

Graduate Handbook

Fall 2020

**University of Arizona
Department of Communication**

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Disclaimer: You are a student at the University of Arizona. Hence, you are subject to all of the policies and procedures of the University of Arizona graduate college, registrar's office, bursar's office, police department, and so forth. We cannot list all of those policies here, but they are on the relevant websites. Before you do anything unusual (adding classes late in the semester, protesting a campus ordinance, telling a student to appeal a grade) you should check the relevant campus policies. Failure to do so could, for instance, cost you money. We do our best to keep this handbook up to date with UofA policies. However, if anything in this handbook appears to conflict with a UofA campus-level policy, chances are the campus policy will win. Please let us know if you find any such inconsistencies.

I. THE DEPARTMENT OF COMMUNICATION

The Department of Communication at the University of Arizona offers advanced study leading to the M.A. or the Ph.D. degree. Currently the department serves approximately 30 graduate students and more than 1,000 undergraduate students. The department's strong commitment to quality teaching and research has earned the program national recognition and won its faculty and graduate students numerous research and teaching awards.

The M.A. degree in communication prepares students for the pursuit of the Ph.D., for work in an academic/educational setting, or for work in the private sector.

The Ph.D. is a research degree that develops students' research expertise in their chosen area of study, leading to careers in teaching and research-related specialties.

Concentrations of Study

The department offers a broad range of coursework and educational research opportunities, with specializations in interpersonal, media, and health. The faculty in the department focus on the following:

| <i>Communication Processes...</i> | <i>in Communication Contexts...</i> | <i>using Communication Methods</i> |
|--|---|------------------------------------|
| • Social influence and argumentation | • Health | • Experiment |
| • Message effects | • Mass media | • Survey |
| • Nonverbal and discourse processes | • Social media | • Dyadic interaction analysis |
| • Information processing | • New technology | • Content analysis |
| • Deception | • Small group | • Meta-analysis |
| • Conflict management | • Political | • Interviews/focus groups |
| • Social cognition and person perception | • Marital, family and close relationships | • Grounded theory |
| • Relationship development and decline | • Intercultural/intergroup | • Observation |
| • Stereotyping and identity | • Organizations | |
| • Communication and aging | • Communication networks | |

Expected Learning Outcomes for UA Communication Graduate Programs:

1. **Apply:** Apply empirical research methods in communication to specific scientific questions with appropriate methods.
2. **Produce:** Produce rigorous empirical research and effectively present the research in both oral and written forms.
3. **Demonstrate:** Demonstrate deep understanding of the major communication theories, their associated empirical literatures in at least two areas of the discipline (i.e., interpersonal, mass, social influence, health), and develop hypotheses or research questions based on those theories.
4. **Teach:** Teach college-level communication classes in an expert and fully professional manner.*

*does not apply to the Accelerated Master's Program.

Communication Faculty

JENNIFER STEVENS AUBREY (Ph.D., University of Michigan), *Associate Professor of Communication & Director of Graduate Studies*. Media effects, adolescence and childhood.

LEILA BIGHASH (Ph.D., University of Southern California), *Assistant Professor of Communication*. Organizational communication, communication and technology, communication networks.

JOSEPH BONITO (Ph.D., University of Illinois), *Professor of Communication*. Small group communication, computer-mediated communication, language and social interaction, research methods.

CAROLYN SMITH CASERTANO (M.A., Gonzaga University), *Professor of Practice*. Public relations.

KORY FLOYD (Ph.D., University of Arizona), *Professor of Communication*. Interpersonal communication, relational communication, affection.

JAKE HARWOOD (Ph.D., University of California, Santa Barbara), *Professor of Communication*. Intergroup communication, communication and aging, communication and music, research methods.

SUSAN HOLLAND (MA, Gonzaga University; MA, University of San Francisco), *Professor of Practice*. Public relations.

KATE KENSKI (Ph.D., University of Pennsylvania), *Professor of Communication*. Political communication, social influence, media, research methods, public opinion.

DAM HEE KIM (Ph.D., University of Michigan), *Assistant Professor of Communication*. New media and politics, engagement with news and entertainment content on social media, strategies in the media industry.

MATTHEW LAPIERRE (Ph.D., University of Pennsylvania), *Assistant Professor of Communication*. Health communication, children and media, media effects, persuasion.

RAIN WUYU LIU (Ph.D., Michigan State University), *Assistant Professor of Communication*. Public relations, intercultural communication, interpersonal communication, persuasion, research methods, communication campaigns.

MARGARET PITTS (Ph.D., Pennsylvania State University), *Associate Professor of Communication, Associate Dean of Graduate College*. Interpersonal communication, intercultural communication, qualitative research methods.

STEVE RAINS (Ph.D., University of Texas at Austin), *Professor of Communication*. Communication technology, health communication.

CHRIS SEGRIN (Ph.D., University of Wisconsin), *Professor of Communication, Department Head*. Social skills and mental health problems, family communication, nonverbal communication, research methods.

PATRICIA SIAS (Ph.D., University of Texas, Austin), *Professor of Communication*. Workplace relationships, communication and leadership, organizational communication.

KYLE TUSING (Ph.D., University of Wisconsin), *Professor of Communication & Director of Undergraduate Studies*. Relational communication, social influence.

BO YANG (Ph.D., University of Maryland), *Assistant Professor of Communication*. Health communication, media effects, persuasion, social influence, risk communication, communication campaigns, research methods.

Department Faculty Affiliates

MELISSA CURRAN (Ph.D., University of Texas at Austin), *Associate Professor of Family Studies*. Attachment, family systems, interdependence, and commitment theories; adult romantic relationships and families; impact of illness on romantic and family relationships.

JEFF GREENBERG (Ph.D., University of Kansas), *Professor of Psychology*. Attribution processes, self-focused attention, emotions, cognitive dissonance.

MATTHIAS MEHL (Ph.D., University of Texas at Austin), *Professor of Psychology*. Social and personality psychology; naturalistic person-environment interactions, social interactions, coping, and health; research methods.

II. ACCELERATED MASTER'S DEGREE

The Accelerated MA Program (AMP) in Communication is designed to enable outstanding University of Arizona undergraduates to complete both the B.A. and M.A. in Communication in five years of study. This program is intended for students interested in enhancing their skill set and competitiveness on the job market and/or in admission to professional graduate programs (e.g., law school). The accelerated program is not ideal for students wanting to pursue research careers, entry into research-based PhD programs, or teaching experience. For those students we recommend our two-year MA degree program.

AMP Standards and Requirements

Eligibility:

- Completion of a minimum of 75 undergraduate credit hours is required at the time of application; a minimum of 90 undergraduate credit hours of enrollment is required at the time of entry into the AMP. If the student's GPA falls below 3.3 at the time they have completed 90 units, the student will not be admitted into the program. Courses taken for audit may not be included in the total number of units counted for eligibility or admission. (Note: Students must maintain a minimum GPA of 3.0 in graduate coursework).
- A minimum cumulative GPA of 3.3 on a minimum of 12 units of undergraduate BA in Communication.
- Completion of at least 12 earned undergraduate credits in their major at the University of Arizona's main campus. Units still graded Incomplete, units graded Pass/Fail or units taken as audit will not count toward the requirement of the 12 undergraduate units.
- Completion or near completion of general education requirements.
- Submission of a graduate application and payment of a graduate application fee.
- Demonstration of the maturity necessary for success in an accelerated, highly competitive program.
- Expectation to complete the undergraduate degree within four years. The undergraduate degree requirements must be completed before the student is eligible to be admitted to the graduate college (which happens at the end of the first year).

AMP Degree & Tuition Policies

- Students will be considered undergraduates until they complete their undergraduate requirements, which should be no later than the end of the fourth year.
- Students entering with Advanced Placement Credit and/or who attend summer school may complete their Bachelor's degree in the junior year.
- Students must complete at least 12 of their graduate credits while in graduate status.
- During years 1-3 (or approximately 0-90 credits) students will be taking undergraduate coursework and charged at the undergraduate rate.
- Once admitted to AMP, during the senior (or transition year), students may take up to 12 units of graduate coursework which may apply toward both the Bachelor's and the Master's degrees. Students will be charged at the undergraduate rate and retain eligibility for undergraduate scholarships.

- Students classified as seniors who have not yet completed a bachelor's degree may enroll in 500-level courses following the Graduate Credit for Seniors Policy. Courses numbered at the 600, 700 and 900 levels are not open to undergraduates.
- After completion of all Bachelor's requirements, students will be granted graduate status, be charged at the graduate rate, and be eligible for graduate assistantships. The student won't be eligible to graduate nor will they be eligible for assistantships until all Bachelors' requirements are completed. While an undergraduate, students are required to keep their graduate coursework cumulative GPA at 3.0, or higher if required by the graduate degree offering unit, to be admitted to the Master's program.
- In April of the senior year, the student will be evaluated by advisor and graduate course instructors for their recommendation on whether the student should be admitted to the graduate college. This will happen before the student is admitted to the Master's program.
- Should a student have completed 12 graduate credits, but not yet completed the undergraduate degree, they will be considered graduate for financial aid and tuition purposes and coded as 'graduate' in UAccess. They will no longer be eligible for undergraduate scholarships, nor will they be eligible for graduate assistantships.
- At least 12 graduate credits must be taken while in graduate status, after completing all degree requirements for the Bachelor's.
- Students should be encouraged to complete their undergraduate requirements as soon as possible, but not later than one semester before receiving their Master's degree. Students finishing their undergraduate requirements later than one semester before receiving their Master's degree will no longer be eligible for undergraduate scholarships, nor will they be eligible for graduate assistantships. Neither degree will be awarded until the undergraduate requirements are completed along with the Master's requirements.

Advisor: AMP students will be assigned a graduate advisor upon being accepted in the program. AMP advisors provide guidance about which graduate courses to take and sign the Undergraduate Enrollment in Graduate Courses form (<https://grad.arizona.edu/forms/gsas>) to enroll in 500-level courses during the student's senior year. AMPs should request signatures for the enrollment form when the enrollment period opens. The advisor will also give a recommendation to the director of graduate studies as to whether the student should be admitted to the master's degree program in their fifth year.

Course Requirements

- 1) Core Courses: All students must complete all *three* of the following core courses.
 - 500: Introduction to Graduate Studies in Communication
 - 561: Research Methodologies I
 - 571: Research Methodologies II
- 2) Theory Courses: All students must complete at least *two* of following theory seminars but may take additional theory courses as electives.
 - 609: Mass Communication Theory
 - 610: Interpersonal Theory
 - 620: Theories of Social Influence
 - 669: Health Communication Theory
- 3) Comprehensive Exams: During the last semester of their program, AMP students will enroll in 1 credit of COMM 599 (comprehensive exams).

- 4) Electives: Remaining units are to be fulfilled by electives approved by the committee.
 - Only 3 units of independent study can be counted toward the 34 unit minimum upon advisor’s approval.
 - Students may take up to 3 elective units outside the department upon advisor’s approval.

Plan of Study Requirements

All coursework must be approved by the advisor by the end of the second semester. At this time, students are to prepare a “Plan of Study” form and submit to Graduate Student Academic Services (GSAS) through GradPath, using a link found on the UAccess Student Center. Only coursework *required* for the degree should be listed on the “Plan of Study” form (see Appendix A for Communication Course Rotation). The Plan of Study form will be routed to the department’s graduate program coordinator first, then to student’s advisor and Director of Graduate Studies for approval, before receiving final approval by Graduate Student Academic Services. Once approved by all approvers, the student receives a notification email from GSAS. If changes occur after Plan of Study has been submitted and approved, student must submit new Plan of Study to Graduate College. Resources for navigating the GradPath system are available here: <https://grad.arizona.edu/gsas/gradpath/gradpath-videos>.

AMP Comprehensive Exam & Committee

AMP students will take a common exam during a scheduled examination period along with M.A. students on the non-thesis track. The comprehensive exams include both a written and an oral portion. There will be one comprehensive examination committee each year comprised of the members of the department graduate committee and possibly other outside members (at the graduate committee’s discretion).

After the Plan of Study is approved and before student defends comprehensive exams, a “**Master’s/Specialist Committee Appointment Form**” form must be submitted to GSAS via GradPath. This should occur no later than the first three weeks of the fall semester in the student’s second year in the MA program. This form is routed to the department’s graduate studies director and then directly to GSAS. Once the advisor and committee composition paperwork has been submitted and approved, any change in the committee requires the approval of the advisor and the involved faculty, or a majority of the committee and the Director of Graduate Studies. Students should consult with the Director of Graduate Studies if they are experiencing problems or are seeking an alternative advisor. Changes in committee composition will require student to submit new Master’s/Specialist Committee Appointment Form to Graduate College.

Written Exams

- Written exams take place over a 2-week period and are written “in-house” (i.e., exams will take place in a designated room on campus with a departmental laptop and are administered by the Graduate Program Coordinator in most cases). Students will receive their questions in advance in order to prepare, but will not be allowed to bring any materials into the exam room. The exact dates and schedule will vary year to year, but an example timeline for the written comps appears below. Each “in-house” exam is 2 hours long. All M.A. students take their written exams at the same time. If a student fails any portion of the written exam, a second exam will be scheduled at the discretion of the comprehensive examination committee.

| Written Exam | Student Receives Question | In-house Exam Date |
|-------------------------------|--------------------------------------|-------------------------------------|
| Research Methods & Statistics | First Monday after Spring Recess | First Wednesday after Spring Recess |
| Theory | First Friday after Spring Recess | Second Monday after Spring Recess |
| Elective | Second Wednesday after Spring Recess | Second Friday after Spring Recess |

Oral Exam

- If the student passes the written exams, the oral exam will take place approximately 3 weeks after the conclusion of the final written exam. All M.A. students and the comps committee members will meet for oral exams on one single day.

- One student will be invited into the exam room at a time. The comps committee will direct general questions to that student in the areas of research methods and statistics, theory, and an elective topic. The comps committee will question the student about the written exams.
- Upon concluding the oral exam, the student will leave the room and the next student will be invited in for the same procedure. Students should expect to be in the exam room for approximately 60 minutes.
- Once all of the students have completed the oral exam, the comps committee will discuss the results of the exam and will inform the students.
- If a student fails any portion of the oral exam, a second exam will be scheduled at the discretion of the comprehensive examination committee.
- Oral exams are comprehensive. Students might be asked to explain or expand an answer provided in the written exams, but students will also be asked new questions in the core areas to determine mastery.

