

Graduate Student Handbook

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University of California, Santa Barbara
Department of Communication

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INTRODUCTION

The Department of Communication at the University of California, Santa Barbara offers advanced study leading to the Doctor of Philosophy (Ph.D.) degree. The department prides itself on a faculty of leading scholars all actively involved in communication research, teaching, and service.

The graduate program is designed to provide students with a theoretical understanding of the process of human communication. The department embraces a social science orientation to the field of communication. Faculty members typically use empirical quantitative methods to study important societal issues concerning human communication. The graduate curriculum provides students with essential preparation in theory construction, data analysis, and research methodologies for conducting original scholarship in communication.

Graduate training is provided in three major areas: interpersonal, organizational, and media communication. One of the strengths of our graduate program is that faculty often work in more than one of these three primary areas, and students are encouraged to explore overlaps between these traditional contexts. **Interpersonal/Intergroup communication** deals with communication between individuals, usually in face-to-face settings. Faculty working in this area investigate issues such as communication patterns in different types of social relationships, the development of close relationships, how people use conversational tactics to achieve goals, language and communication, gender differences in communication, and how members of different social groups (e.g., cultures, gender, generations) communicate. **Media communication** examines issues involving the creation, distribution, and reception of mass media messages. Faculty in this area explore topics such as the social and psychological effects of mass media, the influence of media on children, information-seeking and evaluation strategies, media literacy, and media law and policy. **Organizational communication** focuses on the nature of communication in the workplace. Faculty working in this area explore topics such as how innovations are implemented and modified in organizations, the nature of embedded organizational groups, influence processes and organizational decision making, leadership, social networks, socialization processes for organizational newcomers, and communication technologies in the workplace.

The Ph.D. program is structured to be completed in five years by students entering with no previous graduate work. The Master of Arts (M.A.) degree is earned in the process, typically after two years in the program. Students with an M.A. degree (with thesis) from another university should be able to complete the Ph.D. degree in three to four years. The department normally does not admit students who are interested in the M.A. degree only.

MASTER OF ARTS DEGREE

Completion of the Ph.D. requires that the student first obtain a Master of Arts degree. The M.A. degree normally is achieved within the first two years of graduate study.

M.A. Advisor

Each student who is working on an M.A. degree must select an academic advisor. The role of the M.A. advisor is to assist the student with a plan of study, and to oversee the student's degree progress and research activity during the pursuit of the M.A. degree. The M.A. advisor also serves as chair of the student's M.A. committee. Before selecting an advisor, incoming students have an opportunity to explore the research interests and specializations of the faculty. To assist students in this process, the department organizes sessions during the Fall quarter to orient new students to faculty and their research interests.

Students should declare their M.A. advisor by the Spring quarter during the first year. The M.A. advisor should be a tenure-track faculty member (also called ladder faculty) of the Department of Communication. See Appendix B for declaration forms. Declaration forms require both the advisor's and the student's signature. Students may change advisors at any time during the M.A. work without prejudice.

M.A. Committee

The M.A. committee should consist of at least two ladder faculty from the department, in addition to the M.A. advisor. The student's committee should be chosen by the end of Spring quarter during the first year. The membership and size of the committee should be dictated by the student's research interests. The M.A. committee is responsible for reviewing and approving the student's thesis proposal. The M.A. committee must approve the student's proposal *before* formal work on the thesis begins. The proposal should be approved by the end of the Fall quarter of the second year in residence. The M.A. committee also evaluates the final version of the thesis. See Appendix B for forms to declare (or change) committee members.

M.A. Coursework

Students are required to take a total of 52 units of coursework, although students are encouraged to take more units when appropriate to their plan of study. All of the required 52 units, with the exception of Comm 597 and Comm 598, *must be taken for letter grade*. The requirements are divided into three categories: **(a)** a core of three introductory courses (Comm 200, Comm 201, Comm 204a) that are normally completed during the first year in residence (exceptions require the approval of the Graduate Advisor and are granted only in extraordinary circumstances), **(b)** courses in the student's Major Area of interest in communication (either media, interpersonal, or organizational), and **(c)** courses in a Minor Area of communication (one of the two areas outside the student's Major Research Area).

Students complete a total of 16 units in the Major Research Area and 8 units in the Minor Research Area. Normally, major and minor areas are fulfilled by courses offered in the Department of Communication. In unusual circumstances, students may petition to take a major or minor course outside the department, with the approval of the Graduate Advisor and the student's M.A. advisor. Students are allowed to take advanced undergraduate courses to fulfill part of their coursework and to prepare them for certain graduate seminars. A maximum of 8 units in the Major Research Area and 4 units in the Minor Area may be taken at the undergraduate level and counted for credit

toward the M.A. degree.

Students are also required to complete two tools courses. The tool requirement is designed to enhance the student's research capabilities for the thesis. Students pursuing an empirical thesis project typically take statistics coursework to satisfy the tool requirement (e.g., Education 214A-C series). Foreign language coursework or a computer science course also may be used to satisfy the tool requirement if it is related to the thesis (e.g., a Spanish course might be needed to translate material from Spanish to English for the project). Students must complete 8 units of Thesis Preparation (Comm 598) during the second year in residence (typically 4 units per quarter during Winter and Spring). These units award credit for research work with a faculty member, culminating in the thesis. Students may take more than 8 units of Thesis Preparation (Comm 598), but only 8 of these units will count toward the degree.

Decisions about the specific plan of study to be pursued by each student should be made in consultation with the student's M.A. advisor, the student's M.A. committee, and the Graduate Advisor.

Summary of M.A. Coursework Requirements:

	<u>Units</u>	<u>Grade Option</u>
Core Courses		
Comm 200: Communication Theory Construction	4 units	letter grade only
Comm 201: Communication Theory	4 units	letter grade only
Comm 204a: Research Methods in Communication	4 units	letter grade only
Major Research Area (media, interpersonal, or organizational)	16 units	letter grade only
Minor Research Area (courses in one of the two areas outside the student's Major Research Area)	8 units	letter grade only
Tools Requirement (e.g., statistics, foreign language, computer science courses relevant to thesis)	8 units	letter grade only
Exam Preparation (Comm 597)	---	S/U grade option
Thesis Preparation (Comm 598)	8 units	S/U grade option
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TOTAL	52 units	

Directed Reading & Directed Research

Two types of courses may be taken on a one-to-one tutorial basis with a faculty member. Directed Reading (Comm 593) is designed to provide students with a similar experience as a regular course, except that it is conducted on an individual basis with a faculty member. Comm 593 is particularly useful when a course that a student desires is not being offered as part of the regularly scheduled curriculum. Students should consult with individual faculty to determine whether a Comm 593 is available in a given quarter. Comm 593 can be used to fulfill courses in the Major Research

Area and the Minor Research Area. In advance of the Directed Reading, students and supervising faculty should develop a contract that describes the course goals, designated reading list, and the required assignments. Contract forms for Comm 593 are available from the Graduate Program Assistant. See Appendix B for Comm 593 contract form.

Directed Research (Comm 596) is also a tutorial experience with a faculty member. The purpose of this course is to provide the student with supervised research experience in an area of communication. Comm 596 *cannot* be used to fulfill courses in the Major Research Area, the Minor Research Area, or the tools requirement. However, students are strongly encouraged to take Comm 596 as supplemental or elective units in order to enhance research skills. Moreover, these additional units can be applied toward the requirements for doctoral level coursework. The research activities for which Comm 596 units can be earned include any or all of the following: critically reviewing the literature and formulating hypotheses or research questions, designing measurement techniques, collecting data, analyzing and interpreting results, and writing final reports of studies for a scholarly conference or publication. In advance of the Directed Research, students and supervising faculty should develop a contract that describes the specific nature of the work to be conducted for the precise number of units. See Appendix B for Comm 596 contract form.

Department Colloquium Requirement

All students are required to enroll in a 1-unit department colloquium (Comm 505) *every quarter* during their graduate residency. The colloquium meets regularly and features guest speakers including faculty and graduate students from the Department of Communication, as well as scholars from other departments and campuses who present their research. Comm 505 units are graded as S/U and do not count toward specific degree coursework requirements.

