seen as a "plus" by Ph.D. admissions committees and may also help land an assistantship.

Avoid taking special topics courses or other courses that might not transfer to the Ph.D. program institution. This would include internships, special seminars, and other courses without a clear title or course description.

Strive to obtain an assistantship that will provide experience that might help secure an assistantship at the Ph.D. institution. Excellent work experience, good teaching skills and experience, or a good research assistantship experience are all helpful.

The top Ph.D. programs will be expecting high scores so carefully review GRE scores and consider retaking the examination if necessary. Experience shows that the GRE score can be increased by carefully studying GRE training manuals and taking practice tests.

Strive to submit papers to at least one or more scholarly associations or journals. Students who have been peer-reviewed successfully are much more likely to be admitted to a Ph.D. program because they have shown that they can produce scholarly work.

Study Ph.D. programs, talk to faculty about selection, and target several programs in advance. Make contact with professors at these programs, visit them, and learn about them. Learn about the individual research interests of faculty at these institutions, and strive to locate specific individuals with whom you would like to work.

TEACHING CAREER

About 20 percent of our graduates indicate that they are interested in teaching in journalism or communication after graduation. Students with this interest should strive to find opportunities to teach while in the program. This will provide valuable work experience and a track record for future employers that proves you can teach and have taught successfully.

Those who are contemplating teaching at the university level should seriously consider obtaining a Ph.D. degree. Although some institutions hire M.S. faculty with significant professional experience, the trend is toward requiring the Ph.D. at most major universities. Community colleges hire those with an M.S. degree plus some professional experience.

Another option is becoming a college media adviser.

Other tips for those who are interested in teaching include:

- Join a professional communication education association such as the Association for Education in Journalism and Mass Communication, National Communication Association, or Association for Communication Excellence. These associations often produce materials useful for teachers, and they are also often involved in accreditation activities.
- Read *Journalism and Mass Communication Educator* or other publications about good teaching. Many of these can be found for free at various websites.
- Attend university seminars and workshops offered by the Center for Excellence in Learning and Teaching. These are free and are announced in advance in Inside Iowa State.
- Consider a thesis topic that relates to the improvement of teaching in some respect.

PROFESSIONAL EMPLOYMENT

Typically, about 40 percent of our graduates obtain positions as communication specialists or strategists with corporations, universities, or non-governmental organizations. Another 10 percent obtain positions directly with the mass media. Those who will be seeking professional employment following graduation should monitor job announcements and the placement service operated by the College of Liberal Arts and Sciences. Students lacking substantial professional communication experience should consider adding an internship to their graduate program. Most journalism jobs give priority to those who have significant professional experience.

Strive to match qualifications desired by employers for good jobs. Many higher-level positions are strategic in nature – they include a strong component of communication management, campaign design, and evaluation. Experience in these areas may improve your chances of qualifying for these positions.

In general, build upon the strengths that you already possess. If you possess valuable international credentials, search for companies and jobs that reflect your assets. If you have newspaper reporting experience, use that as a base to build toward a higher-level newspaper position or to transfer to other areas that look favorably on prior professional reporting experience. Many jobs in public relations, for example, are seeking individuals with two or more years of professional reporting or similar experience.

Diversity in the Greenlee School

"Iowa State celebrates and advances diversity by creating a safe place in which people can express themselves freely and share their unique talents. This diversity of talents enriches our campus by fueling creativity, innovation, and success."

"Diversity encompasses acceptance and respect by fostering an environment of inclusion that moves beyond simple tolerance to recognizing the richness in the individual identities of people."

"Diversity, therefore, is an active process that requires our continuous dedication in order to meet the needs of present and future generations of students, faculty, and staff."

"Diversity is an active process that requires our continuous dedication."

Members of the Greenlee School of Journalism and Communication live by these words in their commitment to diversity within the school and the wider community. Dr. Joel Geske, associate professor in the Greenlee School, was a member of the team that wrote and conducted research on that definition. It reflects a shared understanding that plans are necessary; discussions help people understand; and actions get results.

Iowa has the dubious distinction of being one of the most homogeneous states in the nation. Thus, the Greenlee School feels a special responsibility to prepare its students to meet the challenges of responsible citizenship and effective careers in a culturally diverse global community. Faculty and staff are committed to helping students report, write, communicate, and thrive in a multicultural society.

As a land-grant institution, Iowa State University draws students from rural areas. Many of them have not been exposed to the rich mix of cultures, gender identities, sexual orientations, and life experiences they will encounter once they enter their careers.

This emphasis on attracting – and valuing – students of varied national and ethnic backgrounds matches Greenlee's vision of global diversity.

- Climate: At Greenlee, we believe students must be immersed in a climate of inclusion to help them understand a multicultural world.
- Institutional support: At Greenlee, we believe faculty must be active in teaching, research, and service that foster diversity and global awareness.
- Recruitment and retention: At Greenlee, we believe our faculty must reflect a multicultural world.

Additional Resources

DEAN OF STUDENTS OFFICE

1010 Student Services
Ames, IA
515-294-1020
<https://www.dso.iastate.edu/>

The Dean of Students Office at Iowa State University supports student-centered learning through personal, community and academic development culminating in a transformative learning experience.

DEPARTMENT OF PUBLIC SAFETY

Amory Building Room 55
Ames, IA
515-294-4428
<https://www.dps.iastate.edu/>

The Department of Public Safety at Iowa State University is a team of law enforcement and parking professionals working in partnership with the university community to improve the quality of life by enhancing safety, personal security, and campus access services for students, faculty, staff, and visitors. If you witness any suspicious activity, please call the department immediately at (515) 294-4428; in the event of an emergency, dial 9-1-1.

OFFICE OF STUDENT FINANCIAL AID

0210 Beadshear Hall
Ames, IA
515-294-2223
<https://www.financialaid.iastate.edu/>

OFFICE OF THE REGISTRAR

214 Enrollment Services Center
Ames, IA
515-294-1840
<https://www.registrar.iastate.edu/>

OFFICE OF RESPONSIBLE RESEARCH

1138 Pearson Hall
Ames, IA
515-294-1516
<https://www.compliance.iastate.edu/>