Procedures and Preparation for Written and Oral Comprehensive Exam

- Toward the end of the fall semester, students will submit their list of graduate courses taken to the Graduate Program Coordinator to determine the topics of the comprehensive exams. In all cases, the comprehensive exams will include COMM 561 and COMM 571, one theory course, and one elective/theory content area. The comps committee will inform students what courses will be covered in the examination.
- Comprehensive exams will be scheduled during the second semester of the second year.
- M.A. students will take a common written exam over the period of two weeks at a time and place determined by the graduate program coordinator. Each exam will typically consist of approximately 1-3 questions to be completed within a 2-hour period. The graduate faculty will submit questions in their areas of expertise. The comps committee will select questions from the pool. Students will be given their questions in advance.
 - Students MAY NOT discuss exam questions or answers with other students during the two-week examination period.
 - Students MAY NOT bring any materials with them to the exam.
- Students will turn in their completed exams to the graduate coordinator, who will distribute them to the appropriate evaluation committee at the conclusion of each exam via email.
- To prepare for the written comprehensive exam, students should study readings, notes, and coursework in the comps topic areas. The reading lists for the comprehensive examination will be the syllabi for the classes identified. For example, for the methods exam, the syllabi for COMM 561 and 571 will serve as the reading list.
- Written responses will be evaluated on a pass/fail basis. The M.A. comps committee will grade students' exams. Any disagreement over a grade will be settled and determined by that committee. The committee must supply their evaluations to the student's advisor and to the graduate coordinator within two business weeks after the last exam. The student will be notified of results within 3 business days of the committee submitting their evaluations.
- Comps committee members might provide written feedback to students. Students should use that feedback to assist them in preparing for the oral exam.
- Failure in any area requires re-examination on new questions in the area. Comps committee members are encouraged to return a decision on a re-examination no later than two weeks after the completion of the exam. Results of the second examination are final.
- Comps committee members' copies of the student's written exam (with written comments or otherwise) will not be returned to the student. Written exams will be kept on file for a period of one year after the completion of the defense. After one year, exams will be destroyed.
- In the event of a failing grade on the oral exam, the examining committee has the option of recommending re-examination or voting not to recommend a re-examination. The latter decision terminates the student's program of study. Results of the second examination are final.
- Upon successful defense of comprehensive exams and completion of all degree requirements (including all required courses) the department's program coordinator submits MA completion confirmation to GSAS.

- In the event that the full comprehensive examination committee cannot be present at the oral defense, the Director of Graduate Studies and Graduate College must be consulted.

Summary AMP Unit Distribution

| Requirement | Units |
|--|--------------|
| A Departmental Core (500, 561, 571) | 9 |
| B Required Theory Courses (609, 610, 620, or 669) | 6 |
| C Electives | 18 |
| D Comprehensive Exam Prep (599) | 1 |
| TOTAL | 34 |

| | | |
|--|------------|---|
| Required Core Courses <ul style="list-style-type: none"> • 500: Introduction to Graduate Studies in Communication • 561: Research Methods I • 571: Research Methods II | 9 credits | total of 34 credits required minimum overall graduate level GPA 3.0 minimum overall undergraduate level GPA 3.3 1 graduate course outside of Communication can count toward degree |
| Theory Courses (selected from COMM 609, 610, 620, and 669; one course is offered per semester, and students must take both courses offered in the second year of their program; one in Fall and one in Spring) | 6 credits | |
| Communication Electives (up to 3 credit hours of electives can be graduate level courses from outside of the Communication department; courses must be pre-approved by advisor) | 18 credits | |
| Comprehensive Exam Prep (Comm 599) | 1 credit | |
| TOTAL | 34 | |

Sample AMP Timeline

| Semester | Courses/Units Taken |
|--|---|
| Semester 1 (undergraduate senior year) | <u>6 credits</u> : 500, 561 |
| Semester 2 (undergraduate senior year) | <u>6 credits</u> : 571, 500-level elective Faculty evaluations, recommendation to graduate college |
| Semester 3 (graduate year) | <u>12 credits</u> : electives and theory class |
| Semester 4 (graduate year) | <u>9 credits</u> : electives and theory class <u>1 credit</u> : comprehensive exams (Comm 599) |
| Total | 34 credits |

These courses also count toward the undergraduate degree and are taken during the undergraduate senior year

III. MASTER'S OF ARTS DEGREE

The M.A. degree offers training in communication theory and research that can serve as a foundation to achieve a variety of career objectives. Students who wish to earn an M.A. in communication may pursue either a thesis option or a non-thesis option. The thesis option prepares students to seek placement in highly competitive Ph.D. programs in communication, including our own. This option emphasizes theory, research design, problem conceptualization, research methodologies, and the ability to conduct empirical research; culminating in the M.A. thesis. The non-thesis option (while emphasizing the same content areas as the thesis option) is designed to provide students with the communication-based background necessary for advanced professional performance in such areas as business, media, government, or in teaching at the community college level. This option culminates in a final written and oral comprehensive exam (comps).

M.A. Standards and Requirements

Advisor: Faculty must have at least a .51 appointment in Communication in order to advise a thesis in the Department. Faculty who have at least a .49 appointment in Communication or in another unit with an adjunct or joint appointment in Communication may co-advise a thesis in Communication if the other co-advisor has at least a .51 appointment in Communication. Advisors may be changed based on discussion between the student, the current advisor, and the potential future advisor.

Coursework: Program of Study: M.A. students electing either the thesis or non-thesis route must successfully complete a minimum of 34 units (of core, theory, electives, and research team) to achieve the degree. A minimum GPA of 3.0 is required. Courses with grades of 'C' or lower do not count toward the degree. All coursework must be approved by the advisor by the end of the second semester. At this time, students are to prepare a "Plan of Study" form and submit to Graduate Student Academic Services (GSAS) through GradPath, using a link found on the UAccess Student Center. Only coursework *required* for the degree should be listed on the "Plan of Study" form (see Appendix A for Communication Course Rotation). The Plan of Study form will be routed to the department's graduate program coordinator first, then to student's advisor and Director of Graduate Studies for approval, before receiving final approval by Graduate Student Academic Services. Once approved by all approvers, the student receives a notification email from GSAS. If changes occur after Plan of Study has been submitted and approved, student must submit new Plan of Study to Graduate College. Resources for navigating the GradPath system are available here: <https://grad.arizona.edu/gsas/gradpath/gradpath-videos>.

Course Requirements

- 1) Core Courses: All students must complete all *three* of the following core courses.
 - a. 500: Introduction to Graduate Studies in Communication
 - b. 561: Research Methodologies I
 - c. 571: Research Methodologies II
- 2) Theory Courses: All students must complete *two* of following theory seminars but may take additional theory courses as electives.
 - 609: Mass Communication Theory
 - 610: Interpersonal Theory
 - 620: Theories of Social Influence
 - 669: Health Communication Theory
- 3) Research Team: All M.A. students must participate on a research team (COMM 900) for one credit per semester (see Research & Teaching section of this handbook). Exactly 4 research team credits are required for the degree.
- 4) Electives: Remaining units are to be fulfilled by electives approved by the committee.

- Only 3 units of independent study can be counted toward the 34 unit minimum.
- Thesis students should enroll in 3 units of thesis credits toward the 34 unit minimum. The 3 thesis units will involve more time and intellectual investment than 3 units of regular coursework.
- Students may take up to 3 elective units outside the department.
- Additional electives may be taken beyond the minimum degree requirement.

M.A. Committee (Thesis Option)

The M.A. committee should consist of the advisor and at least two additional faculty members from the department. A minimum of two of these three people must be voting members of the Communication Department faculty. After the Plan of Study is approved and before student defends thesis or comprehensive exams, a “Master’s/Specialist Committee Appointment Form” form must be submitted to GSAS via GradPath. This should occur no later than the first three weeks of the fall semester in the student’s second year in the MA program. This form is routed to the department’s graduate coordinator and then directly to GSAS.

- Once the advisor and committee composition paperwork has been submitted and approved, any change in the committee requires the approval of the advisor and the involved faculty, or a majority of the committee and the Director of Graduate Studies. Students should consult with the Director of Graduate Studies if they are experiencing problems or are seeking an alternative advisor. Changes in committee composition will require student to submit a new Master’s/Specialist Committee Appointment Form to Graduate College.

M.A. Comprehensive Exam & Committee (Non-thesis Option)

The M.A. committee should consist of the advisor and at least two additional faculty members from the department. These three faculty members will write the questions for the exams. A minimum of two of these three people must be voting members of the Communication Department faculty. After the Plan of Study is approved and before student defends thesis or comprehensive exams, a “Master’s/Specialist Committee Appointment Form” form must be submitted to GSAS via GradPath.

M.A. students pursuing the non-thesis option will take their comprehensive exams during a scheduled examination period. The comprehensive exams include both a written and an oral portion. There will be one comprehensive examination committee each year to be determined in conjunction with the graduate committee.

Written Exams

- Written exams take place over a 2-week period and are written “in-house” (i.e., exams will take place in a designated room on campus with a departmental computer and are administered by the Graduate Program Coordinator in most cases). Students will receive their questions in advance in order to prepare, but will not be allowed to bring any materials into the exam room. The exact dates and schedule will vary year to year, but the timeline for the written comps appears below. Each “in-house” exam is 2 hours long. All M.A. students take their written exams at the same time. If a student fails any portion of the written exam, a second exam will be scheduled at the discretion of the comprehensive examination committee.

| Written Exam | Student Receives Question | In-house Exam Date |
|-------------------------------|--------------------------------------|-------------------------------------|
| Research Methods & Statistics | First Monday after Spring Recess | First Wednesday after Spring Recess |
| Theory | First Friday after Spring Recess | Second Monday after Spring Recess |
| Elective | Second Wednesday after Spring Recess | Second Friday after Spring Recess |

Oral Exam

- If the student passes the written exams, the oral exam will take place approximately 3 weeks after the conclusion of the final written exam. All M.A. students and the comps committee members will meet for oral exams on one single day.

- One student will be invited into the exam room at a time. The comps committee will direct general questions to that student in the areas of research methods and statistics, theory, and an elective topic. The comps committee will also question the student about the written exams.
- Upon concluding the oral exam, the student will leave the room and the next student will be invited in for the same procedure. Students should expect to be in the exam room for approximately 60 minutes.
- Once all of the students have completed the oral exam, the comps committee will discuss the results of the exam and will inform the students.
- If a student fails any portion of the oral exam, a second exam will be scheduled at the discretion of the comprehensive examination committee.
- Oral exams are comprehensive. Students might be asked to explain or expand an answer provided in the written exams, but students will also be asked new questions in the core areas to determine mastery.

Procedures and Preparation for Written and Oral Comprehensive Exam

- Toward the end of the fall semester, students will submit their list of graduate courses taken to the Program Coordinator to determine the topics of the comprehensive exams. In all cases, the comprehensive exams will include COMM 561 and COMM 571, one theory course, and one elective/theory content area.
- Comprehensive exams will be scheduled during the second semester of the second year.
- M.A.s will take a common written exam over the period of two weeks at a time and place determined by the graduate program coordinator. Each exam will typically consist of approximately 1-3 questions to be completed within a 2-hour period. The graduate faculty will submit questions in their areas of expertise. The comps committee will select questions from the pool. Students will be given their questions in advance.
 - Students MAY NOT discuss exam questions or answers with other students during the two-week examination period.
 - Students MAY NOT bring any materials with them to the exam.

Students will turn in their completed exams to the graduate coordinator, who will distribute them to the appropriate evaluation committee at the conclusion of each exam via email.

- To prepare for the written comprehensive exam, students should study readings, notes, and coursework in the comps topic areas. The reading lists for the comprehensive examination will be the syllabi for the classes identified. For example, the syllabi for Comm 561 and Comm 571 serve as the reading lists for the methods and statistics comps.
- Written responses will be evaluated on a pass/fail basis. The M.A. comps committee will grade students' exams. Any disagreement over a grade will be settled and determined by that committee. The committee must supply their evaluations to the student's advisor and to the graduate coordinator within two business weeks after the last exam. The student will be notified of results within 3 business days of the committee submitting their evaluations.
- Comps committee members might provide written feedback to students. Students should use that feedback to assist them in preparing for the oral exam.
- Failure in any area requires re-examination on new questions in the area. Comps committee members will be urged to return a decision on a re-examination no later than two weeks after the completion of the exam. Results of the second examination are final.
- Comps committee members' copies of the student's written exam (with written comments or otherwise) will not be returned to the student. Written exams will be kept on file for a period of one year after the completion of the defense. After one year, exams will be destroyed.
- In the event of a failing grade on the oral exam, the examining committee has the option of recommending re-examination or voting not to recommend a re-examination. The latter decision terminates the student's program of study. Results of the second examination are final.
- Upon successful defense of comprehensive exams and completion of all degree requirements (including all required courses) the department's program coordinator submits MA completion confirmation to GSAS.
- In the event that the full comprehensive examination committee cannot be present at the oral defense, the Director of Graduate Studies and Graduate College must be consulted.

M.A. Thesis

The thesis is a rigorous, empirical research project that addresses an important question in communication. The student must successfully defend his/her thesis proposal before formal work on the thesis can begin. The proposal is a formal description of the Master's research. It normally includes: (a) Introduction/Literature Review, (b) Hypotheses, and (c) Method and Analysis plan. Complete references and full appendices of materials (questionnaires, stimuli) also are expected. Students should plan to defend the proposal in the Fall of their second year in the M.A. program. The proposal must be submitted to the committee a minimum of *two weeks* before the requested defense date. Any thesis proposal involving human subjects must first be approved by the Human Subjects committee (see <http://www.orcr.arizona.edu/hspp>) before any data collection occurs. The "Proposal Defense Form" (Appendix B) must be signed by the student and all committee members and submitted to the graduate coordinator immediately following the proposal defense. Please refer to the grad college webpage <https://grad.arizona.edu/gsas/dissertations-theses> for updated policies, sample pages, formatting guides, and archiving instructions.