Requirements for TA and GSR Appointments

Students who have been awarded a teaching assistantship *must* enroll in Comm 500 (Teaching College Communication) for 3 units during their first Fall quarter in residence. Comm 500 is designed both for students with no teaching experience and for students with prior teaching experience from another university, and is mandatory for anyone who is awarded a TA appointment. Students not funded by a teaching assistantship but who aspire to such an appointment at some point during their graduate career are strongly encouraged to enroll in Comm 500 during their first quarter. Thereafter, students should enroll for 3 units of Comm 501 (Apprentice Teaching) every quarter during which they are appointed as a Teaching Assistant. Similarly, students who are employed as a Graduate Student Researcher (GSR) on a funded project should enroll for 3 units of Comm 503 (Research Practicum) during their appointment. Comm 500, 501, and 503 are graded as S/U and do not count toward specific degree coursework requirements.

Full-Time Status and Courseloads

Maintaining active status as a graduate student involves paying fees and officially registering in classes each quarter. There is no provision for part-time graduate status at UCSB. However, budgetary resources are allocated to departments and to the campus based on a formula whereby one graduate student Full-Time Equivalency (FTE) equals 12 graduate units. Therefore, students are strongly encouraged to enroll in *at least 12 units* each quarter to qualify for a “normal courseload.” A typical courseload is 16 units per quarter, which includes:

- three courses to fulfill requirements (12 units)
- 505 colloquium (1 unit)
- Comm 501 or Comm 503, if employed as TA or GSR (3 units)

Students who have completed all required coursework for the M.A. degree should enroll in sufficient thesis units (Comm 598) to ensure a normal load.

Sample Course of Study for M.A. Degree Student

Year 1	Fall	Winter	Spring
	Comm 200 (4 units)	Comm 201 (4 units)	Comm Maj1 (4 units)
	Tool1 (4 units)	Comm 204a (4 units)	Comm Min1 (4 units)
	Comm 500 (3 units)	Tool2 (4 units)	Elective (4 units)
	Comm 505 (1 unit)	Comm 501 (3 unit)	Comm 501 (3 unit)
		Comm 505 (1 units)	Comm 505 (1 units)
Year 2	Fall	Winter	Spring
	Maj2 (4 units)	Comm Maj3 (4 units)	Comm Maj4 (4 units)
	Min2 (4 units)	Elective (4 units)	Comm 598 (8 units)
	Elective (4 units)	Comm 598 (4 units)	Comm 503 (3 unit)
	Comm 503 (3 unit)	Comm 503 (3 unit)	Comm 505 (1 units)
	Comm 505 (1 units)	Comm 505 (1 units)	

Note. Comm Maj = course in Major Research Area; Comm Min = course in Minor Research Area. Elective units may be Directed Research (Comm 596) or courses relevant to the student's research interests, and can be applied toward the Ph.D. degree requirements.

Completion of Coursework

Once a student completes all requirements for coursework at the M.A. level, she/he *must* make an appointment with the Graduate Advisor for a degree check. The student should complete the coursework grid. If the student has met all the requirements satisfactorily, her/his name will be forwarded to the Graduate Division for approval of the student's advancement to M.A. candidacy. The M.A. candidacy status means that the only remaining requirement the student must fulfill is to complete the thesis. The student should specify which quarter she/he plans to complete the thesis so that the Graduate Advisor can inform the Graduate Division of this time frame.

Thesis

The thesis typically is an empirical research project that addresses an important issue in communication. It may be based on data gathered by the student or on data available from other sources. The thesis is typically a collaborative effort with the student's M.A. advisor, although the student assumes primary responsibility for the written thesis.

The student must submit a **thesis proposal** to his/her M.A. committee before formal work on the thesis begins. The proposal is a brief description (i.e., 5-6 pages) of the research project to be undertaken, including some theoretical background and rationale, as well as the methodology to be employed. The proposal should be discussed in a committee meeting so that the student receives maximum input from all committee members before embarking on the project. The

thesis proposal should be submitted to the committee by the end of the Fall quarter of the second year in residence.

The thesis should be approximately 25-35 pages in length (excluding references and tables) and should follow the general format of a conference paper and/or journal article. Once the thesis is completed, the student presents and defends the research project to her/his M.A. committee at a scheduled oral defense meeting. The student must provide a final copy of the thesis to all committee members *at least seven days* before the defense date. The student is responsible for scheduling the defense date, time (allow for a 2 hour meeting), and location. Students should consult with their advisors about how to prepare for the thesis defense. The defense meeting typically results in one of several possible outcomes: the thesis is approved (“pass”) with little or no changes to be made; the committee requires that some major changes be made that can be supervised and approved by the student’s advisor without an additional meeting; or the committee requires that substantial changes be made and that a subsequent defense meeting is needed to evaluate the revisions. The thesis should be completed and defended by the end of the second year in residence.

Once the thesis has been approved by the committee, the student must file an unbound, formal copy with Graduate Division. The final version of the thesis must comply with UCSB requirements (see the UCSB Guide to Filing Theses and Dissertations available on the Graduate Division website). In addition, the student should submit formal copies of the thesis to the main office of the Department of Communication in order to be bound. One bound copy *must* be given to the department. Students also typically bind copies for their M.A. advisor and their committee members, as well as having personal copies bound. Students pay for the binding costs. See the Graduate Program Assistant for binding information.

Advancing to Ph.D. Program

Most students who are admitted to graduate study in communication at UCSB intend to seek the Ph.D. However, successful completion of the M.A. degree does not necessarily ensure advancement into the Ph.D. program. Students who intend to continue on in the program to seek a doctorate must complete the form "Declaration of Candidacy for the Masters’s Degree." On this form, the student must indicate the intention to continue for another degree and file it with the department before the end of the quarter in which the student expects to complete the M.A. degree.

The student's application to continue in the program is evaluated by the faculty. To be accepted for doctoral study, the student must establish a clear record of commitment and competence in graduate study in communication while seeking the M.A. degree. In addition, the student must receive a "pass and advance" grade on the Master's thesis from her/his M.A. committee. A "pass and advance" is awarded when a committee judges that a student's thesis demonstrates the capability to successfully complete doctoral level research in communication.

Normative Time to M.A. Degree

Normative time is the number of years considered to be reasonable by the faculty of an individual department for completion of an M.A. by a full-time student in that program. In the Department of Communication, students are expected to complete the M.A. degree in two years (6 quarters) of academic study. Students who plan to complete the thesis/exams during the summer after the second year of study should notify the Graduate Advisor about this extension. If a student needs to exceed the normative time of two years, she/he should schedule an appointment with the Graduate Advisor to discuss the reasons for this delay and to present a precise time frame for completion. Students who do not complete program benchmarks in a timely fashion must be able to demonstrate that they are making strong progress toward the degree.

DOCTOR OF PHILOSOPHY DEGREE

The Ph.D. in the Department of Communication is awarded to students who demonstrate academic excellence, and the ability to conduct rigorous and meaningful original research. All students must first obtain a thesis-based M.A. degree before working toward the doctorate. The Ph.D. is designed to be completed in three years for students who first obtain an M.A. degree in Communication at UCSB. Students also may enter the program with an M.A. degree from another university. In most cases, these students should be able to complete the Ph.D. degree in three to four years, (see special section below for students entering with an M.A. from another university).

Ph.D. Advisor

Each doctoral student must select an academic advisor. The role of the Ph.D. advisor is to assist the student with a plan of study, to oversee the student's progress during the pursuit of the Ph.D., and to supervise the student's research activity that culminates in the written dissertation. The Ph.D. advisor also serves as chair of the student's Ph.D. committee. Before selecting an advisor, incoming students explore the research interests and specializations of the faculty. To assist students in this process, the department organizes sessions during the Fall quarter to orient new students to faculty and their research interests.

Students should declare their Ph.D. advisor by the Spring quarter during their first year in the Ph.D. program. The Ph.D. advisor should be a tenure-track faculty member (also called ladder faculty) of the Department of Communication. See Appendix B for declaration forms. Declaration forms require both the advisor's and the student's signature. Students may change advisors at any time during the Ph.D. work without prejudice.

Ph.D. Committee

In addition to the Ph.D. advisor, the Ph.D. committee should consist of at least two ladder faculty members from the Department of Communication and one "outside" faculty member from another department or program on campus who typically represents the student's cognate area (see #5 below). The particular composition and size of the committee should be dictated by the student's research interests. The Ph.D. committee is responsible for reviewing and approving the student's proposal for the qualifying examinations, and for approving the qualifying exams themselves. The Ph.D. committee is also responsible for approving the dissertation proposal and the final version of the dissertation.

The Ph.D. committee should be chosen by the end of the Spring quarter during the first year in the program. The "outside" member of the committee should be recruited before the student is ready to prepare for the qualifying examinations. It is not uncommon for students to change the membership of their committee over the course of study, particularly once they complete qualifying exams (advancing to Ph.D. candidacy) and begin work on the dissertation. Committee changes can be made at any time during the Ph.D. work without prejudice. See Appendix B for forms to declare or change committee members.