Once the thesis is completed and approved by the advisor, the student presents and defends the research to the committee at a scheduled oral defense date. The student must provide a final copy of the advisor-approved thesis to all committee members at least *two weeks* prior to the defense. Students should consult with their advisors about how to prepare for the defense.

- Upon successful defense of thesis and completion of all degree requirements (including any major thesis revisions indicated and all required courses) the department's program coordinator submits MA completion confirmation to GSAS.
- After completion, students must archive their thesis: see Graduate College site for information in this regard.

The thesis defense results in three possible outcomes: (1) Pass with no/minor revisions to be supervised and approved by the advisor; (2) Pass with major revisions, requiring the committee to evaluate the revisions; (3) Fail. The thesis should be successfully completed and defended by the end of the second year of the program. Students should provide electronic copies of the final M.A. thesis to their advisor and committee members.

Sufficient Degree Progress in the M.A.

Benchmarks for sufficient degree progress in the M.A.:

- COURSEWORK: Coursework should be completed no later than the end of 4th semester (see timeline below).
- COMPS: Comps should be completed no later than the end of the 4th semester.
- THESIS:
 - The thesis proposal defense should occur no later than the end of the 3rd semester. If the thesis proposal is not defended by one week after the start of the spring semester (barring extenuating circumstances), the student will be scheduled for MA comprehensive exams. If necessary, the student's advisor can appeal to the director of graduate studies for an exception.
 - The final thesis defense should occur no later than the end of the 4th semester.
- The student will maintain appropriate standards of professional and collegial behavior.

Continued departmental funding will be contingent upon satisfactory progress. If a student does not meet these benchmarks (barring extenuating circumstances):

- A warning letter will be issued by the Graduate Committee.
- Loss of departmental funding and *dismissal from the program* ("academic disqualification") will occur if sufficient progress has not been achieved after one semester, or earlier if quicker action is deemed appropriate by the graduate committee acting in consultation with the department head. Further details

regarding sufficient degree progress can be found in the section titled “Academic Progress and Graduate Evaluation” below. Additional important information concerning the M.A. program is provided in Section V of this handbook. Students should also be familiar with Graduate College Procedures and University procedures (<http://catalog.arizona.edu/> & <https://grad.arizona.edu/funding/ga>).

MA Unit Distribution

| | <i>THESIS</i> | <i>NON-THESIS</i> |
|--|---------------|-------------------|
| A Departmental Core (500, 561, 571) | 9 | 9 |
| B Required Theory Courses | 6 | 6 |
| C Electives | 12 | 15 |
| D Research Team (900) | 4 | 4 |
| E Thesis (910) | 3 | 0 |
| TOTAL | 34 | 34 |

Sample MA Timeline

| <i>Semester</i> | <i>Activity</i> | <i>Credit Hours</i> | | | | |
|--|---|---------------------|------------|--|--|---|
| 1 | <ul style="list-style-type: none"> • 500, 561, Research Team (900) | 7 | | | | |
| 2 | <ul style="list-style-type: none"> • 571, 1 required theory course, 1 elective • Research Team • Select advisor and committee members | 10 | | | | |
| 3 | <ul style="list-style-type: none"> • Submit approved “Plan of Study” form to Graduate College via GradPath • Submit “Appointment of Advisor and Guidance Committee” form to Graduate College via GradPath • 2 electives, 1 required theory course • 1 Research Team • THESIS OPTION: <ul style="list-style-type: none"> ○ Write thesis proposal and submit to your committee for approval ○ Thesis proposal meeting ○ Submit human subjects paperwork • NON-THESIS OPTION <ul style="list-style-type: none"> ○ Submit list of graduate courses taken to program coordinator | 10 | | | | |
| 4 | <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left; width: 50%;">THESIS</th> <th style="text-align: left; width: 50%;">NON-THESIS</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • 1 elective • 3 thesis units • Research Team • Write thesis • Check with Graduate College concerning filing deadlines </td> <td> <ul style="list-style-type: none"> • 2 electives • Research Team • Written and oral comprehensive exams • Once defended, program coordinator notifies Graduate </td> </tr> </tbody> </table> | THESIS | NON-THESIS | <ul style="list-style-type: none"> • 1 elective • 3 thesis units • Research Team • Write thesis • Check with Graduate College concerning filing deadlines | <ul style="list-style-type: none"> • 2 electives • Research Team • Written and oral comprehensive exams • Once defended, program coordinator notifies Graduate | 7 |
| THESIS | NON-THESIS | | | | | |
| <ul style="list-style-type: none"> • 1 elective • 3 thesis units • Research Team • Write thesis • Check with Graduate College concerning filing deadlines | <ul style="list-style-type: none"> • 2 electives • Research Team • Written and oral comprehensive exams • Once defended, program coordinator notifies Graduate | | | | | |

- Submit thesis to your committee for approval and format review
- Schedule final defense of your thesis
- Once successfully defended and Graduate College notified, finish requested revisions and submit thesis to Grad College for archiving

College of
Completion of
Degree
Requirements

= 34

Procedure for Advancement from M.A. to Ph.D.

Admission into the Ph.D. program in the Department of Communication is not automatic upon successful completion of the M.A. degree requirements. Rather, M.A. students wishing to pursue a Ph.D. in the department must apply for admission into the Ph.D. program. Review of these applications will coincide with the department's established deadline for receipt of graduate application materials. Typically, the appropriate time for M.A. students to apply for admission into the department's Ph.D. program would be at the end of the first semester or beginning of second semester in the second year. Students who will complete their M.A. degree in the Fall semester should consult with the department's Graduate Program Coordinator and/or Director of Graduate Studies about applying to the program.

Communication M.A. students applying for the Ph.D. program follow the same application procedures as applicants outside of the Department and must pay the application fee. However, some of the materials and information required for the application are already on file in the Department and need not be re-submitted. See Department Graduate Program Coordinator for clarification on required submissions. The graduate committee will evaluate these documents and, in some cases, consult with the student's advisor prior to rendering a decision. In making determinations regarding admission to the Ph.D. program, the committee has the right to: (1) designate a date by which all requirements for the M.A. degree must be completed, and/or (2) postpone a decision until the successful completion of the M.A. degree. Admission into the Ph.D. program is contingent upon successful completion of the M.A. degree requirements, including submission of a complete and final draft of the M.A. thesis to the Department in cases where the candidate is exercising the thesis option (admission to the PhD program is *very* unlikely for a student writing M.A. comps). The decision to admit an applicant into the Ph.D. program will be based on the merits of the application and the applicant's ranking relative to other applicants.

Please note that students cannot teach in the summer (as GTAs) if they are not pre-enrolled full time in the upcoming Fall semester. That means that M.A. students who do not complete their M.A. thesis in the Spring, but who wish to pursue their Ph.D. in our program (and are provisionally accepted) will need to enroll in the Fall as an M.A. student, at the M.A. rate if they wish to receive summer teaching assistantships. Moreover, students who do not complete their M.A. thesis before the summer deadline and who are admitted into the Ph.D. program with an assistantship will begin the M.A. program as a graduate teaching assistant at the M.A. rate.

IV. DOCTOR OF PHILOSOPHY

The Ph.D. in the Department of Communication at the University of Arizona is principally a research degree. The goal of the program is to prepare students to be well-rounded scholars and researchers with the skill and ability to succeed in top research institutions.

A student in the Ph.D. program will, at minimum, be expected to demonstrate mastery of the subject matter in at least two substantive areas (their major and minor areas) in addition to demonstrating methodological proficiency. Of course, it is expected that the student will develop additional competencies beyond these minimal requirements. Specifically, students will develop a sophisticated understanding of research practices, internalize sound scholarly values, and begin to develop a record of published research and conference presentations. Students will additionally receive training and experience in teaching.

Typically, the Department of Communication does not accept PhD students on a part-time basis. Ph.D. students are expected to fulfill degree requirements in a full-time manner which means: (1) enrollment in full graduate course-load until completion of requirements, (2) half-time teaching and/or research assistantship, and (3) active research team participation through successful completion of the comprehensive exam. Thus, the majority of the student's time is devoted to course work, advanced scholarship, instruction, research, and preparation of dissertation.

Ph.D. Standards and Requirements

Ph.D. Advisor

Faculty must have at least a .51 appointment in Communication to advise a dissertation in the Department. Faculty who have at least a .49 appointment in Communication or in another unit with an adjunct or joint appointment in Communication may co-advise a dissertation in Communication if the other co-advisor has at least a .51 appointment in Communication. Faculty who do not meet these criteria may be considered for an advising or co-advising appointment only after faculty deliberation and vote.

Ph.D. Committee

In consultation with the advisor, the student should select a committee. The committee should consist of four faculty members if the student's minor committee requires one member and five members if the student's minor committee requires two members. Three, including the advisor, must come from the Communication Department. At least two department committee members must be voting members of the Communication Faculty; the third department committee member may come from the approved Faculty Affiliates. Faculty who do not meet these criteria may be considered for committee membership after faculty deliberation and vote. Having additional committee members beyond the required four (or five with two minors) is discouraged.

Coursework: Program of Study

After discussion with advisor and committee, the student will prepare a proposed program of study. It is expected that the student will declare one or more areas of specialization and that the proposed coursework and minor will reflect that specialization. The program of study should be presented no later than the end of the fourth semester of coursework. At this time, students are to prepare a "Plan of Study" form and submit to Graduate Student Academic Services (GSAS) through GradPath, using a link found on the UAccess Student Center. Only coursework that is *required* for the degree should be listed on the "Plan of Study" form. See Appendix A for Communication Course Rotation. The Plan of Study form will be routed to the department's graduate program coordinator first, then to student's minor advisor, major advisor, and Director of Graduate Studies for approval, before receiving final approval by Grad College. Once approved by all approvers, the student receives a notification email from GSAS. Failure to file an approved "Plan of Study" form by the end of the fourth semester of coursework may constitute lack of satisfactory academic progress. The program of study becomes the student's contract and can only be changed by approval of the committee. Of course, a change in advisors may also necessitate a program change at the discretion of the committee. If changes occur after Plan of Study has been

submitted and approved, a revised Plan of Study must be submitted to Graduate College. Resources for navigating the GradPath system are available here: <https://grad.arizona.edu/gsas/gradpath/gradpath-videos>.

A) Major:

A minimum grade point average of 3.0 is required. Courses with grades of 'C' or lower will not count toward the degree.

- 1) Core Courses: All students must complete all *three* of the following core courses. These courses must be passed with a grade of B or better in each.
 - a. 500: Introduction to Graduate Studies in Communication
 - b. 561: Research Methodologies I
 - c. 571: Research Methodologies II

Students who have completed the core as part of their M.A. program must replace these courses with the comparable number of elective units.

- 2) Theory Courses: All students must complete *two* of the following theory seminars but may take additional theory courses as electives. Students who have completed two of these theory courses for their UofA MA program may substitute elective classes for the theory classes, or they may take the remaining theory classes.
 - 609: Mass Communication Theory
 - 610: Interpersonal Theory
 - 620: Theories of Social Influence
 - 669: Health Communication Theory
- 3) Research Team: Every semester until successful completion of comprehensive exams, Ph.D. students must participate on a research team (Comm 900) for one credit (see Research & Teaching section of this handbook). Four research team credits count towards degree requirements, but continuous enrollment in one research unit per semester is required until comprehensive exams are completed.
- 4) Research Tool: Six units of research methods and/or statistics courses are required. The tool should reflect a particular methodological and/or statistical specialty that will be put to use in the dissertation research. These courses may be taken outside the department.
- 5) Major Electives & Dissertation Credits: The remaining credits are to be fulfilled by elective units in the major (approved by the committee) and dissertation units.
 - Only 3 units of independent study can be counted toward the degree.
 - With the committee's approval, selected (and not numerous) elective classes may be taken outside the department (e.g., additional methods courses, a content course in another department with substantial communication content).
 - Dissertation Units: A total of 18 dissertation units will count toward the degree. Each student **must** complete *at least* 18 dissertation units. The student receives a grade of 'S' (superior), 'P' (passing), or 'F' (failure) in COMM 920 until successful defense and final submission of dissertation. The student must list dissertation units as part of the required coursework for the major in the Plan of Study.

*Note, students wishing to transfer credit from a graduate program at another university must communicate with the graduate director upon being accepted into the program or prior to taking a course outside of the university for transfer credit. The graduate college has limitations on the number of units that can be transferred (generally no more than 20% of the required units) and oversees all applications. Interested students must complete an **Evaluation of Transfer Credit** form on GradPath. The graduate committee will also review applications for*

transfer credit and determine whether it will accept those transfer credits as part of the degree requirement. This is not a common practice.

B) Minor(s):

Students must have at least one minor and may take two (although this is unusual). The requirements for these are specified by the minor department. The Graduate College's minimum requirement is that 9 credits be taken in the minor department. If the department does not have a specified minor track, the person(s) serving on the committee from the minor department will specify the required course work.

Comprehensive Exam Committee Appointment Form

After the Plan of Study is approved and before the student defends comprehensive exams, a "Comprehensive Exam Committee Appointment Form" must be submitted to Graduate College through GradPath. This should occur no later than the first three weeks of the fall semester in the student's third year in the Ph.D. program. This form is routed to the department's graduate coordinator first, then to minor advisor, major advisor, and Director of Graduate Studies for approval before receiving final approval from Graduate Student Academic Services.

- Once the advisor and committee composition paperwork has been submitted and approved, any change in the committee requires the approval of the advisor and the involved faculty, or a majority of the committee and the Director of Graduate Studies. Students should consult with the Director of Graduate Studies if they are experiencing problems or are seeking an alternative advisor. If changes occur after committee has been submitted and approved, a new Comprehensive Exam Committee Appointment Form must be submitted to Graduate College.

Comprehensive Written Exams & Oral Defense (Comps)

At the beginning of the 6th semester, students will take comprehensive exams over the major and minor fields. The comprehensive exam is described in greater detail in the section titled "Doctoral Comprehensive Examination Policies" below.

Note: Upon successful defense of comprehensive exams, students are automatically advanced to candidacy and billed for candidacy and archiving fees. At this time, students are expected to expeditiously submit the "Doctoral Dissertation Committee Appointment Form" via GradPath to the Graduate College. This means that students should be simultaneously preparing for comps and working on their dissertation proposal as this form cannot be submitted without paperwork stemming from the successfully defended dissertation proposal (e.g., human subjects approval). This form is available on the UAccess Student Center.