Ph.D. Coursework Requirements

A total of 68 units of coursework (beyond the M.A. degree) is required for the Ph.D. in Communication. However, students are encouraged to take more units when appropriate to their plan of study. All of the required 68 units, with the exception of Comm 599, *must be taken for letter grade*. Required courses should be taken at the graduate level (200

level and above). Undergraduate courses may be considered only when graduate courses in the topic are unavailable or when a student lacks appropriate background in the area, and only at the discretion of the student's advisor, the course instructor, and the Graduate Advisor. In such instances, a student should enroll in Comm 593 (Directed Reading) rather than the 100+ level undergraduate course, and discuss with the course instructor what additional work is required to make the course equivalent to a graduate level class.

Ph.D. coursework is divided into seven categories as indicated on the summary table below:

Summary of Ph.D. Coursework Requirements:

1. Courses in Primary Research Area (interpersonal, organizational, or media)	12 units	letter grade only
2. Theoretical Breadth (one course each from the two areas outside the Primary Research Area)	8 units	letter grade only
3. Methods (conceptual approaches to communication inquiry)	4 units	letter grade only
4. Tools Requirement (e.g., statistics)	8 units	letter grade only
5. Cognate Requirement	12 units	letter grade only
6. Directed Research (Comm 596)	12 units	letter grade only
7. Dissertation Preparation (Comm 599)	12 units	S/U grade option
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TOTAL	68 units	

Each of the seven areas of coursework requirements are explicated below.

1. Students are required to complete three courses in their Primary Research Area in communication. Typically, this area will be defined broadly as one of the following: interpersonal, organizational, or media communication.

2. Students must fulfill a Theoretical Breadth requirement by completing two courses, one from each of the two areas outside the Primary Research Area. For example, a student studying in media communication would fulfill the breadth requirement by taking one course in interpersonal and one in organizational communication.

3. Students must complete one methods course. Methods courses typically deal with conceptual approaches to scientific inquiry in communication, such as the types of designs that can be used to study research problems and the types of measurement procedures that can be used. Normally, students will take Comm 204b to fulfill

this requirement, although students are not restricted to methods courses in Communication. Students should consult with their Ph.D. advisor in selecting a methods course that is relevant to their dissertation research area.

4. Students must complete two tools courses. Tools courses typically cover applied skills in practicing research. Most Ph.D. students will take statistics courses to fulfill the tools requirement. Students can select a variety of statistics courses, many of which are offered as statistical sequences in other departments (e.g., Education 214A-C; 216A-C; Psychology 221A-C; Sociology 205A-C). Other specialized tools work may be approved by the student's Ph.D. committee when appropriate for the student's research (e.g., foreign language competency, discourse analysis skills). Students should consult with their advisor in selecting tools courses that are congruent with their dissertation research interests.

5. Students must complete three courses chosen from one or more outside departments. The program of study covered by the cognate is to be determined jointly by the student and her/his Ph.D. advisor. The cognate should be devised by the beginning of the Fall quarter of Year 2 in the Ph.D. program. See Appendix B for Cognate Contract Forms. The contract form should be updated if a change occurs in the student's cognate plan. Undergraduate courses in other departments (100 or above) are acceptable as part of the student's cognate. Directed Readings with faculty in other departments are also an acceptable option. A course used to fulfill the tools requirement cannot be used to also fulfill the cognate requirement. Likewise, methods courses typically are not considered appropriate for the cognate. Students may participate in a campus interdisciplinary program [e.g. the Interdisciplinary Graduate Program in Human Development (IHD) or the Language and Social Interaction Program (LISO)] to fulfill the cognate requirement.

6. Students must complete at least 12 units of Directed Research (Comm 596). The purpose of these units is to provide the student with faculty supervised research experience in an area of communication. The research practicum may include any or all of the following: critically reviewing the literature and formulating hypotheses or research questions, designing measurement techniques, collecting data, analyzing and interpreting results, and writing final reports of studies for a scholarly conference or publication. In advance of the Directed Research, students and supervising faculty should develop a contract that describes the specific nature of the work to be conducted for the precise number of units. To provide a rich and diverse set of research experiences, students are encouraged to work with at least two different faculty members to fulfill the 12-unit requirement. See Appendix B for Comm 596 contract forms.

7. Students must complete 12 units of Dissertation Preparation (Comm 599), typically during the third year in the Ph.D. program. These units award credit for research work on the dissertation. Students may take more than 12 units of Dissertation Preparation (Comm 599), but only 12 of these units count toward the degree.

Decisions about the specific plan of study to be pursued by each student should be made in consultation with the student's Ph.D. advisor, the student's Ph.D. committee, and the Graduate Advisor.

Directed Reading

The Directed Reading (Comm 593) is designed to provide students with a similar experience as a regular course, except that it is conducted on a one-to-one tutorial basis with a faculty member. Comm 593 is particularly useful

when a course that a student desires is not being offered as part of the regularly scheduled curriculum. Comm 593 can be used to fulfill courses in the Primary Research Area or the Theoretical Breadth Area. In advance of the Directed Reading, students and supervising faculty should develop a contract that describes the course goals, the designated reading list, and the required assignments. See appendix B for Comm 593 contract form.

Department Colloquium Requirement

All students are required to enroll in a 1-unit department colloquium (Comm 505) *every quarter* during their graduate residency. The colloquium meets regularly and features guest speakers including faculty and graduate students from the Department of Communication, as well as scholars from other departments and campuses who present their research. Comm 505 units are graded as S/U and do not count toward specific degree coursework requirements.

Requirements for TA, Associate and GSR Appointments

Students who have been awarded a teaching assistantship *must* enroll in Comm 500 (Teaching College Communication) for 3 units during their first Fall quarter in residence. Comm 500 is designed both for students with no teaching experience and for students with prior teaching experience from another university, and is mandatory for anyone who is awarded a TA appointment. Students not funded by a teaching assistantship but who aspire to such an appointment at some point during their graduate career are strongly encouraged to enroll in Comm 500 during their first quarter. Thereafter, students should enroll for 3 units of Comm 501 (Apprentice Teaching) every quarter during which they are appointed as a Teaching Assistant. Students appointed to serve as a Teaching Associate should enroll for 3 units of Comm 502 (Practicum for Teaching Associate) during the quarter in which they are appointed. Similarly, students who are employed as a Graduate Student Researcher (GSR) on a funded project should enroll for 3 units of Comm 503 (Research Practicum) during their appointment. Comm 500, 501, 502 and 503 are graded as S/U and do not count toward specific degree coursework requirements.

Full-Time Status and Courseloads

Maintaining active status as a graduate student involves paying fees and officially registering in classes each quarter. There is no provision for part-time graduate status at UCSB; all students are assessed full fees no matter how many units they take. However, budgetary resources are allocated to departments and to the campus based on a formula whereby one graduate student Full-Time Equivalency (FTE) equals 12 graduate units. Therefore, students are strongly encouraged to enroll in *at least 12 units* each quarter to qualify for a “normal courseload.” A typical courseload is 16 units per quarter, which includes:

- three courses to fulfill requirements (12 units)
- 505 colloquium (1 unit)
- Comm 501, 502, or Comm 503, if employed as TA, Associate, or GSR (3 units)

Students who have completed all required coursework for the Ph.D. degree should enroll in sufficient exam units (Comm 597) if they are working on qualifying exams, or dissertation units (Comm 599) if they are working on the dissertation to ensure a normal load.

Sample Course of Study for Students with M.A. from UCSB

Year 1	Fall	Winter	Spring
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	Comm Prim1 (4 units)	Comm Prim2 (4 units)	Methods (4 units)
	Comm Brth1 (4 units)	Tool2 (4 units)	Cognate2 (4 units)
	Tool1 (4 units)	Cognate1 (4 units)	Comm 596 (4 units)
	Comm 501 (3 unit)	Comm 501 (3 unit)	Comm 501 (3 unit)
	Comm 505 (1 units)	Comm 505 (1 units)	Comm 505 (1 units)
Year 2	Fall	Winter	Spring
	Comm Prim3 (4 units)	Comm Brth2 (4 units)	Comm 597 (8 units)
	Cognate3 (4 units)	Comm 596 (4 units)	Comm 503 (3 units)
	Comm 596 (4 units)	Comm 597 (4 units)	Comm 505 (1 unit)
	Comm 503 (3 units)	Comm 503 (3 units)	
	Comm 505 (1 unit)	Comm 505 (1 unit)	
Year 3	Fall	Winter	Spring
	Comm 599 (8 units)	Comm 599 (8 units)	Comm 599 (8 units)
	Comm 502 (3 unit)	Comm 501 (3 unit)	Comm 501 (3 unit)
	Comm 505 (1 units)	Comm 505 (1 unit)	Comm 505 (1 units)

Note. Comm Prim = course in Primary Research Area; Comm Brth = course in Theoretical Breadth. Elective units typically are content or tools courses relevant to the student's research interests and/or dissertation.

Students with an M.A. from Another University

Students with an M.A. degree from another university must fulfill all the Ph.D. course requirements described above. In addition, they must take two core courses required of all students in the program: Comm 200 (Communication Theory Construction) and Comm 201 (Communication Theory). New Ph.D. students who have been awarded a teaching assistantship or who aspire to such an appointment at some point during their graduate career must also enroll in Comm 500 (Teaching College Communication). All three of these courses normally are offered during the Fall and Winter quarters. Thus, students with an M.A. degree from another university can follow the sample plan of study above, with the exception that they must also fit the following three courses into their Fall and Winter quarters of their first year:

Comm 500 (3 units)
 Comm 200 (4 units)
 Comm 201 (4 units)

Students who enter with a masters degree from another university should consult with the Graduate Advisor to ensure that they have completed all other requirements at the masters level. At a minimum, students should have completed one methods course in communication (comparable to Comm 204a) and two tools courses during their M.A. work at another institution. In some instances, additional coursework may be required to prepare for the Ph.D. program, especially if a student does not have a strong background in Communication and/or empirical methods.

Completion of Coursework

As students approach the completion of the requirements for coursework at the Ph.D. level they *must* make an appointment with the Graduate Advisor for a degree check. In most cases, students will have taken additional courses beyond the minimum requirements to enhance academic training and prepare for the dissertation. Students should fill out the coursework grid on page 29, including both required and additional courses, in preparation for the degree check. Once the required coursework has been completed and a student's committee deems the student sufficiently prepared to advance to candidacy, the student can begin to work on the qualifying examination.

Qualifying Examination

The qualifying exam is designed to serve several purposes. First, the exam tests a student's conceptual mastery of influential theories and research within the student's chosen area of study: interpersonal, organizational, or media communication. Second, the exam assesses student's methodological skills in addressing communication-related problems. Third, the exam provides the student with an opportunity to craft original and insightful arguments about issues in communication research. Finally, the exam provides a diagnostic assessment of the student's preparation to begin the dissertation process.

The examination process is a two quarter sequence. In the first quarter, the student and the committee engage in formal preparations for the exam; in the second quarter, the student receives the exam questions at the outset of the term, completes full written responses for all questions within a 9 week period, and defends the exam in a committee meeting scheduled during the finals week of the quarter in which the examination is undertaken. The exam is open-book, and students may consult all relevant resources to assist in the preparation of their response.

A minimum of four faculty members must serve on each student's Qualifying Exam Committee, three from inside the department (including the advisor) and one from outside the department who represents the student's cognate area. The Ph.D. committee should be chosen before the student is ready to prepare for the qualifying examinations. See Appendix B for forms to declare or change committee members. The qualifying exam is comprised of three questions crafted by the communication faculty on the committee. Each member should take primary responsibility for writing one of the three questions, though input from all committee members is encouraged. It is the committee chair's responsibility to coordinate the preparation of the exam questions, to review them for appropriateness and to avoid redundancy, and to compile the exam questions for the Graduate Program Assistant, who will deliver the exam to the student at the appropriate time. The outside member of the student's committee typically is not involved in the construction of the questions, but must receive a copy of the questions as well as the written papers prepared in response to them prior to the oral defense, in which the outside member will participate fully. Students are encouraged to incorporate their cognate specialty into any or all of the three papers.

The three questions to be addressed in the exam encompass different emphases, as indicated below. The response for each question should be a paper approximately 25 pages in length (but no more than 30 pages), excluding references. The questions posed by the committee should cover the following three domains:

Broad Area: This question should test a student's broad knowledge of the primary area of study in the program (i.e., interpersonal, organizational, or media communication). The question is intended to be somewhat expansive and to encourage the student to analyze and integrate influential bodies of work in creative fashion. For example, a question

might require a student to compare and contrast major theories in the area, or to synthesize and analyze metatheoretical issues that characterize the area.

Specialty Focus: This question should assess a student's specialized knowledge in a selected area of interest. The question typically will be more topical than the broad area question and is intended to reflect the individualized expertise that a student has developed. This question can, but does not have to, reflect the student's topic for the dissertation.

Method: This question should assess the student's methodological competence as a communication researcher. Ideally, the question should be crafted in a way that reflects the student's broad area of study and/or specialty focus. This question may deal with hypothesis testing and design issues, methodological assumptions of different designs, and/or statistical tests and analyses.

To prepare for the qualifying exam, the student should consult with the committee to determine the respective responsibilities for question preparation among the members. At the discretion of the advisor, this consultation may be accomplished either through a formal meeting or through individual interactions with committee members. Once the areas of responsibility for each committee member are established, the student should consult individually with each committee member during the preparation quarter, concentrating on the area in which s/he will be preparing a specific question. The student should work with the faculty member to construct a bibliography relevant to the question and to define scope conditions or parameters for the question. Students are advised to meet regularly with each committee member during this preparation process. Committee members should be as helpful and directive as possible during this process, without revealing the precise question that will be asked on the examination.

The student will receive all three questions from the Graduate Program Assistant as early as possible in the first week of the quarter. In order to insure that the exam is conducted in timely fashion, the exam questions should be submitted to the committee chair several weeks in advance of the time that they are to be provided to the student. This allows the chair to review and compile the questions, to accomplish any necessary revisions in timely fashion, and to convey the questions to the Graduate Program Assistant for distribution at the appropriate time.

Completed answers to the examination questions must be submitted by Monday of the 10th week of the writing quarter. This deadline insures that the committee will have a minimum of **seven days** to read and evaluate the student's exam papers prior to the oral defense date. Copies of the exam questions and answers must be submitted to each committee member and the Graduate Program Assistant. The defense meeting must be scheduled well in advance and should take place during the 11th week (or final exam week) of the quarter in which the exam occurs. The student is responsible for scheduling the defense date, time (allow for a 2 hour meeting), and location. In cases where the written portion of the exam occurs during summer, the questions will be distributed by the Graduate Program Assistant during the first week of summer classes, and the responses will be due exactly 9 weeks later. The oral defense should be scheduled within approximately 1-2 weeks after the responses are submitted. Students preparing for or writing the qualifying exam during the summer **must** enroll in a minimum of 8 units during the summer session.

In cases where the written portion of the exam occurs during summer, the questions will be distributed by the Graduate Program Assistant the first Monday after Spring quarter, and the responses will be due exactly 9 weeks later. The oral defense should be scheduled within approximately 1-2 weeks after the responses are submitted. Before undertaking the exams during the summer, students should verify that committee members will be available during

this time for an oral defense. Students wishing to prepare for the qualifying exam during the summer may not begin preparing until 12 weeks before the Fall quarter begins. Students preparing for or writing the qualifying exam during the summer **must** enroll in a minimum of 8 units during the summer session.

The qualifying exam is normally undertaken once the student has completed all required doctoral coursework in the program. A student may begin the preparation process for the exam while completing the last one or two required courses with the approval of the Graduate Advisor. However, students should avoid taking coursework during the quarter when the exams are written as this may interfere with a student's ability to focus on and successfully complete the exam. For students who enter our program with a B.A. degree, the exam typically occurs during the fourth year of graduate study. For students who enter with an M.A. degree from another university, the exam typically occurs in the third year of graduate study.

During the preparation quarter, a student should enroll in a minimum of 4 units of Comm 597 (Preparation for Qualifying Examination), and during the writing quarter a student should enroll in a minimum of 8 units of Comm 597 (Preparation for Qualifying Examination). Below is an overview of this two-quarter process.

Preparation Quarter

- negotiate topics & bibliographies with committee members
- collect, read, & outline readings
- enroll in minimum of 4 units of Comm 597

Writing Quarter

- obtain exam questions on Monday of Week 1
- submit three final papers on Monday of Week 10
- enroll in minimum of 8 units of Comm 597

Students are responsible for reserving a location and scheduling a two hour, full committee meeting (including the outside member) for the oral defense of the papers. The committee is responsible for judging the quality of the papers as well as the student's oral defense. The committee can recommend one of three options: (1) pass; (2) provisional pass (student may need to re-write some or all of the papers, or be encouraged to take additional course work); or (3) no pass. Students who do not pass qualifying exams should consult immediately with their Advisor and the Graduate Advisor as to the what steps should be taken. These may include, but not be limited to, additional coursework and begin the preparation/writing process of qualifying exams over again; or re-taking the writing portion of the qualifying exams immediately with new questions but building on the same preparation as the original set of questions.