Dissertation and Final Oral Defense

The student must prepare a dissertation proposal that is approved by the committee before the dissertation work is undertaken. The student's advisor serves as the director of the dissertation. The proposal must be submitted to the committee a minimum of two weeks before the requested defense date. The defense should occur during the 6th semester of the Ph.D. program, following the successful completion of comprehensive exams.

The dissertation represents the culmination of a student's intellectual development. Accordingly, the proposal should comprehensively describe relevant research, advance original hypotheses that make a meaningful contribution to the literature, provide a clear and rigorous method, describe plans for data-collection, offer an analysis plan, as well as provide complete appendices of materials (e.g., questionnaires, stimuli) and a complete reference section.

The "Proposal Defense Form" (Appendix B) must be signed by the student and all committee members and submitted to the graduate coordinator immediately following the proposal defense. Upon successful defense of the

proposal, human subjects approval can be sought (<http://rgw.arizona.edu/compliance/home>; see Appendix D of this handbook). Only after receiving IRB approval can students begin gathering data. As noted above, the human subjects approval form (alongside other information from the proposal defense) is necessary to submit the required “Doctoral Dissertation Committee Appointment Form” to the Graduate College. Again, students are automatically advanced to candidacy after the successful completion of comps, so students should be working simultaneously on their dissertation proposal while preparing for comps and should plan to schedule their proposal defense soon after comps.

Once the dissertation work has been completed and approved by the advisor (including all revisions, conditions, recommendations, etc., identified on the “Proposal Defense Form”), the dissertation may be submitted to the committee for consideration. The student must defend this research in a final oral examination.

Note: The student must submit the “Announcement of Final Defense” form through GradPath to the Graduate College 10 business days before the date of the final defense. Accordingly, the dissertation *must be* submitted to the committee a *minimum of three (3) weeks* before the requested defense date. This provides the faculty with two weeks to read the dissertation and allows an additional one week for the Graduate College to process the defense paperwork. Additional details regarding the oral defense are provided in the section titled “Final Oral Examination for the Dissertation” below.

Students should provide bound or electronic copies of their final dissertation to their advisor and committee members in the form preferred by each.

Sufficient Degree Progress in the Ph.D.

Benchmarks for sufficient degree progress in the Ph.D.:

- Coursework is typically completed at the end of the 5th semester but should be completed no later than the end of 6th semester (see timeline below).
- Students are required to hold their Comprehensive Exams meeting with their internal committee members by October 15 of their 5th semester.
- Comps should be successfully completed at the beginning of the 6th semester.
- The dissertation proposal should be successfully defended at the end of the 6th semester. To remain in good standing, the dissertation proposal must be successfully defended no later than the beginning of the 7th semester.
- Successful completion of the final dissertation defense should occur within the timeframe identified on the proposal defense form (and no later than the 8th semester). See Appendix B.
- The student will maintain appropriate standards of professional and collegial behavior.

Continued funding will be based on satisfactory progress. If a student does not meet these benchmarks (barring extenuating circumstances):

- A warning letter will be issued by the Graduate Committee.
- Loss of departmental funding and *dismissal from program* may occur if sufficient progress has not been achieved after one semester of written notification, or earlier if quicker action is deemed appropriate by the graduate committee acting in consultation with the department head.

Further details regarding sufficient degree progress can be found in the section titled “Academic Progress and Graduate Evaluation” below.

Ph.D. Unit Distribution

| | <i>ONE MINOR</i> | <i>TWO MINORS</i> |
|---|-------------------------|--------------------------|
| A Departmental core: 500, 561, 571 and two of the required theory seminars from the 609, 610, 620, 669 rotation* | 15 | 15 |

| | | | |
|--------------|------------------------|--------------------------------|--------------|
| B | Minor(s)** | 9-15 | 18-30 |
| C | Research Tool | 6 | 6 |
| D | Major Electives | 12 | 12 |
| E | Research Team (900)*** | 4 | 4 |
| F | Dissertation (920) | 18 | 18 |
| TOTAL | | <i>minimum</i> 64-70 | 73-85 |

Sample Ph.D. Timeline**

| Semester | Activity |
|-----------------|--|
| 1 | <ul style="list-style-type: none"> • 500, 561* (additional elective or theory course may be taken) • Research Team*** |
| 2 | <ul style="list-style-type: none"> • 571*, 1 required theory course, 1 department elective (or 2 electives if 571 was completed during M.A.) • Research Team • Select advisor if not already decided |
| 3 | <ul style="list-style-type: none"> • 1 required theory course (or department elective), 1 minor course, 1 research tool • Research Team • Meet with advisor to discuss committee composition |
| 4 | <ul style="list-style-type: none"> • 1 minor course, 1 research tool, 1 department elective (or required theory course) • Research Team • Submit “Plan of Study” form through GradPath for approval |
| 5 | <ul style="list-style-type: none"> • 1 department elective, remaining courses (e.g., minor, electives) • Research Team • Submit: “Comprehensive Exam Committee Appointment Form” through GradPath for approval • Prepare: Meet with committee about comprehensive exams; begin studying |
| 6 | <ul style="list-style-type: none"> • Remaining courses (e.g., minor, electives) • Research Team • Complete: Written comprehensive exams at the <u>beginning</u> of the semester • Submit: “Announcement of Doctoral Comprehensive Examination” • Complete: Oral Comprehensive exam • Submit: Dissertation proposal <u>by the end of the semester</u> • Defend: Dissertation proposal • Submit: Human subjects paperwork • Submit: “Proposal Defense Form” to graduate coordinator • Submit: Graduate College “Doctoral Dissertation Committee Appointment Form” after successful defense of proposal |
| 7 | <ul style="list-style-type: none"> • 9 units of Dissertation: Comm 920 (18 total units are required and must be on the Plan of Study) • Conduct doctoral research |
| 8 | <ul style="list-style-type: none"> • 9 units of Dissertation: Comm 920 • Complete doctoral dissertation • Submit: Dissertation to committee at least three weeks before expected defense date • Submit: “Announcement of Final Defense” form to Graduate College 10 business days before the date of the final defense |

* Students who completed 500, 561, & 571 as part of our M.A. program, or who have exempted out of them via departmental exam or approval from Director of Graduate Studies, must replace these courses with the same number of elective units.

**Units for minor are determined by the minor department (minimum of 9); total hours to graduate varies depending on the minor hours required. Individuals with larger minors will need to incorporate additional units into their timeline.

*** All students must register for 1 unit of research team credits (Comm 900) each semester they are enrolled until they successfully complete their Ph.D. comps (4 research credits count towards the degree requirement).

Ph.D. Minor in Communication

Students who wish to pursue a minor in Communication must take 12 units of graduate level Communication courses: any two of the graduate theory seminars (609, 610, 620, 669) and two other courses at the 500+ level in the department. All courses are to be determined by the student and his/her minor advisor, who must be a voting member of the faculty and who holds at least a .51 FTE appointment in the Department of Communication. Upon completion of the courses, students must take 6 hours of written minor comprehensive exams (3 hours on theory and 3 hours on other course work).

Note: PhD students majoring in Communication cannot minor in Communication.

Doctoral Comprehensive Exam Policies

Graduate College policy at the University of Arizona mandates that students in Ph.D. programs pass both written and oral comprehensive examinations before being advanced to candidacy for a Ph.D. In the Communication Department, the comprehensive examinations require the student to demonstrate mastery of the major theories and methods of inquiry; to be able to make informed criticism of theoretical and empirical work; to be able to plan and conduct research; and to be able to address theoretical and empirical questions of importance to the field. It is expected that students will display *considerably more sophistication, breadth, and expertise* than is required to pass their coursework.

Examination Components

The major portion of the written exam covers three areas (listed below) and are taken “in house” (i.e., exams will take place in a designated room on campus with a departmental computer and are administered by the Graduate Program Coordinator in most cases).

- 6 hours theory (2 theory areas, 3 hours each)
- 3 hours methods and statistics
- 3 hours specialty
- Minor exam: The minor portion of the written exam, including content and timing, is determined by the minor department.

Procedures and Preparation for Written and Oral Comprehensive Questions

To prepare for the written comprehensive exam, students meet once with their committee to identify the courses (and *possibly* topics) that will be covered in the examination. Students should hold their comps meetings in the semester preceding their comps.

To prepare for the comprehensive exams, the student should review and demonstrate mastery over the following theories and methodological ideas:

Theory List:*

| | |
|---|---|
| COMM 609: Media Theory Uses and Gratifications Entertainment Theory Selective Exposure Mood Management Theory | COMM 610: Interpersonal Theory Attachment Theory Politeness Theory/Facework Communication Accommodation Theory Expectancy Violation |
|---|---|

| | |
|---|---|
| <p>Character Affinity Theories/Constructs (parasocial relationships/identification, homophily, retrospective imaginative involvement)</p> <p>Agenda Setting</p> <p>Spiral of Silence</p> <p>Cultivation Theory</p> <p>Priming</p> <p>Framing</p> <p>Social Cognitive Theory</p> <p>Social Identity Theory</p> <p>Exemplification Theory</p> <p>Diffusion of Innovations</p> <p>Limited Capacity Model of Motivated Mediated Message Processing (LC4MP)</p> | <p>Social Penetration</p> <p>Uncertainty Reduction Theory</p> <p>Interdependence Theory</p> <p>Equity Theory</p> <p>Dialectical Perspective</p> <p>Social Learning/Social Cognitive Theory</p> <p>Goals Plan Action Theory</p> <p>Theories of Human Mate Selection (e.g., SVR, Psychoevolutionary)</p> <p>Family Systems Theory</p> <p>Self-Determination Theory</p> <p>Affection Exchange Theory</p> <p>Gottman's Cascade Models of Marital Deterioration</p> <p>Theories of Social Cognition (e.g., Balance Theory, Attribution Theory)</p> <p>Communication Privacy Management</p> <p>Theory of Resilience and Relational Load</p> |
| <p>COMM 620: Social Influence</p> <p><i>Expectancy-Value Theories</i></p> <ul style="list-style-type: none"> • Theory of Reasoned Action / Planned Behavior <p><i>Theories of Attitude Change</i></p> <ul style="list-style-type: none"> • Social Judgment Theory • Attitude Accessibility Theory • Cognitive Dissonance Theory • Functional Attitude Theory <p><i>Source & Message Characteristics</i></p> <ul style="list-style-type: none"> • Source Credibility & Sleeper Effect • Narratives/Narrative Persuasion • Message Framing <p><i>Theories Related to Emotion</i></p> <ul style="list-style-type: none"> • Emotion & Message Processing <ul style="list-style-type: none"> ○ Cognitive functional model ○ Appraisal-tendency framework ○ Hedonic Contingency View • Fear <ul style="list-style-type: none"> ○ Drive model ○ Extended Parallel Process Model • Anger <ul style="list-style-type: none"> ○ Anger activism model • Aversive emotions <ul style="list-style-type: none"> ○ Negative state relief model <p><i>Message Processing Theories</i></p> <ul style="list-style-type: none"> • Elaboration Likelihood Model • Heuristic-Systematic Model | <p>COMM 669: Health Communication</p> <p><i>Culture and Health</i></p> <ul style="list-style-type: none"> • Culturally Competent Communication Model • Feminist Standpoint Theory <p><i>Interpersonal & Health</i></p> <ul style="list-style-type: none"> • Affection Exchange Theory • Social support <ul style="list-style-type: none"> ○ Buffering and Main Effect Models ○ Verbal Person Centeredness <ul style="list-style-type: none"> ▪ Theory of Conversationally Induced Reappraisals ▪ Dual Process Theory of Supportive Message Outcomes ○ Advice Response Theory ○ Cognitive-Emotional Theory of Esteem Support Messages ○ Network Perspectives <ul style="list-style-type: none"> ▪ Structural-to-Functional Model ▪ Weak-Tie Support Network Preference • Social Skills <ul style="list-style-type: none"> ○ Social Skills Deficit Vulnerability Model • Self-Disclosure <ul style="list-style-type: none"> ○ Disclosure Decision-Making Model ○ Expressive Writing Paradigm <p><i>Uncertainty & Information Seeking</i></p> <ul style="list-style-type: none"> • Uncertainty Management Theory |

| | |
|--|--|
| <ul style="list-style-type: none"> • Unimodel <p><i>Resistance Theories</i></p> <ul style="list-style-type: none"> • Inoculation Theory • Psychological Reactance Theory <p><i>Interpersonal Influence</i></p> <ul style="list-style-type: none"> • Goals-Plan-Action Theory • Compliance Gaining/Sequential Requests | <ul style="list-style-type: none"> • Problematic Integration Theory • Theory of Motivated Information Management • Comprehensive Model of Information Seeking • Channel Complementarity Theory <p><i>Health Behavior Change</i></p> <ul style="list-style-type: none"> • Health Belief Model • Reasoned Action Approaches • Social Cognitive Theory • Transtheoretical Model <p><i>Health Messages/Campaigns</i></p> <ul style="list-style-type: none"> • Extended Parallel Process Model • Narratives/Narrative Persuasion • Risk Perception Attitude Framework • Prospect Theory • Psychological Reactance Theory • Social Norms Approach <p><i>Media & Health</i></p> <ul style="list-style-type: none"> • Entertainment Overcomes Resistance Model • Entertainment Education |
|--|--|

*This list was assembled by the ad-hoc graduate curriculum committee (theory sub-committee) in 2020.

Expected Learning Outcomes for Required Methods Courses in the Department of Communication:*

COMM 561 (not in sequential order)

- Ability to distinguish between and evaluate qualitative and quantitative research methods
- Comprehension of surveys, experiments, and content analysis, including purposes of each, limitations of each, and basics on how to implement
- Comprehension and evaluation of measurement
- Comprehension of sampling
- Identification and differentiation of reliability and validity, both in measurement and design

COMM 571 (not in sequential order)

- Understanding of null hypothesis statistical testing
- Comprehension of descriptive statistics, distributions, and z tests
- Comprehension of statistical power and effect sizes
- Understanding of and competence in conducting the following statistical tests:
 - Chi Square and other basic nonparametric tests
 - T-tests (one sample, paired samples, independent samples)
 - ANOVA
 - Correlation
 - Multiple Regression
 - Regressions with interactions (moderation)
- Ability to translate statistical output to meaningful results in both written and verbal form
- Competence with a statistical software package

*This list was assembled by the ad-hoc graduate curriculum committee (methods sub-committee) in 2020.

The syllabi for the identified classes would be a great starting point to prepare for these exams. Reading beyond the syllabus material may be necessary to supplement the content provided in courses. We expect a level of

knowledge about each that would be at the levels of a graduate handbook or textbook. The reading lists for the specialty comprehensive examination will be up to the discretion of the committee, particularly the committee member(s) who will write the question.

Following this committee meeting, comps committee members will not convey additional information regarding the content of exam questions. That is, tailoring or offering specifics beyond the reading lists is not appropriate, with the exception of the specialty exam. Committee members will also not meet to discuss study tips, grading plans, or the elements of a model answer. Good answers on comps should reflect broad knowledge of the area and critical thinking about that content. Beyond that, this is an intellectual adventure for you on your own. You should relish that adventure and not seek to supplement it by meeting repeatedly with your advisor or other faculty members. As of 2015, additional meetings with comps committee members concerning the content or procedures of comps are not permitted.

Written responses are graded on a pass/fail basis. Assuming the student passes the written portion of the comprehensive exam and advances to the oral exam, it is acceptable for the student to meet once with his or her advisor to discuss preparation for the oral exam. It is during this meeting that the advisor can convey concerns identified by committee members regarding the student's written answers. It is the prerogative of the comps committee members to share or withhold concerns about the student's written exam with the student's advisor prior to the oral exam. Some comps committee members might choose to wait for the oral exam to discuss concerns. The oral examination *may not be scheduled less than **three weeks** after completion and distribution of the written portion to the committee*, but must occur within the same semester as the written comps.

Comps committee members' copies of the student's written exam (with written comments or otherwise) will not be returned to the student. Written exams will be kept on file for a period of one year after the completion of the defense. After one year, exams will be destroyed.

See Appendix B for sample comprehensive exam question format.

Timing and Administration of Written Comprehensive Examinations

Students are required to take their written exams no later than the third year of full-time student status (or its equivalent). Ideally students will schedule their exams at the *beginning* of the spring semester. *The exams will be held over a period of three weeks.* In consultation with the graduate coordinator, students will determine blocks of time in which to sit for the exams. Students are required to finish all three exam areas (i.e., all four exams total) by the end of the three-week exam period. The oral defense should be scheduled within the semester that the exams were written but no earlier than *three weeks* after completion of the written portion. Each exam will typically consist of approximately 1-3 questions to be completed within a 3-hour period, except for the theory exams, which consist of a total of 6 hours of examination typically over at least 2-3 questions and occurring during two exam sessions. The student's committee will be charged with developing the questions for the exams. Students may discuss content areas on which they will be tested, but will not have knowledge of the actual questions in advance of the examination. Specialty exams will involve questions over the student's area of specialization. Students will turn in their completed essays to the graduate coordinator, who will distribute them to the appropriate evaluation committee.

Students cannot bring materials into the examination room with them.

Evaluation of Written Comprehensive Examination

All exams are graded pass or fail. The student's major committee will grade the student's exam. Any disagreement over a grade will be settled and determined by that committee. The student's committee must supply their evaluations to the student's advisor and to the graduate coordinator generally no later than two business weeks after the last exam. The student will be notified of results within a week of the committee submitting their evaluations. Feedback by comps committee members is encouraged in all cases, especially in the case of a failed

exam. To advance to the oral exam stage of the process, students are required to pass all four written areas of major comps, as well as the minor written comps. Failure in any area requires re-examination on new questions in the area (needs to be at least four months from the original test but no later than one year after the original test). Comps committee members will be urged to return a decision on a re-examination no later than two weeks after the completion of the exam. Failing the re-examination is grounds for dismissal from the program.

Oral Defense of Comps

Upon passing all major and minor exams, students will schedule, at their doctoral advising committee's convenience, a date for their oral defense. The defense should be scheduled for two hours. The defense should occur in the same semester as the exams were written. The candidate must prepare the "Announcement of Oral Comprehensive Examination for Doctoral Candidacy" form (available through UACCESS Student Center) and submit via GradPath for approval. This form is routed to the department's graduate coordinator first, then to student's minor advisor, major advisor, and Director of Graduate Studies for approval. Once approved by all approvers, the committee chair will receive a notification email from the Graduate College requesting submission of exam results at end of defense. Oral defenses are conducted in accordance with Graduate College regulations. Four committee members (*at least* three from the major) are required to be present at the oral defense of comprehensive exams. In the event of a failing grade, the examining committee has the option of recommending re-examination after a period of four months or voting not to recommend a re-examination. The latter decision terminates the student's program of study.

Please recall that upon successful defense of comprehensive exam, the Graduate College automatically advances student to candidacy and bills the student for candidacy. At this time, students are expected to expeditiously submit the "Doctoral Dissertation Committee Appointment Form" to the Graduate College. This means that students should be simultaneously preparing for comps and working on their dissertation proposals as this form cannot be submitted without paperwork stemming from the successfully defended dissertation proposal (e.g., human subjects approval).

Dissertation Proposal Meeting

Students should be working on their dissertation proposal during the same semester they are studying for comprehensive exams. Students should prepare their doctoral dissertation proposal during their 6th semester. Students should plan to submit multiple drafts to their advisor prior to scheduling a defense. Once the advisor approves the dissertation proposal, the student should schedule a dissertation proposal meeting with the rest of the committee. The meeting should be scheduled for two hours. Students should strive to defend the dissertation proposal before the end of the semester. Once the dissertation proposal is approved, students will seek IRB approval. Please refer to the grad college webpage <https://grad.arizona.edu/gsas/dissertations-theses> for updated policies, sample pages, formatting guides, and archiving instructions.

Final Oral Examination for the Dissertation

The candidate must submit the "Announcement of Final Defense" form through GradPath **to the Graduate Student Academic Services Office 10 business days before the date of the oral examination.** Accordingly, the student must **submit a copy of the dissertation to all committee members *at least three (3) weeks* before the oral defense.** Once the defense date is approved by all approvers, Graduate Student Academic Services emails the Dissertation Director the following forms:

1. The Policies and Procedures for Final Oral Examinations for Doctoral Candidates.
2. The Dissertation Revisions Requirements form that will reflect the Committee's requirements for revision of the dissertation and approval. A copy is provided to the candidate at the end of the examination. The Dissertation Director keeps the second copy.

All members of the dissertation committee are required to attend the final oral defense of the dissertation. The meeting should be scheduled for two hours. This will be at least the three members from the major department. In many cases the minor committee member(s) step off of the committee following comprehensive exams, but if minor committee members choose to remain on the dissertation committee, they must also attend the final oral defense of the dissertation.

The Chair completes and submits the Results of Final Oral Defense form through the link provided by Graduate College.

The Student must obtain the signatures of defense committee on p. 2 of the dissertation; two copies of that page with original signatures are required. One of those should be submitted to Graduate College with the dissertation; the other is given to Graduate Program Coordinator for student's file.

NOTE: Additional important information concerning graduating with a Ph.D. is provided in Section V of this handbook. Students should also be familiar with Graduate College Procedures.

V. RESEARCH & TEACHING

Research Team Assignments

Research teams have been a longstanding tradition in the Communication Department. Consistent with the philosophy of a Research I institution and a commitment to an apprenticeship model of research education, everyone involved in graduate education in the department is expected to engage in research. Graduate students should participate in a full range of research activities that contribute to their research skills while facilitating the scholarly advancement of the faculty. Research teams, thus, serve a reciprocal and mutually beneficial role in promoting knowledge creation and research expertise for faculty mentors and their mentees.

Research team assignments and accountability will be implemented as follows:

1. All Ph.D. students will register for 1 unit of research team credit (Comm 900) until they **complete** their comprehensive exams, after which time research team participation is optional. Four research team units are required for the Ph.D. degree. All MA students will register for 1 unit of research team credit (Comm 900) during each semester in the program. Four research team units are required for the MA degree.
2. Students receive a grade of ‘S’ (superior), ‘P’ (passing), or ‘F’ (failure) in COMM 900 from their Research Team Supervisor. Only grades of S (Superior) or P (Passing) are acceptable.
3. The Director of Graduate Studies, in consultation with the Graduate Committee and with input from faculty and students regarding their preferences, will assign students to teams in a manner designed to maximize (a) fulfillment of faculty preferences/requests for students on their teams, (b) fulfillment of staffing requirements for funded projects, (c) pairing advisees with their permanent advisors, (d) accommodating student preferences for assignments to projects and faculty, and (e) providing apprenticeship experience to students in conducting all facets of research.

In accordance with the educational nature of the research team role, duties should include a range of tasks and activities appropriate for the student’s level of experience and background. Where student contributions constitute substantial intellectual contributions to the work, they will be entitled to co-author status on any papers and publications that result from their efforts (with all the rights and responsibilities attendant author status). Students are urged to examine the *Publication Manual of the American Psychological Association* for guidelines on authorship credit (e.g., see Section 1.13 of the APA manual’s sixth edition).

A typical research team commitment should average 6 hours of work per week. Research team responsibilities should be adjusted commensurate with changes in the student’s other duties (e.g., editorial assistant work, equipment management, etc.), as negotiated between faculty supervisor and Director of Graduate Studies.

Students should be aware that participation in a research team does not obviate the need to develop their own independent research (e.g., by translating proposals developed in classes into completed research projects). These independent projects are crucial to the development of research skills and the overall successful completion of the graduate program. Evidence of independent research activity and publications based on that activity are crucial to students seeking academic jobs. Such independent research should be pursued outside of research team; research team time and resources should not be used to pursue projects independent of the research team director.

Authorship: You should be familiar with the APA guidelines on academic authorship (e.g., see Section 1.13 of the APA manual’s sixth edition). These policies apply to publishing work from research team, theses/dissertations, or any other joint academic work.

Procedures for Subject Pool

Failure to follow the procedure outlined below may jeopardize future access to the pool.

ALL use of Comm students for human subjects research must go through the human subjects coordinator, not just Comm 101/228/300.

No classes will be assigned to a given project until all prior steps in the human subjects process have been completed. This includes providing the department's human subjects officer(s) with a copy of the approval from the department or university human subjects committee. The director of the human subjects pool will respond to each request within one week. Requests for subjects must be made in reasonable advance of the start date of data collection; requests made the day before data collection cannot be accommodated.

All students in a given class must have equal opportunities for extra credit. Some studies, by virtue of the need for participants with particular characteristics (e.g., married persons), necessarily exclude some students from the opportunity for credit. The only way in which such a study could be carried out is if the director of the human subjects pool can combine the study with another that does not have such requirements. Only the director of the human subjects pool may make this determination. You should not try to combine projects on your own, but if you are aware of a potential combination you may pass that information to the pool director.

A verbal arrangement with an instructor regarding the human subjects pool does not constitute a binding agreement. Final approval must go through the pool director. Failure to follow these guidelines could jeopardize access to the communication subjects pool.

The researcher is responsible for providing the instructor with a list of students who actually participated in the study. In the case where multiple sections of a class are used, the researcher must organize the list by section. It is a good idea to collect the course number, section number, and name of the instructor for the assigned extra credit class from the participants.

Comm 101, 228 and 300 have a requirement for research participation. Instructors of those classes must have clear policies on research participation consistent with the department requirements listed on their syllabi. Instructors should also offer students the opportunity of a writing assignment to complete in lieu of the research requirement. The following is an example of a syllabus statement:

The department has a research requirement in Comm XXX: TITLE. Research participation is required for this course. The department is a national leader in producing high quality and meaningful communication research, and student participation is critical to those studies. You are required to participate in six research "units," with each unit expected to take no more than 30 minutes to complete. In some cases, one study might take longer than 30 minutes to complete, in which case you'll receive credit for having completed two (or theoretically more) units. For example, if a study takes 60 to 90 minutes to complete, you'll receive credit for having completed three units. A very short study (10 minutes, say) will still count for one unit – there aren't any fractions of units. You may opt out of the research requirement, in which case you will write a research paper to meet the requirement. *The deadline for opting out of the research requirement is XX/XX/XX [determined by instructor; should be early in the semester]—email your instructor to indicate that you wish to opt out. If you do not receive a response to your email try again; you must have a record of your opt-out decision. ***Failure to complete the research requirement will reduce your grade by one letter grade (e.g., B to C).*

ALL RESEARCH WITH HUMAN SUBJECTS MUST HAVE IRB APPROVAL!!!

VI. TEACHING ASSIGNMENTS AND POLICIES

TO TEACH YOU MUST BE ENROLLED FULL TIME (6 Credits!). Even if you are working on comps or dissertation, you must be enrolled in 6 hours!

All students holding teaching assistantships/associateships will receive their assignments from the Director of Undergraduate Studies. Assignments are made by the DUS in consultation with the Department Head and Director of Graduate Studies, and based upon input from the faculty and students regarding availability and fit. All GATs will be assigned a Teaching Supervisor, who will monitor and evaluate student performance each semester. The evaluation form can be found in Appendix D. Assignments should reflect students' level of experience and expertise. Students on half-time appointments (.50 FTE) should expect one of the following or similar assignments:

1. One "stand alone" course or its equivalent, OR
2. A combination of teaching/grading responsibilities for dynamically-dated sessions (5 or 7.5 weeks), OR
3. Three sections of a multi section course, where sections meet once per week in person or on-line, OR
4. Two sections of a multi section course, where sections meet twice per week in person or on-line, OR
5. Extensive grading and/or administrative assignments in a larger in-person or on-line class.

Summer and Winter teaching is sometimes available. In order for GTAs to teach in the summer, they must be enrolled in 6 hours *in the upcoming fall*. These additional teaching opportunities are contingent on teaching performance and needs of the department.

As a general policy, assistantship/associateship appointments will be considered according to the following priorities: 1) continuing graduate students in good standing, 2) first-year doctoral students, 3) first-year master's students, and 4) fifth-year doctoral students who can fill special department need.

Fifth year funding is entirely at the department's discretion, and in most years is unlikely. When fifth year funding is available, it will only be considered in cases where the dissertation proposal is defended by the end of the 4th year.