The exam is designed to be completed within this two-quarter period. This two-quarter period must be taken subsequently and cannot be separated by the summer break. Students who exceed this time frame will jeopardize their academic good standing and are at risk of losing university-based financial support, including eligibility to work as a Teaching Assistant or Research Assistant.

Guidelines & Ground Rules for Qualifying Exam

* Students should discuss and negotiate with each committee member to ascertain the topic, parameters, and bibliography for each question. However, students should not see the precise questions until the quarter in which the papers are written.

* Once the questions are obtained, students are invited to clarify a question's meaning or scope with a particular committee member. However, students are expected to work independently in crafting answers to the questions. Faculty members are not to give feedback during the writing stage, nor should they read preliminary versions of the papers. The process is intended to be like an open-book, take-home exam.

* Papers should be word-processed and prepared according to the guidelines in the Publication Manual of the American Psychological Association. Each of the three papers should be approximately 25 pages in length and no more than 30 pages, excluding references. Normal font size and 1 inch margins should be used.

* Students who do not complete the exam within the two-quarter period are considered to be making insufficient progress toward the degree and therefore are at risk of losing financial support.

Advancement to Ph.D. Candidacy

Students who are advanced to Ph.D. candidacy are eligible for faculty privileges at the library. Ph.D. candidates are also eligible for the Doctoral Candidate Fee Offset (DOCFO) program. DOCFO offers a reduction in the educational fee component of student fees, and is only available to those students who have reached Ph.D. candidacy within the department's normative time period.

Dissertation

The dissertation represents the culmination of a student's intellectual and scholarly growth. *The dissertation should be an original piece of research that makes a significant contribution to knowledge within the field of communication.* A successful dissertation demonstrates the ability to frame meaningful questions for inquiry as well as the methodological skill required to provide appropriate answers to the research questions posed. Unlike the master's thesis, which may be the product of a collaborative effort with the faculty advisor, all aspects of the dissertation (including conceptualization, data collection/analysis, and manuscript preparation) are the sole responsibility of the doctoral candidate. The faculty advisor's role is to provide extensive guidance and feedback throughout the project, in concert with other members of the student's Ph.D. committee.

The first step toward the dissertation is the preparation of a written proposal. The proposal need not be lengthy, but should include a review of relevant literature, a rationale for the dissertation project, and a detailed outline of the methods to be used in the study. The student should schedule a committee meeting *at least seven days* after distributing the proposal. The proposal meeting is designed to give the student feedback from all committee members before the dissertation project is undertaken. A productive proposal meeting can go a long way toward ensuring a successful dissertation. Once the proposal is approved by the committee, it serves as a blueprint for the dissertation project. Any substantive changes to the research plan agreed upon at the proposal meeting should be made only with the explicit consent of the committee.

It is the student's responsibility to negotiate with each member of the committee the nature and extent of the member's contribution to the student's dissertation work. Faculty/student interaction varies from case to case. It is im-

portant, therefore, that the needs and expectations of all parties are communicated clearly at the outset of the project.

Typically, students work on the dissertation during the entire three quarters of their third year in the doctoral program. Students who embark on a multiple-study project or who enter with an M.A. from another university may need a fourth year to complete the dissertation. Dissertating students should enroll in 8-12 units per quarter of Comm 599 (Dissertation Prep) in order to ensure full-time status.

Once the final draft of the dissertation has been completed, it should be circulated to the committee and an oral defense meeting should be scheduled. Students should give committee members *at least seven days* to read the dissertation before the defense meeting. The student is responsible for coordinating the defense date, time (allow for a 2 hour meeting), and location. The oral defense is a public meeting that must be scheduled in compliance with university regulations. Students should consult with their advisors about how to prepare for the dissertation defense. The defense meeting typically results in one of several possible outcomes: the dissertation is approved (“pass”) with little or no changes to be made; the committee requires that some major changes be made that can be supervised and approved by the student’s advisor without an additional meeting; or the committee requires that substantial changes be made and that a subsequent defense meeting is needed to evaluate the revisions.

Once the dissertation has been approved by the committee, the student must file an unbound, formal copy with Graduate Division. The final version of the thesis must comply with UCSB requirements (see the UCSB Guide to Filing Theses and Dissertations available on the Graduate Division website). In addition, the student should submit formal copies of the thesis to the main office of the Department of Communication in order to be bound. One bound copy *must* be given to the department. Students also typically bind copies for their Ph.D. advisor and their committee members, as well as having personal copies bound. Students pay for the binding costs. See the Graduate Program Assistant for binding information.

Two or three weeks before the dissertation is filed, students must obtain and complete a “Filing Packet” from the Graduate Division. The packet includes final paperwork necessary for completing the doctoral degree at UCSB.

Leaving UCSB in All-But-Dissertation (ABD) Status

Doctoral candidates are strongly encouraged to complete the dissertation in residence, enrolling as full-time students. Leaving the university for employment elsewhere may be an attractive option, but completion of the dissertation is very difficult once a student is off campus with other responsibilities to meet. In addition, it is difficult to obtain regular consultation and feedback from an advisor and committee members when a student is not on campus. In the event that a student decides to leave the university in ABD status, she/he must register in 12 units for a minimum of 3 quarters after physically leaving UCSB. Additionally, she/he is responsible for returning to campus to complete the normal procedures for the dissertation (defending the dissertation, filing the final copy of the dissertation). If the dissertation is not filed within the 3 quarters after leaving the university, the student must pay a filing fee during the quarter in which the dissertation is filed.

Normative Time to Ph.D. Degree

Normative time is the number of years considered to be reasonable by the faculty of an individual department for completion of a Ph.D. by a full-time student in that program. In the Department of Communication, students who

already possess the M.A. degree are expected to complete the Ph.D. in three years of academic study. Four years may be needed for students who embark on a complex dissertation or who come in with an M.A. from another university. If a student needs to exceed the normative time of three to four years, s/he should schedule an appointment with the Graduate Advisor to discuss the reasons for this delay and to present a precise time frame for completion. Students who do not complete program benchmarks in a timely fashion must be able to demonstrate that they are making strong progress toward the degree.

INFORMATION FOR BOTH M.A. AND Ph.D. STUDENTS

Annual Student Evaluations

Tenure-track faculty meet annually to review the progress of all continuing graduate students at the end of Spring quarter. The major function of the review is to provide students with feedback regarding their progress in the program. The process also allows faculty to counsel students about areas that may require more attention and/or the sharpening of certain skills.

Near the end of each Spring quarter, all students who will be continuing in residence in the program (i.e., registering in the upcoming Fall quarter) are asked to submit an Annual Progress Report on their efforts and accomplishments during the current academic year. The progress report should be organized into four sections: **(a) coursework performance** (courses taken and grades), **(b) overall progress toward the degree** (what benchmarks have already been reached this year, what benchmark is the student working toward and how close is the student to achieving this goal), **(c) research activity** (publications, papers submitted for publications, conference papers, research projects), and **(d) service activity** (for the department, campus, community and/or the discipline). **Teaching performance** is evaluated for those with teaching responsibilities in the department. Students also are asked to submit an updated curriculum vita with their progress report.

Following the faculty evaluations, students will receive a written summary of their annual progress in the key areas outlined above. The summary letters typically are sent out over the summer. During the following Fall quarter, students are encouraged to meet with the Graduate Advisor and with their own advisor to discuss their evaluations and to plan for the next academic year.

Interdisciplinary Programs

Graduate students may choose to add an interdisciplinary focus to their work in Communication. Several programs currently exist on campus: the Interdisciplinary Program in Human Development (IHD), the Language, Interaction, and Social Organization Program (LISO), and Quantitative Methods in the Social Sciences (QMSS). All are formally recognized by UCSB as interdisciplinary emphases that can be added to the Ph.D. in Communication. The programs offer students the opportunity to obtain cross-training in the theories and methods of other disciplines that approach the same area of study, but from different perspectives. Doctoral students in Communication can use these programs to fulfill the department's **cognate requirement**. M.A. students are welcome to join these programs in preparation for doctoral work, though no cognate is required at the M.A. level.