Research and Teaching Time Commitments

Time commitments will inevitably vary according to the nature of the assignment, but the following should serve as a rough guide to expectations:

1. On teaching and funded research assistant assignments, 1/4-time appointments carry expectations of 10 hours of work per week, 1/3-time appointments of 16-17 hours of work, 1/2-time of 20 hours, 2/3-time of 26-27 hours, and 3/4-time of 30 hours.
2. Appointments at the same level and pay should require approximately equal levels of work, regardless of the distribution of duties and funding sources. However, there is natural variation in teaching appointments both within semesters and between courses. You are encouraged to take a "long view" that one semester's heavy load will balance out with a later semester's light load.
3. Full-time students on assistantships/associateships are not permitted to hold more than a 3/4-time appointment, inclusive of work and teaching activities outside the university.

In sum, a .50 FTE assistantship/associateship requires approximately 20 hours of work per week. Most of our GTAs are on a .50 FTE.

IMPORTANT NOTE ON GRADING: Getting feedback to students in a reasonable amount of time is an important part of your job as a teacher. Whether you are teaching a standalone or working as a TA, you should aim to get grading done promptly. Holding onto students' assignments for more than a week after they have been submitted is typically not appropriate.

Teaching Improvement

There are resources available to assist you in developing your skills as a teacher. Please see the Office of Instruction and Assessment: <http://oia.arizona.edu/>.

Loss of Teaching Position

Repeated unsatisfactory teaching evaluations are grounds for loss of a GTA position. We will work with you to improve your teaching before taking this step. Unprofessional behavior (e.g., inappropriate relationships with students, engaging in teaching activities [including grading] while intoxicated, etc.) will result in immediate loss of the teaching position. Teaching positions are budget-contingent. In a catastrophic budget situation, anybody could lose a teaching appointment, but this is not likely.

Change of Status: Moving from Assistant to Associate Status

In order for a person to be paid as a graduate associate, that person **must** possess an M.A. degree and have been admitted into the Ph.D. program. It is Graduate College policy that the change in status from assistant to associate will only occur at semester end/beginning. No changes in status will be made mid-semester.

VII. OTHER IMPORTANT INFORMATION

AGSC (Association of Graduate Students in Communication)

The Association of Graduate Students in Communication is a group of M.A. and Ph.D. graduate students that acts as a liaison between the students and the faculty and university. AGSC members serve on departmental and college committee as a voice for all the graduate students in the department. In addition, AGSC arranges many social and academic events.

Graduation Procedures for M.A. and Ph.D.

1. The name that is on your student record is the name on your diploma unless you file a name change with the Registrar's Office, 210 Admin Building (<http://www.registrar.arizona.edu/>). International students must use their passport name on the diploma.
2. Diplomas are mailed approximately two weeks after degree is posted by Graduate Student Academic Services. Inquiries concerning the ordering or mailing of diplomas must be directed to Graduate Student Academic Services, 621-3484. Diplomas are not mailed to campus addresses.
3. If the completion date that appears on your Doctoral Dissertation Committee Appointment Form changes, notify the Graduate Student Academic Services Office at least 2.5 months before Commencement to ensure your name will appear in the program.
4. If you want a specific faculty member to come to graduation and "hood" you, you should make that request of the faculty member *well* in advance of the ceremony.

Commencement dates and procedures and deadlines for the submission of paperwork pertaining to graduate degrees are available online at the Graduate College.

Graduate Student Funding

These expectations do not represent contractual obligations. ***Funding depends on the yearly departmental budget.***

1. Master's students should expect support for no more than two years. Support during those years is contingent on making satisfactory academic progress and receiving satisfactory evaluations from teaching and research supervisors. Satisfactory academic progress is defined in the present document.
2. Master's students who wish to be considered for admission to the doctoral program must file for Master's Degree Candidacy no later than the Graduate College's published deadlines during the semester before doctoral work would begin. (For fall entrance into the doctoral program, this means filing for candidacy no later than April, with the intent of completing the thesis in May or August.)
3. Doctoral students can expect funding for four academic years. Support during those years is contingent upon making satisfactory academic progress and receiving satisfactory evaluations from teaching and research supervisors. Funding beyond four years is at the faculty's discretion and is based on: (a) successful defense of dissertation proposal, (b) the availability of funds, (c) the department's needs, (d) the merits and potential contribution of the applicant's line of research, (e) the status and standing of the applicant's ongoing research, (f) the student's performance to date in the areas of research, coursework, and teaching, and (g) the potential for successful completion in the one-year timeframe. In short, *students should not count on funding beyond four years.*
4. Summer funding is based on teaching summer courses. This may be available and the department will make every effort to provide it. For neither M.A. nor Ph.D. students is this part of the contractual academic funding. Summer funding priorities are based on course enrollments, graduate student ability, graduate student progress, and experience in teaching independently, fit between graduate student ability and expertise and available courses, and graduate student tenure in the program. Currently, students are unable to get summer teaching on

the summer of their departure from the program—enrollment in the subsequent fall is now a university requirement for TA hiring. The majority of summer teaching occurs on-line and requires a certification of on-line teacher training.

5. Summer funding is typically not available in the summer after the student’s funding term expires (MA: after the second year, unless continuing to the PhD program; PhD: after fourth year). In some cases, the Director of Graduate Studies, in consultation with the graduate committee and the student’s advisor, will require that the student make satisfactory progress in their program (e.g., dissertation proposal) before summer funding is offered.
6. Please note that other summer funding opportunities are often available, such as the SBS Dissertation Completion Fellowship (<https://sbsri.sbs.arizona.edu/news/sbs-2020-summer-dissertation-fellowship>), and we expect you to apply for these awards. These funding opportunities are especially important if you will not be enrolled at UA in the subsequent fall.
7. Graduate College Fellowships for Professional Development and Travel, when available, is limited to people in residence in Tucson, active in the program, and making satisfactory progress in their degree program (including maintaining a 3.0 GPA). Students who do not meet these criteria will generally not receive funds. As of Fall 2017, the procedures for distributing Graduate College Fellowships are changed to a one-time distribution of funds that will occur early in the Fall semester. To apply for the funds, students must submit a one-page letter to the graduate coordinator outlining how the student intends to use the funds for professional development. Students must make it clear how use of the funds will result in professional development. Applicants should also include a clear budget. Amounts will vary year-to-year and may vary depending on status in the program. Below is a list of preferred professional development and travel choices, though funding is not restricted to these:
 - a. Conference registration, travel, and accommodation (AEJMC, NCA, IARR, ICA, ICLASP, WSCA, etc.)
 - b. Workshops (e.g., Sociology Methods Workshops at U of A, ESL workshops, writing and professional development workshops)
 - c. Participant recruitment and incentives for dissertations, theses, and other research projects with IRB approval
 - d. Research equipment (software; laboratory equipment)

In all cases, the graduate committee will make determination of appropriate use of funds. Students are in charge of the responsible use of funds. Upon appropriate expenditure of funds, students should submit documentation to the graduate coordinator (e.g., receipts). *Students who fail to use the funds appropriately or fail to demonstrate appropriate use will forfeit all or part of any future funds, including those distributed in the following year.*

Note: ALL students traveling to conferences or for other research purposes should see the administrative associate at Communication Room 211 for insurance paperwork BEFORE departure (even if you are not receiving funding).

Academic Progress and Graduate Student Evaluation

Below are standards for adequate academic progress in the graduate program in Communication and the consequences of failing to meet those requirements.

1. The three core courses (500, 561, 571) and either (a) one of the required theory courses (609, 610, 620, 669) and one elective or (b) two electives should be successfully completed by the end of the first year of enrollment in the graduate program. Failure to do so, unless required courses were unavailable, will result in faculty review of progress and possible dismissal from the program.
2. “Successful completion” means that no incomplete grades are outstanding, that the student has earned no grade below ‘B’ in the core or required courses, and that the student has not withdrawn with a failing grade from any course. If a traditional master’s student or Ph.D. student earns a ‘C’ or below in any core or required

course, the course must be repeated. (This rule does not apply to AMP students; they only must maintain a 3.0 graduate GPA.)

3. Failure to remove incomplete grades in a timely fashion (no longer than 1 year) will be regarded as lack of satisfactory academic progress. Also, incomplete grades change automatically to a “failing” grade (‘E’) after a specific period of time (typically one year) unless student has petitioned to extend incomplete and the petition is granted. An ‘E’ cannot be returned to a regular grade or an ‘I’ once that change has occurred.
4. All courses to be counted toward the minimum hours requirements must carry a grade of ‘B’ or better (‘P’ or ‘S’ for courses that have grade options of S, P, F (e.g., 900 Research, 910 Thesis, 699 Independent Study).
5. A grade below ‘B’ in any two courses taken as part of a student’s graduate coursework, or a question of academic misconduct, will invoke a faculty review of the student’s academic progress and possible suspension or dismissal from the program. Because funding is contingent on making satisfactory academic progress, it is likely to be revoked under such circumstances. Continuation or reinstatement of funding will depend on the outcome of subsequent faculty reviews and the availability of funds.
6. A grade below ‘B’ in any three courses taken as part of a student’s graduate coursework will result in dismissal from the graduate program. Students dismissed from the program may apply for (re)admission to the program only after a period of at least one year has transpired. Such applications will be evaluated in a manner consistent with the review of all other candidates during the application period.
7. Academic misconduct (e.g., plagiarizing, cheating, collusion) may result in suspension or dismissal from the program.
8. To be regarded in good academic standing (making adequate progress) in the M.A. program, the thesis or comprehensive exams should be completed by the end of two years as graduate student.
9. For doctoral students to be considered in good academic standing and making adequate progress, comprehensive exams must be passed by the end of the 6th semester (3rd year) in the program.
10. Ideally, the dissertation proposal should be successfully defended at the end of the 6th semester. Graduate students who have not defended the dissertation proposal by the end of the 7th semester will be considered not in good standing.
11. Successful completion of the final dissertation defense should occur within the timeframe identified on the proposal defense form (and no later than the end of the 8th semester).
12. Failure to submit approved committee appointment forms and department program of study form within the timeframe specified for the degree may constitute lack of satisfactory academic progress.
13. Failure to maintain appropriate standards of professional and collegial behavior may also be grounds for dismissal from the program; students who have been warned in writing concerning behavioral issues and have not made adjustments in a reasonable time frame are subject to immediate dismissal.

The faculty meet at the end of the spring semester to formally review the progress of all graduate students. Additional reviews will be scheduled as necessary. Student’s reappointment each semester and/or continuation in the program is contingent on:

1. Satisfying requirements for satisfactory academic progress
2. Receiving satisfactory evaluations from supervisors

If a student is found to NOT be in good academic standing, the student will receive written notification in the form of the annual evaluation letter with a clear statement of what he or she must do and a date by which such actions must be completed.

Graduate Student Appeals

As outlined above, students who fail to make satisfactory academic progress are subject to dismissal from the program. The student will be notified of this decision in writing, typically at the end of the academic year (May or June). Students will be given the opportunity to internally appeal dismissal decisions by doing the following:

1. Submit a written appeal to the Director of Graduate Studies and the advisor. This must be done within 30 days of the written notification of dismissal. If, after reviewing the appeal, the DGS and advisor are in

agreement, they can decide to reverse the dismissal decision upon the satisfactory completion of appropriate conditions.

2. In cases in which the DGS and advisor are not in agreement or seek further consultation, a meeting between the student, advisor, DGS, and graduate committee will be scheduled at a time that is feasible for all parties. The student's dismissal will be re-considered in light of the student's written appeal and follow-up questioning during the meeting as appropriate.
3. In the event that the dismissal decision is upheld, the Graduate College will be notified as soon as the decision is made. Any further petition, appeal, or rebuttal will need to be routed to the Graduate College.

Academic Probation

Students who have a cumulative grade-point average of less than 3.0 will be placed on academic probation. The student will come off probation when they bring their GPA back up to a 3.0 average. Students on probation are required to meet with their graduate advisor, discuss the steps to be taken to rectify the problems that led to the probationary status, and devise a written plan of action to be submitted to the Graduate College and Director of Graduate Studies.

Graduate students who are on probation for two consecutive semesters will be academically disqualified by the Graduate College. To obtain non-degree status they are required to apply for non-degree status at the Graduate College. To be re-admitted to the graduate program, they would have to have achieved a cumulative grade point average of at least 3.0 through additional graduate coursework before applying for admission. Readmission is not guaranteed and would require recommendation by the Department Head, Graduate Committee, and the Dean of the Graduate College. No more than 12 credit units taken as non-degree will apply to degree.

The Graduate Council believes that early identification and counseling for students having academic difficulty are in the best interests of students and departments. The Council stresses that there is no intent to be punitive to students having difficulty, but to encourage immediate intervention and closer mentoring of students that would enhance retention and probability of graduation. Students currently enrolled who are on academic probation will be contacted and encouraged to follow the steps indicated in paragraph one above so that they might take advantage of intervention and closer mentoring. Contact persons on this topic are the Associate Deans in the Graduate College.

Continuous Enrollment Policy

Master's Enrollment Policy: A student admitted to a Master's degree program must register each fall and spring for a minimum of 3 graduate units from original matriculation until all degree requirements are met. When course and unit requirements are completed, Master's students must register for a minimum of 1 thesis unit each semester until the thesis is finalized. If the thesis or comprehensive exam requirement is to be completed in the summer, the student must register for a minimum of one unit of graduate credit during a summer term. Master's candidates do not have to register for graduate units during summer sessions unless they plan to make use of University facilities or faculty time (including the Comprehensive and Final Oral Examinations). If they do plan to use facilities or faculty time, they must enroll for one unit of graduate credit.

Doctoral Continuous Enrollment: A student admitted to a doctoral program must register each fall and spring for a minimum of 3 graduate units from original matriculation until the completion of all requirements, written and oral comprehensive exams, and a *minimum of* 18 dissertation units. When these requirements are met, doctoral students must register for a minimum of 1 unit each semester until final copies of the dissertation are submitted to the Graduate Student Academic Services Office. However, students receiving funding such as assistantships, fellowships, loans, grants, scholarships or traineeships may be required by their funding source to register for more than 1 unit to meet full-time status requirements, and should check with their program advisor or the graduate coordinator regarding such requirements to ensure that they remain qualified for the funding. A

Graduate Associate must be enrolled in a minimum of 6 units. A Graduate College Dissertation Tuition Scholarship requires a minimum of 3 units.