Interdisciplinary Program in Human Development (IHD). The Interdisciplinary Program in Human Development focuses on the scientific study of human development, and may be of interest to those pursuing work in family communication, children and the media, or any other aspect of communication that deals with lifespan development. The program includes faculty and graduate students from Communication, Education, Linguistics, Psychology, and Sociology who are concerned with biological, sociocultural, and ethnic influences on human development. Interdisciplinary coursework in the program is concentrated in three areas: social-emotional development; language acquisition and interpersonal communication; and cognitive development and the acquisition of knowledge.

Language, Interaction, and Social Organization Program (LISO). The Language, Interaction, and Social Organization Program focuses on the scientific study of how language is used in human action and social organization, and may be of interest to those pursuing work in conversation analysis, interpersonal communication, and intercultural communication. The program brings together faculty and graduate students from Education, Linguistics, and Sociology whose research interests involve close, detailed description of real-time human interaction. Courses can be taken in three areas: the ethnographic study of naturally-occurring interaction; interactional functional linguistics, which deals with the structure of languages and the properties of language in use; and the study of sequentially-organized activities carried out through the medium of language.

Quantitative Methods in the Social Sciences (QMSS). The emphasis in Quantitative Methods in the Social Sciences focuses on training students to conduct quantitative social science research in certain core design and analysis methods that are common across social science disciplines including some advanced and specialized methodologies that have emerged from research applications that are unique to social science fields. Faculty and graduate students participate from the departments of Anthropology, Communication, Economics, Education, Geography, Political Science, Psychology, Sociology, and Statistics and Applied Probability. The areas of specialization of the participating faculty include advanced regression modeling techniques, multivariate statistics, bootstrap estimation methods, demography, econometrics, psychometrics, social network theory, mathematical psychology, spatial statistics, survey research, and educational and psychological assessment. The Survey Research Center serves as a teaching base for the emphasis.

Funding Opportunities

The Department of Communication is committed to providing financial support to all graduate students admitted to the program. All funding is contingent on the student being registered and making satisfactory progress toward the degree. There are several forms of funding available to students, as outlined below.

Teaching Assistantships. Because of large undergraduate enrollments, the most common form of financial support for graduate students in Communication is a nine month teaching assistantship. Teaching Assistants help course directors teach undergraduate courses, typically assisting in grading, exam preparation, and often conducting class discussions. Comm 500 is mandatory preparation for any student who wishes to be a Teaching Assistant. Teaching Assistants must be registered graduate students in good standing to be employed. Graduate students holding a Teaching Assistant appointment of 25% time or more in a given quarter will have a portion of their educational fee and mandatory health insurance paid by the University for that term. Teaching Assistants should enroll for 3 units of Comm 501 (Apprentice Teaching) during each quarter of their appointment.

Fellowships. Two types of fellowships are available through the department. A limited number of Nonresident Tuition Fellowships are awarded each year to help nonresident students defray out-of-state costs. Such fellowships typically are used as recruiting tools and are most often given to domestic students who can qualify for California residency after one year in the program. The George D. McCune Dissertation Fellowship also is a department-based award designed to support dissertation research and writing. Doctoral students in Communication who are beginning work on the dissertation are encouraged to apply for this competitive annual award.

In addition, a variety of merit-based fellowships are available through the Graduate Division for exceptionally qualified students. Most of the fellowships require that the department or the student's advisor nominate the student

for the award, once the student determines whether she/he is eligible. Information about the eligibility criteria and deadlines for such fellowships is routinely distributed to students by the Graduate Program Assistant. Fellowships typically require that students have already filled out a Free Application for Federal Student Aid (FAFSA) during the previous year. The FAFSA is used to compile a “need analysis” in determining support packages, and can be obtained from the Financial Aid Office. The Graduate Division and the campus also offer a variety of other grants, research awards, and travel stipends for graduate students. Students are encouraged to apply for any funding opportunities that are relevant to their research.

Teaching Associateships. When resources are available, a limited number of students may be employed as Teaching Associates. Teaching Associates conduct the entire instruction of a course under the mentorship of a faculty member. Associates are allowed to teach lower division courses (e.g., Comm 88 or 89) and, upon approval from the university, "basic" level upper division courses (e.g., Comm 107, 110, 111, 113). In order to be awarded a teaching associateship, students must have completed the M.A. degree and Comm 500, and must have at least one year of teaching experience. Only those students who have advanced to Ph.D. candidacy will be considered, and then by faculty invitation only. Criteria for invitation include excellence in teaching, competence in relevant communication course content, and strong progress toward degree requirements. Graduate students holding a Teaching Associate appointment of 25% time or more in a given quarter will have a portion of their educational fee and mandatory health insurance paid by the University for that term. Teaching Associates should enroll for 3 units of Comm 502 (Practicum for Teaching Associates) during their appointment.

Graduate Student Researchers. A limited number of graduate student research positions are typically available in the department, and these are awarded by faculty members who have grant-supported research. A Graduate Student Researcher (GSR) is employed to assist a faculty member with scholarly research, and often collaborates in the publication of research results as determined by supervising faculty (for more information, refer to *Standards for Faculty/Graduate Student Relationships: Research*). Graduate students holding a research appointment of 35% time or higher typically will have their educational fees, health insurance, and nonresident tuition paid by the contract or grant that funds the position. Graduate Student Researchers should enroll for 3 units of Comm 503 (Research Practicum) when they are so employed for an entire quarter.

Employment Limits

Graduate students generally are limited to 50% time employment at UCSB to ensure that the majority of time is devoted to their academic study and training. Exceptions can be granted in cases of departmental need or special circumstances for a student. A student who wishes to work more than 50% time must fill out an Employment Overload Request and submit it to the Graduate Advisor for approval. A maximum of 75% time may be requested. The student must be able to demonstrate that the supplemental employment will not interfere with academic performance and progress toward the degree. Exceptions are made on a quarter-by-quarter basis only. Students on F-1 and J-1 visas may not work over 50% time during the academic year. All students may work 100% time during the summer without departmental approval. (See Policy on Instructional Funding for additional important information.)

Grading

To remain in good standing, graduate students are required to maintain a *minimum* cumulative grade point average of 3.0 in all courses and to make timely progress toward obtaining their degree. The Graduate Division automatically places a student on academic probation if the overall GPA falls below 3.0. After one quarter of probation, if a student's cumulative GPA is still below the 3.0 minimum, the Graduate Division requests advice from the department as to whether the student should be continued on probation or dismissed. (See Appendix A for Academic Standards Disciplinary Flow Chart.)

All required coursework, with the exception of Comm 597, 598, and 599 must be taken for a letter grade. Coursework evaluation is based on the full A through F letter scale. Grades below a B- shows deficient graduate work. A series of deficient grades may be cause for academic disqualification. Below are the definitions of acceptable grades in graduate coursework:

Grading in Core Courses

A+ Superior work; The student's work exceeds the accomplishment of every objective in the course and demonstrates a high likelihood for success in independent work that utilizes the skills enhanced by the course. The student evidences theoretical sophistication as well as ability to think independently and analytically. This student must also evidence exceptional writing ability in the form of argument construction and attention to detail.

A Excellent work; The student's work meets accomplishment of all major objectives of the course. The student evidences outstanding writing skills, theoretical sophistication, and ability to think analytically.

A- Solid work; The student excels in important areas of the course and yet needs improvement in meeting other objectives. For example, the student might evidence theoretical sophistication and strong writing skills, but his/her work may lack analytical sophistication.

B+ Satisfactory work; The student presents undistinguished work which accomplishes the major objectives of the course. For example, the student is sufficient in theoretical and analytical skills as evidenced by his/her writing, yet not sophisticated in her/his approach.

B Marginally satisfactory work; The student should consider remedial work or greater effort. This student should meet with the instructor to clarify the grade. This grade would be equivalent to a undergraduate evaluation of C/C-, and should be considered serious sign of deficiency in performance. This student is performing below expectations for her/his level of academic development on two out of three areas of theoretical, writing, and analytical competence.

B- Seriously deficient work; The student should meet with the instructor and the graduate advisor in order to evaluate whether they have the potential to successfully complete graduate studies in communication. This mark may be used by a faculty member to send a clear message regarding the expected success of this student in completing his/her advanced degree. This student is performing below expectation on all three areas of theoretical, writing, and analytical skills appropriate to the level of their development.

Grading in Other Courses

A+ Superior work; The student's work exceeds the accomplishment of every objective in the course and demonstrates a high likelihood for success in independent work that utilizes the skills enhanced by the course.

A Excellent work; The student's work meets accomplishment of all major objectives of the course.

A- Solid work; The student excels in important areas of the course and yet needs improvement in meeting other objectives.

B+ Satisfactory work; The student presents undistinguished work which accomplishes the major objectives of the course.

B Marginally satisfactory work; The student should consider remedial work or greater effort. This student should meet with the instructor to clarify the grade. This grade would be equivalent to a undergraduate evaluation of C/C-, and should be considered a serious sign of deficiency in performance.

B- Seriously deficient work; The student should meet with the instructor and the graduate advisor in order to evaluate whether he/she has the potential to successfully complete graduate studies in communication. This mark may be used by a faculty member to send a clear message regarding the expected success of this student in completing his/her advanced degree.

Incompletes

Students must get approval from a course director in order to take an Incomplete grade in a class. Typically, an Incomplete is given when a student has a minimal amount of work left to be done in the class. Students must file a petition prior to the last day of the quarter in the Registrar's office to receive an Incomplete grade. If this petition is not on file and an instructor submits an "I" grade, the Registrar will enter the grade as an "F" or "U." Incompleted work should be finished by the end of the quarter following the original class. Students with Incompletes on their record are ineligible to advance to M.A. or Ph.D. candidacy.

Transfer of Credit

With the approval of the Graduate Advisor and the Graduate Division, a maximum of 8 units of graduate coursework may be transferred from another institution not affiliated with the University of California or 12 from another UC campus. See the Graduate Division for specific regulations.

Leaves of Absence

Leaves of absence are granted only for extraordinary circumstances such as serious medical difficulties and family emergencies. Students must document their reasons for requesting a leave. Requests made on the grounds of outside employment or lack of funding are usually denied by the Graduate Division. Petitions for leaves should be submitted first to the Graduate Advisor in the department. The petition will be forwarded to the Graduate Division for final approval. A leave of absence is approved for a set period of time only. Approximately 2-4 weeks before the expiration of the approved leave, the student must notify the Graduate Division of her/his intent to register in the upcoming quarter.

Out-of-State Students

Graduate students coming to UCSB from outside the State of California are encouraged to begin establishing California residency *immediately* upon arriving in California. Residency can be obtained after one year of graduate school, an action that exempts a student from paying nonresident tuition. To be classified as a California resident, a student must: (a) be a U.S. citizen or permanent resident of the U.S., (b) be able to document a presence in the state of California for one full year prior to the residency determination date, and (c) show an intent to make California a permanent residence (e.g., register to vote in California elections, obtain a California driver's license). Also note that students applying for residency cannot be absent from the state for a period longer than 6 months. For more information, see the Residence Deputy in the Office of the Registrar.

Access to Student Files

The Department of Communication keeps a file on every graduate student that includes such paperwork as transcripts, application materials, annual evaluations, and Graduate Division forms and petitions that have been filed. Graduate students have a right to examine their student files at any time. Students who wish to see their file should notify the Graduate Program Assistant. Student files must be examined in the main office, and no materials can be removed or added without the permission of the Graduate Advisor and the Chair of the Department of Communication.

BENCHMARKS FOR DEGREE PROGRESS

Students should use the following benchmarks to track their progress toward the M.A. and Ph.D. degrees:

M.A. Program Benchmarks	Suggested Deadlines	Progress
a. Select M.A. Advisor	Year 1, Spring quarter	_____
b. Select M.A. Committee	Year 1, end of Spring quarter	_____
c. Defend Thesis Proposal	Year 2, end of Fall quarter	_____
d. Declare Intent for Ph.D.	Year 2, end of Winter quarter	_____
e. Complete Coursework (degree check)	Year 2, end of Winter quarter	_____
f. Complete Thesis (or Exams)	Year 2, end of Spring quarter	_____

Ph.D. Program Benchmarks	Suggested Deadlines*	Progress
a. Select Ph.D. Advisor	Year 1, Spring quarter	_____
b. Select Ph.D. Committee	Year 1, end of Spring quarter	_____
c. Form Cognate Contract	Year 2, beginning of Fall quarter	_____
d. Complete Coursework (degree check)	Year 2, end of Winter quarter	_____
e. Defend Qualifying Exam	Year 2, end of Spring quarter	_____
f. Defend Dissertation Proposal	Year 3, beginning of Fall quarter	_____
g. Complete Dissertation	Year 3, end of Spring quarter	_____

*These deadlines may be extended slightly for students who enter the Ph.D. program with an M.A. from another university.

MA worksheet

phD worksheet

POLICY ON INSTRUCTIONAL FUNDING

The Department of Communication has set limits on the total number of years graduate students can be funded through instructional support. Instructional support includes funding in any combination of the following titles: teaching assistant, teaching associate, reader, and tutor on an annual stipend. In all cases, funding is contingent on satisfactory progress toward the degree, satisfactory teaching performance, and departmental curricular needs. All students on academic probation are ineligible for teaching assistantships, research assistantship, and teaching associateships.

For students entering the program with a B.A. and whose progress toward the degree is deemed satisfactory, a total of **five years** of funding through instructional support is permissible. The five-year limit does not include summer instructional support. Hence, 15 quarters is the maximum term that students entering with a B.A. degree can expect to be funded through instructional support.

For students entering the program with an M.A. from another university and whose progress toward the degree is deemed satisfactory, a total of **four years** of funding through instructional support is permissible. The four-year limit does not include summer instructional support. Hence, 12 quarters is the maximum term that students entering with an M.A. degree from another university can expect to be funded through instructional support.

Students who are awarded UCSB centrally-administered fellowships (e.g., Small Department Regents Fellowship, Graduate Opportunity Fellowship) may be given supplemental instructional support from the department in the form of partial teaching appointments (e.g., .25% TAship, 15% Reader). These partial appointments are counted as full quarters of instructional support in the tallying of the five-year and four-year limits described above.

Nonresident Tuition Fellowships are awarded by the department typically to domestic students who will qualify for California residency after one year. These awards do not count as instructional support and therefore are not included in the tallying of the five-year and four-year limits described above.

In some cases, a student may be funded for one or more quarters as a research assistant through funds generated by faculty or by students themselves (e.g., NIMH research assistantship, Graduate Research Mentorship Program). Quarters (including summers) in which graduate students are funded as research assistants will not be counted toward the five-year limit on instructional support for students entering with a B.A. or the four-year limit for students entering with an M.A. from another university. However, students who serve as research assistants must show satisfactory progress toward the degree to be considered for subsequent instructional support.

Standards for Faculty/Graduate Student Relationships

Background. During the Spring quarter of 1993, the UCSB Graduate Division, the Office of the Executive Vice Chancellor and the Office of Affirmative Action sponsored a conference on Climate for Graduate Education. The conference was intended to promote campus dialogue among students, faculty and administrators to define what constitutes a quality climate for graduate education.

To this end, the Department of Communication faculty and graduate students engaged in dialogue during the Spring quarter of 1994 to examine the issues affecting graduate students' abilities to achieve their educational goals. Included were such topics as faculty mentoring, departmental life, intellectual freedom and safety, financial support and diversity.

What is Climate? According to the final report of the UCSB Conference on Climate for Graduate Education, the university defines climate as the set of attitudes and expectations that students and faculty bring to the graduate experience. These attitudes and expectations manifest themselves in graduate student support, degree requirements, graduate student rights and responsibilities, and graduate/faculty perception of intellectual success and failure. Campus climate refers not only to material resources but also to the "intrinsic" of graduate training: faculty interest in graduate training and achievements; sensitivity to diverse student needs; the valuing of graduate student views and participation by departments; and collegial relations between students and faculty, as well as among graduate students themselves.

A healthy campus climate can contribute to higher retention and success rates in at least four ways. First, it can lead to better student academic performance and increased student creativity. Second, it can promote good faith in the department and respect toward the academic discipline. Third, it can enhance the valuing of instructional roles and thereby promote student appreciation for their future professional roles and responsibilities. Fourth, it can enhance a department's ability to attract quality graduate students.

Objectives. The purpose of this document is to specify our departmental standards of behavior for faculty and graduate student relationships. We recognize such relationships are only one facet of departmental climate, but in many ways they are fundamental to a healthy graduate program. We focus on four main types of faculty-graduate student relationships: 1) the relationship between advisors and their advisees; 2) the relationship between seminar instructors and course participants; 3) the relationship between course directors and teaching assistants; and 4) the relationship between faculty and graduate students researchers. For each type of relationship, we describe overarching goals of the relationship, norms of behavior for participants in the relationships, and situations that may signal a problem.