Doctoral students completing a comprehensive exam defense or dissertation defense during the summer do not have to register for graduate units during summer sessions. However, for use of the library by Ph.D. students finishing up their dissertations during the summer, the graduate coordinator can request that GSAS enroll them in GRAD 922 until completion of degree. This “class” is worth zero units and is free of charge; it does not represent registration qualifying for student loans. If degree requirements are completed during an intersession (winter session or summer pre-session), the student must have been registered during the preceding semester.

Unless excused by an official Leave of Absence (which in no case may exceed one year throughout the student’s degree program), all graduate students are subject to the Continuous Enrollment Policy and must pay in-state and out-of-state tuition and fees in order to remain in the program. Students who have not maintained continuous enrollment, and who failed to file timely requests for a leave of absence, are automatically discontinued from their programs. In such cases, if the student wishes to be reconsidered for the program, he or she will be required to apply for re-admission to the program, pay the Graduate College application fee, and pay all overdue tuition and fees, including cumulative late penalties. No tuition or registration waivers will be applied retroactively.

Ideally, if a student plans in advance on temporarily leaving the program, they need to complete a request for a regular leave of absence before their absence. Additional instructions for filing regular leave of absence requests, and links to the LOA form, can be found at <https://grad.arizona.edu/policies/enrollment-policies/leave-absence>.

The retroactive leave of absence mechanism is not appropriate for students who have failed to maintain continuous enrollment. Retroactive leave of absence is to be used in truly exceptional circumstances, such as cases where a traumatic medical event or natural disaster, prevents a student from doing their due diligence in applying for a leave of absence. The graduate college will not approve retroactive leaves of absence for students who have failed to maintain continuous enrollment and do not have extreme extenuating circumstances. Refunds of tuition paid for the retroactively applied LOA will not be granted.

Leave of Absence Policy

Leaves of Absence (LOAs) may affect the status of a graduate student’s financial aid. Students are responsible for determining the requirements of the funding agency and/or academic unit prior to applying for a Leave of Absence. See the Graduate College website for further information in this regard.

Academic leaves

Academic LOAs (i.e., leaves taken for course work elsewhere, for research, fieldwork, internships, professional development) are handled on a case-by-case basis by the student’s department and Graduate College.

Personal leaves

Graduate students in degree programs may be granted a Leave of Absence for a maximum of one year throughout the course of their degree program by the Dean of the Graduate College upon the written recommendation of the student’s advisor and Department Head. LOAs are granted on a case-by-case basis for compelling reasons including birth or adoption of a child, personal or family reasons, medical reasons, military duty, or financial hardship. Students will be readmitted without reapplying to the department and the Graduate College. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA. Failure to obtain a Leave of Absence or remain in continuous enrollment will result in penalties, as described in the continuous enrollment policy requirements.

Graduation

There are multiple graduation ceremonies. Most grads attend the SBS graduation because that is where the formal hooding occurs; however, there are whole-university and graduate college graduation ceremonies as well. You do not have to attend any ceremony. If you are planning on attending a ceremony and would like your advisor and/or the department head to be there, you should let those individuals and graduate program coordinator know as early as possible. Questions about the ceremonies themselves should be directed to the SBS Dean's Office and the Graduate College.

Expectations for Working with your Advisor

Different faculty members work in different ways. This handbook cannot tell you how long your advisor might take to turn around a document like a thesis/dissertation proposal (or the actual thesis/dissertation itself), or how many drafts of a document your advisor might need to see before declaring it ready. However, you should assume:

- a. That your advisor is a busy person and your document may not be their first priority at any given time, and
- b. That carefully reading and providing feedback on a long and complex document like a proposal is not a quick task, and
- c. That a proposal for a thesis or dissertation is unlikely to be ready on the first or second draft. It will almost certainly be weeks between the completion of a first draft and readiness for defense, and sometimes it might be a semester-long process.

As you develop a timeline for a dissertation/thesis, factor in times when you will be waiting for feedback. Plan to use those times to work on other aspects of the project, or to work on other projects. If you feel that your advisor is taking an excessive amount of time to get you feedback on a document, you should consult with him/her, the graduate director, or any other faculty member, in order to get an idea of what reasonable expectations might be for a specific document. The advisor-advisee relationship is a reciprocal one; if you turn things around quickly and efficiently and with high quality, you are more likely to receive the same treatment from your advisor.

Expectations for Working with your Committee

Committees get two weeks to read your thesis, comps, and dissertation (plus grad college processing time for the latter). Don't ask them to do it in less time. If you are heading towards a committee meeting during an exam week, vacation period, or holiday time, consult early and often with your committee about their availability. Double check whether committee members are on sabbatical during a period when you are planning a defense; if they are then you will need to work around their sabbatical schedule. More generally, do not make assumptions about faculty availability, and do not back yourself into a position where you "have to" defend in a constrained period of time, because your crisis is not your committee's emergency... those of you familiar with reactance theory will have some idea of most committees' responses when they feel backed into a corner.

Be Nice; Be Professional

We value a collegial and pleasant department environment. Interpersonal behavior not conducive to that environment is not appropriate. Communication is a small field, and you do not know when and where you might meet people again in your life. Be nice. Being a graduate student is your job; you are getting paid to teach and learn. We are not an overly formal department, but basic standards of professional behavior apply to all of your academic activities here. You should behave respectfully toward staff and faculty and respond to official requests for information promptly.

Useful Websites

University of Arizona Sites

Communication Department: <http://comm.arizona.edu>

Graduate College: <http://grad.arizona.edu>

Degree Certification Forms and Steps to Your Degree: <http://grad.arizona.edu/gsas/degree-requirements>. A link to the *Manual for Submission of Theses and Dissertations* is also available at this site.

Forms for Master's/Specialist Plan of Study, Master's/Specialist Completion of Degree Requirements, Doctoral Plan of Study, Results of Oral Comprehensive Examination for Doctoral Candidacy, Committee Appointment Form, and Announcement of Final Oral Examination are available at the UAccess Student Center and must be submitted via **GradPath**.

GradPath: <http://grad.arizona.edu/gsas/gradpath>

Human Subjects Approval: <http://www.orcr.arizona.edu/hspp>

Professional Organizations in the Field of Communication

International Communication Association: www.icahdq.org

National Communication Association: www.natcom.org

Western Communication Association: www.westcomm.org

Appendix A: Course Rotation*

| FALL - Odd Years | SPRING - Even Years |
|--|--|
| Always Offered: | Always Offered: |
| 500 – Intro to Grad Studies in Comm | 571 – Research Methods II |
| 561 – Research Methods I | 620 – Theories of Social Influence |
| 609 – Mass Comm Theory | |
| | |
| Seminar in <i>one</i> of the following areas: | Seminar in <i>one</i> of the following areas: |
| Interpersonal | Method/Stats |
| Methods/Stats | Health |
| | |
| <i>One</i> additional course (500 or 500 level) in: | <i>Two</i> additional course (500 or 500 level) in: |
| Other Specialization | Media |
| Political | Interpersonal |
| | Other Specialization |
| | |
| FALL - Even Years | SPRING - Odd Years |
| Always Offered: | Always Offered: |
| 500 – Intro to Grad Studies in Comm | 571 – Research Methods II |
| 561 – Research Methods I | 610 – Interpersonal Theory |
| 669 – Health Comm Theory | |
| | |
| Seminar in <i>one</i> of the following areas: | Seminar in <i>one</i> of the following areas: |
| Media | Health |
| Interpersonal | Media |
| | |
| <i>One</i> additional course (500 or 500 level) in: | <i>Two</i> additional course (500 or 500 level) in: |
| Interpersonal | Political |
| Methods/Stats | Other Specialization |
| Other Specialization | Health |
| | |

** This course rotation reflects the classes we anticipate offering each semester as well as general areas we expect to cover. There is no guarantee that these courses will be offered.*

Appendix B: Comprehensive Exam Format (An Example)

The following example is a suggested format for the Ph.D. comprehensive exam. The example reflects synthesis, critique, and suggestions for future research. Please note that the following suggestion is just that: *a suggestion*. It is *not* intended to be interpreted as a contract or a required format. Comps committee members have some latitude in the structure of the question(s) and how the time period of each area is allocated.

Assume a student takes 620 and 669 to fulfill the required theory courses and 561 and 571 to fulfill the method core.

Theory Question 1: 620 and related coursework (3 hours total)

- (a) 1 hour synthesizing the extant research on the theory or theories and related material.
- (b) 1 hour critiquing the extant research. This is largely a critique of what was synthesized in part (a).
- (c) 1 hour offering suggestions for future research in this area. These offerings are based in part on the problems identified in part (b).

Sample Questions

Inoculation (1 hour)

Describe the basic principles of inoculation theory and describe briefly how a simple study might demonstrate an inoculation effect. What psychological process do you believe underlies the inoculation effect, and what evidence (i.e., empirical research) exists for that process? What limitations exist for the implementation of inoculation interventions on a wide scale in, for instance, public health campaigns?

Dual Processing Models (1 hr)

Based on both the ELM and HSM research, what factors are hypothesized to influence:

(a) attitude structure and formation, (b) message processing, and (c) attitude change? Cite evidence to support or refute the hypothesized role of these various factors in the process of persuasion. How have social scientists operationalized some of these different factors? Have the ELM and/or HSM met with criticism? If so, describe the nature of the criticism(s).

Campaigns (1 hr)

Define social marketing. Identify the key elements that are associated with its successful conduct. Cite some examples of successful campaigns, underscoring the campaign design factors likely and/or known to have contributed to the intended outcome. Finally, assume that you are the architect of a social marketing information campaign to combat smoking up-take by adolescents. What are the key factors to consider in the design of your campaign? Suggest some applied examples of how the campaign messages might be constructed and placed in media venues to best achieve the desired effects on the target audience.

Theory Question 2: 669 and related coursework (3 hours total)

- (a) 1 hour synthesizing the extant research on the theory or theories and related material.
- (b) 1 hour critiquing the extant research. This is largely a critique of what was synthesized in part (a).
- (c) 1 hour offering suggestions for future research in this area. These offerings are based in part on the problems identified in part (b).

Method Question: 561 and related coursework (1 ½ hours total)

This question is based on 561 and related coursework (e.g., research tool) addressing method, design, reliability, validity, etc.

Sample Question:

Survey and content analysis (1.5 hours)

- a) In an abstract sense (i.e., independent of specific methods) define what is meant by (i) measurement reliability and (ii) measurement validity.
- b) Describe how you ASSESS each in survey research and content analysis research (give examples of methodological procedures and statistics).
- c) Describe strategies you can use to MAXIMIZE each in survey research and content analytic research (i.e., specific research strategies that you would use to ensure reliability or validity).
- d) Automated computer-coding of texts is a popular approach in content analysis (e.g., of newspaper articles). Comment briefly about the reliability and validity issues inherent in such procedures.

Stats Question: 571 and related coursework (1 ½ hours total)

This question is based on 571 and related coursework (e.g., research tool) regarding statistical tests, power, etc.

Sample Question:

Imagine that you are attempting to explain teenagers' self-esteem from variables like their weight, body image, gender identity, sexual activity, GPA, television consumption, race, etc.

- a) Specify a simple model that involves a mediated relationship, and describe what statistical procedure you might use to test the model.
- b) Describe a moderator/interaction effect involving some of these variables, and describe what statistical procedure you would use to test that effect.
- c) Imagine performing a oneway ANOVA and finding a significant effect for race/ethnicity (e.g., Black, White, Latino) on self-esteem (e.g., $F(2, 147) = 6.29, p < .05$). What more would you want to tell your reader about this effect, and what calculations might you need to perform to give the reader that information (describe conceptually, don't do the calculations).
- d) A colleague examines the same effect and also rejects the null hypothesis ($p < .001$). He writes to you gloating over the fact that his effects were so much *bigger* than yours. How do you respond?
- e) Imagine finding a *non-significant* correlation between weight and self-esteem. Provide three *substantively different* explanations for this **lack** of statistical significance

Specialty (3 hours total)

This question or series of questions is based on the student's area of research focus and dissertation. Questions can integrate related coursework. For example, a student doing a dissertation on family communication might expect questions that consider the dissertation as well as coursework related to family/interpersonal communication.

Appendix C: Proposal Defense Form

DEPARTMENT OF COMMUNICATION
(to be submitted to Graduate Coordinator)

Student Name: _____ **Signature:** _____ **Date:** _____ **(print)**

CHECK ONE: ___ Thesis Proposal ___ Dissertation Proposal

PROPOSAL TITLE: _____

THE COMMITTEE HAS JUDGED THIS PROPOSAL TO (CHECK ONE):

___ Pass with no revisions.
Final defense to occur by: _____

___ Pass with minor revisions*
Revisions (detailed below) to be approved by committee chair no later than: _____
Final defense to occur by: _____

___ Pass with major revisions*
Revisions (detailed below) to be approved by full committee no later than: _____
Committee to be reconvened: ___ Yes ___ No
Final defense to occur by: _____

___ Fail
New proposal must be successfully defended no later than 6 months following today's date (noted above). Failure to achieve a passing result in second defense will result in termination from the program.

IDENTIFY REVISIONS (IF REQUIRED ABOVE):

| | | |
|--------------------------------|------------------|-------------|
| Committee Chair (Print) | Signature | Date |
|--------------------------------|------------------|-------------|

| | | |
|---------------------------------|------------------|-------------|
| Committee Member (Print) | Signature | Date |
|---------------------------------|------------------|-------------|

| | | |
|---------------------------------|------------------|-------------|
| Committee Member (Print) | Signature | Date |
|---------------------------------|------------------|-------------|

| | | |
|---------------------------------|------------------|-------------|
| Committee Member (Print) | Signature | Date |
|---------------------------------|------------------|-------------|

* Failure to comply with deadlines identified above may result in loss of funding and/or conversion to non-degree seeking student status.

Appendix D: Teaching Evaluation Form

This form is subject to minor change to accommodate dynamic teaching schedules and on-line classes

| | |
|------------------------|--|
| TA Name: | |
| Evaluator Name: | |
| Course# / Title | |
| Semester: | |

| | <i>Enter dates</i> |
|---|--------------------|
| Pre-semester syllabus and textbook check | |
| Midterm grade check | |
| Class observation | |
| End of semester grade check | |
| Evaluation submission | |

| | | | |
|-----------------------------------|-------------|-------------|------------------|
| TA experience (bold one) | <i>None</i> | <i>Some</i> | <i>Extensive</i> |
|-----------------------------------|-------------|-------------|------------------|

| | | | |
|--|--------------------|--|--------------------------|
| TA role in course (bold one): | <i>Stand Alone</i> | <i>TA with Discussion / Lab Sections</i> | <i>Primarily Grading</i> |
|--|--------------------|--|--------------------------|

| <i>***Enter "X" to indicate evaluation; leave blank when not applicable.</i> | <i>SUPERIOR</i> | <i>SATISFACTORY</i> | <i>UNSATISFACTORY</i> |
|--|-----------------|---------------------|-----------------------|
| Syllabus (check before semester start) | | | |
| Mastery of subject matter | | | |
| Preparation (media, written materials) | | | |
| Lecturing | | | |
| Teamwork | | | |
| Speaking fluency: English as a second language | | | |
| Professional demeanor & appearance | | | |
| Holds office hours | | | |
| Keeping class records / maintaining D2L, etc. | | | |
| Constructing exams | | | |
| Grading consistent with department norms | | | |
| Grading papers and exams in a timely manner | | | |
| Other (specify) _____: | | | |
| OVERALL EVALUATION (required) | | | |

WRITTEN EVALUATION

On the next page, please provide a 1-2 paragraph summary along with this evaluation. The summary should be based in part on in-class observation of the TA.

Appendix E: IRB Procedures

The University of Arizona requires the Institutional Review Board or its representatives approve all research on human subjects. The Department of Communication has been granted permission to review all research projects “in house” because the vast majority of its projects are “low risk.” Currently, Dr. Patricia Sias and Dr. Joseph Bonito are co-chairs of the department’s review board. The benefit of the local approval model is greatly reduced processing time. The purpose of this document is to provide a set of guidelines for drafting the Project Approval Form (F200), the recruitment protocols and script, and the informed consent document.

In general, the committee will consider and review only low risk projects. A project is low risk if it meets the following criteria:

1. Does not involve minors as study participants
2. Is not federally funded (e.g., NIH, NSF, NEA, etc.)
3. Does not involve treatments or instruments that potentially cause significant psychological and/or physical risk to subjects
4. Guarantees anonymity and confidentiality
5. Does not involve some specialized population (e.g., Native Americans)

If the local review board deems a project as “high risk” or if the board is uncertain whether a project is high risk, we will send the proposal to the University’s IRB. If the board deems the project as low risk, it will be reviewed internally.

If your project is low risk, the departmental review board requires the following before approval is granted:

1. Each study must have a statement of informed consent. Please see content templates at (<http://ocr.arizona.edu/hssp/forms>). See Appendix D in the “Investigator Manual” at the same site for more information. In general, we will not approve proposals that do not follow this rule!
2. Each study must provide a recruitment script. From page 30 of the Investigator Manual:
Note: All recruitment materials and methods in their final form that directly target subjects must be approved by the IRB before being implemented. Recruitment is the start of the consent and enrollment process. Therefore, materials should reflect that the project is research and explain the purpose, procedures, and time commitment. Materials must be clear, concise, and in language that does not coerce or place undue influence on a subject to participate. *Specific dollar amounts are not allowed in UA recruitment materials.* [Emphasis added.] However, it is permissible to state that ‘compensation will be provided.’
3. Compensation for study participation is allowed but the UA has strict guidelines for compensation. See the italicized sentence in the preceding paragraph! Don’t mention dollar amounts! Beyond that, see page 31 of the Investigators Manual for more information (e.g., the conditions under which a raffle might be used to induce participation).

Some Other Issues:

1. All forms must be submitted via email to both Dr. Sias and Dr. Bonito. If possible, get e-signatures (see <http://www.productivity501.com/how-to-create-a-scanned-signature/357/>). If e-signatures are not feasible, we assume that you will provide a signature if asked. And if you are a graduate student, we assume you’ve already asked your advisor to supervise the project and that s/he will sign if needed. Don’t miss that last part! Approval is given by email, and make sure you keep that email!
2. In general, keep project summaries short and to the point. Our job is to review the project for risk to participants, proper use of informed consent, and recruitment protocols. Our job is not to evaluate the project’s scientific merit.

3. Given the proliferation of online studies in the department, it is tempting to think that that some shortcuts, especially regarding informed consent, are possible or even normative. That is not the case! All online studies are held to the same standards regarding recruitment and informed consent as are “in person” studies. That means that participants must see the *complete* consent form *prior* to the introduction of any study materials or items. Ideally, the online consent form contains a button at the bottom that says “I consent to participate” or a text box that asks participants to type “I agree” in lieu of a signature. In either case, the participant is then taken to the first page of the study only after consent has been given. Make sure to include in the Project Approval Form (PAF) steps for gaining informed consent for online studies.

3/1/13

Appendix F: Awards

Department of Communication Yearly Graduate Student Awards & Criteria for Selection

Award winners are chosen by the Graduate Admissions Committee. For awards requiring an application, applications are submitted via email to the Graduate Coordinator. Application deadline is normally the last Friday in July each year¹. Please submit a separate email for each award you want to be considered for. No late applications are accepted. Students are eligible to apply for and receive multiple awards. Award amounts vary year-to-year and are partially dependent on established *need* (i.e., as determined by your FAFSA).

RESEARCH AWARD (typically \$500-\$800)

Awarded for excellence in research during the preceding academic year; based on performance in terms of journal publications, book chapters, conference presentations, grants, grant reports, and other relevant peer reviewed and/or academic publications. Alongside rate of publication during the review period, the publication outlet (e.g., quality of journal), order of authorship, and extent of contribution will be considered. To apply, please submit an updated CV (in pdf form) attached to an email requesting to be considered for the Research Award.

TEACHING AWARD (typically \$500-\$800)

Awarded for outstanding accomplishment in teaching during the preceding academic year. Award is given based on performance in terms of student evaluations (TCE reports), faculty evaluations of teaching, distribution of grades in classes, and quality of teaching portfolio. To be eligible for this award, students should submit an updated teaching portfolio (pdf format, or a link if the portfolio is web-based) attached to an email requesting that the student be considered for the teaching award. TCEs must be included.

CHRIS SEGRIN GRADUATE DISSERTATION AWARD *for students who are completing their dissertation* (typically \$500-\$800)

The Department of Communication Graduate Dissertation Award recognizes excellence in graduate student performance based on superior performance in scholarship, research activity, and promise of successful completion of dissertation work that will yield a meaningful contribution to the discipline. To be eligible, students must have successfully completed comprehensive exams, successfully defended dissertation proposal by October 1st, and be working in residence on their dissertation for the entire academic year. Student must be registered for at least 9 dissertation credits (total 18 units) during the semesters in which they accept the award and students must maintain good standing in the program. This is an endowed award, funded by the UofA Foundation. The application process is described on a subsequent page of this document.

KORY FLOYD GRADUATE FELLOWSHIP IN INTERPERSONAL RELATIONS (typically \$500-\$800)

Award for a current Communication graduate student in good standing and with a respectable GPA for *research productivity* in the area of *interpersonal communication*. The winner is selected based on published and presented professional work – journal articles, convention papers, book chapters, etc. Students are eligible to receive the award multiple times during the course of their graduate program. Rate of publication during the review period, the publication outlet (e.g., quality of journal), order of authorship, and extent of contribution will be considered. To apply, submit a maximum one page letter of application outlining accomplishments along with an updated CV (in pdf form). Reward recipients are asked to send a thank you letter to the Donors.

ED DONNERSTEIN MEDIA RESEARCH SCHOLARSHIP (typically \$500-\$800)

Funding awarded for research-related expenses for a research project on mass communication (broadly defined – many elements of new technology research, media-based health campaigns, etc. will be considered). This is an endowed award, funded by the UofA Foundation. Applicants must be a full time graduate student majoring in Communication and pursuing research in Media, with a minimum 3.0 cumulative GPA or greater. The committee will evaluate each applicant based on academic merit, financial need, and/or other relevant measurable qualities.

¹ Application deadline for 2018 was July 27th; Application deadline for 2017 was July 28th

Award may also support travel for research. Award recipient(s) are not eligible for renewal consideration during the same academic year. However, they can reapply in subsequent years. Additional information regarding eligible research expenses and application procedures is below.

MARGARET HICKEY FELLOWSHIP (typically \$500-\$800) for women graduate students in the field of communication

Awarded for outstanding academic performance in the classroom during the preceding academic year; based primarily on scholarship in terms of GPA. This is an endowed award, funded by the UofA Foundation. The criteria stipulate that the award recipient must be a female graduate student in the field of Communication. Applications are NOT required for this award.

Important Notes For All Awards: Where asked to submit a CV, please make sure it is current, that all cites are in APA style, and that the “publications” sections include *only* work that is published or “in press.” Work that is under review or in progress should be in a separate “work in progress” section (or similar). Conference presentations get their own section. Teaching portfolios must include updated and reader-friendly summaries of your *entire* history of quantitative student teaching evaluations (as well as other things, of course). Any files you submit should have your NAME as part of the FILE name (e.g., SmithCV.pdf, not CV.pdf). If you don’t provide us with the information to make an informed decision on your candidacy for an award, you probably won’t win. Everything should have a date on it. Also, although only one award has a request that the recipient write a letter of thanks to the Donor, The Department considers this practice a good one, especially when the donor is known. ☺ Finally, not every award is given every year. If you don’t receive an award in one year, try again the next!

ED DONNERSTEIN MEDIA RESEARCH SCHOLARSHIP:

REQUIREMENTS AND PROCEDURES

Work for a thesis or dissertation is eligible, as is independent work, or collaborative work with a faculty member, so long as you (the student) are the lead on the project.

The application will require

- A summary of your project. This should be a maximum 4 double-spaced pages (not including references), and should include a brief rationale for the project as well as some preliminary description of method, analysis, and expected deliverables (e.g., will you get a conference paper? a publication? out of the project).
- An itemized budget. The budget does not need to be in any specific format, but it should detail specific expenses related to doing the project, the actual costs, and the total amount being requested.
- A budget justification. This should be a 1-2 paragraph explanation which connects the project description and the budget (e.g., if you are studying a specific population and need to travel to reach that population, the budget justification would fill in the dots for why and how you will be traveling and how you estimated costs for travel).

This award does *not* fund salary or personal living expenses, and it can't pay your cell phone bill even if you are using your phone to call respondents. It doesn't cover travel to *conferences* (but it could cover travel to a *research site*). It can cover most other things that are legitimate expenses related to actually performing research. You can purchase equipment with the money; however you would not OWN the equipment – it would become the property of the department at whatever point you completed the research study (note – software is not equipment). You can pay subjects (e.g., with gift cards) using this money. The maximum amount you may request is \$1000, but the actual reward amount may vary. Joint applications are allowed -- i.e., two students collaborating on a project should submit a single joint application.

This application should be submitted as a single PDF email attachment with four sections (Project Summary, References, Budget, Budget Justification).

CHRIS SEGRIN GRADUATE DISSERTATION AWARD (PHD)

The Dissertation Award in the Department of Communication at the University of Arizona recognizes excellence in graduate student performance. This award provides a stipend to facilitate completion of the dissertation by aiding in research expenses. Note: Individuals may receive the dissertation award in addition to other awards (e.g., a media research dissertation might be eligible for both the dissertation award and the Donnerstein award).

There are three key criteria for selecting the successful applicant:

- (1) demonstrated excellence in scholarship and research activity
- (2) promise of successfully completing dissertation work that will yield a broad and meaningful contribution to the social scientific study of communication phenomena
- (3) specific expenses that will be incurred in performing the dissertation research (this should be clear in the proposal)

Eligibility

To apply, students must: (a) have advanced to Ph.D. candidacy by October 1 of the academic year in which the award is given (i.e., successful completion of comprehensive exams and successful defense of dissertation proposal no later than October 1st), (b) be working in residence on their dissertation for the entire academic year in which the award is given, and (c) be enrolled in 9 units of dissertation credits (total of 18 units). Students who meet these criteria are strongly urged to apply. Questions about eligibility should be addressed to the Graduate Coordinator. *Please note:* This award will not be disbursed until such time as the student has successfully defended his/her dissertation proposal. Failure to successfully defend the proposal by October 1 may result in reassignment of the award. These eligibility requirements cannot be waived.

Application Process

A *completed* application must be received by the Department Graduate Coordinator (Tina Mendoza) via email attachment no later than the application deadline. The application should consist of the following; the first three should be submitted as a *single* PDF file arranged in the specified order; the letter can be delivered separately direct from the faculty recommender:

1. **A letter of application.** The letter of application should be no longer than **one** page (single spaced), and should address the applicant's progress to date in the graduate program (e.g., coursework completion, comprehensive exam status), and how the award will benefit the applicant.
2. **A dissertation proposal overview.** The proposal overview should be a narrative description of the dissertation and should not exceed 4 double-spaced pages (excluding references). The proposal should be organized into the following sections: (a) background and theoretical foundation of the proposed research, (b) significance of the research (implications for & contribution to the discipline), (c) design and procedures, and (d) time frame for the completion of the project. The proposal should be written in language that is accessible to a broad audience of communication scholars. A reference list should follow the proposal overview and does not count as part of the page limit.
3. **Budget itemization and justification.** The budget does not need to be in any specific format, but it should detail specific expenses related to doing the project, the actual costs, and the total amount being requested.
4. **Curriculum vitae.**
5. **One letter of recommendation.** One letter of endorsement from a faculty member in the Communication Department is required (this should be the dissertation advisor except under unusual circumstances). The recommender should comment on the student's academic progress to date, the merits of the dissertation, the likelihood of its completion during the subsequent year and the student's likelihood of gaining useful employment following completion of the project. Applicants should provide a copy of the proposal to the recommender in enough time for the recommender to write a letter. Letters should be submitted directly to the graduate coordinator by the **application deadline**. **Email submission is encouraged.**