This document is intended to serve several functions. First, it is designed to clarify, reinforce, and promote healthy values and norms among current faculty and graduate students in the Department of Communication. Second, the document should be used to communicate our values and norms to new and visiting faculty, scholars and graduate students. Finally, this document is designed to serve as a vehicle for promoting continuing dialogue about faculty/graduate student relationships.

Value Statement. The Department of Communication seeks to promote the welfare and intellectual pursuits of faculty and graduate students. Toward this goal, we acknowledge that faculty and graduate students are both responsible for contributing to a supportive climate. We believe that faculty-student relationships should be characterized by the following:

- an appreciation of diverse values, goals, and perspectives
- consideration of one another's welfare and interests
- negotiated expectations and decision-making
- honoring and upholding the boundaries of privacy
- mutual respect and trust

On the following pages, we provide more specific goals and expectations for the differing areas of activity in which graduate students and faculty typically interact. Graduate students are expected to familiarize themselves with these principles, and to strive to promote their successful realization. Should a graduate student recognize a situation that is inconsistent with these goals and principles, s/he is encouraged to bring this to the attention of the Graduate Advisor or Chair of the Department.

Advising and Mentoring

The Relationship between Advisors/Mentors and their Advisees

The heart of our graduate education and training and research work is a healthy relationship between advisors and advisees. We see this ideally as a mentorship process with mutual obligations.

Goals:

- Professional academic training.
- Socialization to the academic enterprise.
- Pursuit of excellence in mutual projects .
- Open dialogue regarding expectations of the relationship.
- Support and compassion in the relationship.
- Confidentiality and trust.
- Recognition of each other's needs, goals, and time constraints.

Norms:

- Advisors should:
 - discuss the objectives and expectations of the relationship.
 - recognize that they are role models for students.
 - guide students rather than control them.
 - be an advocate for their students.
 - recognize students' particular goals and needs.
 - have regular meetings every quarter with students.
 - give students regular and timely feedback on their work.
 - monitor and assist students in making progress toward the degree.
 - encourage students to express themselves in the relationship.
 - be sensitive to the power differential in the relationship.
- Advisees should:
 - discuss the objectives and expectations of the relationship.
 - keep adviser up to date about their own progress.
 - recognize that adviser has many other professional commitments.
 - seek mentoring and support from other faculty in addition to the adviser.
 - recognize that academic commitment and hard work are fundamental to a positive advising relationship.
 - feel comfortable changing advisors at any time.
 - review advising options at the time of major benchmarks in the program (e.g., after M.A. degree, after qualifying exams).

Situations that May Signal a Problem:

- Participants perceiving that academic freedom and personal choice are limited in the advising relationship.
- Participants experiencing retaliation in the advising relationship.
- Participants feeling their privacy is invaded in the advising relationship.
- Participants feeling frightened or threatened in the advising relationship.
- Participants feeling like they are being taken advantage of in the advising relationship.
- Participants having difficulty contacting and/or meeting with each other.
- Participants allowing personal lives to overlap into and jeopardize professional relationship.
- Advisors involving advisees in departmental conflicts.
- Advisors using the allocation of resources to control advisees.

Graduate Coursework

The Relationship between Seminar Instructors and Course Participants

Graduate classes and seminars offer an opportunity for constructive interaction between graduate students and instructors (faculty). We view graduate coursework as a valuable occasion for a mutual exchange and learning.

Goals:

- Free expression of ideas.
- Mutual dialogue regarding course expectations and objectives.
- Equal opportunity for learning.
- Responsible behavior toward completing course objectives.
- Objective evaluation of performance.

Norms:

- Instructors should:
 - discuss the objectives and expectations they have regarding the course.
 - provide a course syllabus at the start of the quarter.
 - clearly specify all course assignments.
 - provide reading assignments at least a week before they are due.
 - hold class sessions at their normally scheduled times.
 - develop specific goals for each class.
 - be prepared to lead discussions.
 - return assignments in a timely manner that enables students to take advantage of feedback during the remainder of the course.
 - return final assignments before the beginning of the next quarter.
 - make themselves available outside of the classroom for help and assistance.
 - provide all advisees with the same opportunity to learn -- additional materials or assistance provided to some should not be denied to others.
 - provide and be willing to receive explicit and constructive feedback.
- Advisees should:
 - discuss the objectives and expectations they have regarding the course.
 - attend and be prepared to contribute to all class discussions.
 - complete all assignments on time.
 - take responsibility for seeking additional help when needed.
 - provide and be willing to receive explicit and constructive feedback.

Situations that May Signal a Problem:

- Participants being personally attacked for the expression of their ideas.
- Participants engaging in behaviors (e.g., yelling, belittling, intimidating, etc.) that discourage others from participating in discussions.
- Participants taking advantage of personal relationships to unfairly influence course related outcomes.
- Instructors requiring students to make-up canceled class sessions outside of the normally scheduled time period.

Teaching

The Relationship Between Course Directors and Teaching Assistants

The Department of Communication depends on both its faculty and graduate students to accomplish its undergraduate teaching mission. We view graduate students and faculty as members of a quality team.

Goals:

- Teaching Assistants receive valuable experience in both teaching and course development.
- Course Directors obtain valuable assistance in the development and delivery of their courses to undergraduate students.
- Mutual feedback and adjustment of behaviors to benefit the course, undergraduate students, and the course team.
- Both Teaching Assistants and Course Directors contributing to a quality teaching team which successfully delivers course materials to undergraduate students.

Norms:

- Organizational meetings should occur sufficiently in advance of the commencement of the course to allow team members to begin the course prepared in their respective duties.
- Team members for a course should plan consistent and regular course meetings.
- Specific dialogue should occur between the team members concerning mutual expectations for the course and the team relationships.
- Regular supportive feedback should be given among team members which is consistently designed to enhance course performance, self-esteem and professional development.
- Teaching assistants should keep course directors informed as mistakes occur or problems arise with students or in sections.
- There should be consistent maintenance of professional standards of timeliness, preparation, organization and accessibility to undergraduate students by all teaching team members.
- All team members should be open to constructive critique.
- All team members should contribute to the development and maintenance of an atmosphere which makes it apparent to undergraduate students that the team members respect and support one another.
- Team members' relationships with undergraduate students should be professional at all times, both in class and outside of class.
- Observation of sections should not be intrusive, the timing of observations should be mutually negotiated, and the resulting feedback should be delivered in a supportive, constructive manner.
- An equal opportunity for learning and access to resources should be created across different section for the same course.

Situations that May Signal a Problem:

- Frequent or regular lecturing by the Teaching Assistant in the place of the Course Director.
- Significant work added to the Teaching Assistant's load which was not anticipated and discussed at the commencement of the course.
- Criticisms by teaching team members of each other, delivered to third persons before they are delivered to team members.
- Criticisms by teaching team members of one another to or in presence of undergraduate students.
- Unequal teaching loads for Teaching Assistants who are similarly situated.
- Unequal access to resources and opportunities for learning given to different undergraduate students in the same course.
- A feeling of fear on the part of any team member to perform or freely communicate in their professional capacity.

Research

The Relationship between Faculty and Graduate Student Researchers

The University of California, Santa Barbara is classified as a Research University 1 by the Carnegie Foundation for the Advancement of Teaching. The Department of Communication is committed to research that advances our understanding and knowledge of the human communication processes. We view collaborative research between graduate students and faculty as a vital component of our research mission.

Goals:

- Quality research through an open exchange of ideas.
- Supportive research mentoring.
- Recognition of differing participant needs.
- Equitable recognition of contribution.
- Scholarship that enhances the understanding of human communication.

Norms:

- Participants should solicit each others' ideas.
- Participants should schedule regular research meetings to facilitate the project.
- Participants should be willing to discuss ideas contrary to one's own.
- Participants should openly discuss the allocation of work.
- Recognition should be negotiated on the basis of work allocated.
- Faculty should provide instruction in the conduct and techniques of research.
- Students should communicate the extent of their knowledge and experience.
- Project expectations should be negotiated in advance.
- Project expectations should be explicitly renegotiated as warranted.
- Participants should follow through on negotiated deadlines.
- Participants' practices should meet or exceed basic ethical standards of research.

Situations that May Signal a Problem:

- Participants feeling forced to do more work than they previously agreed.
- Participants feeling like they are not getting the recognition they deserve.

Appendix A: Academic Standards Disciplinary Flow Chart

Academic standards disciplinary flow chart 32

Appendix B: Forms

Nomination of M.A. or Ph.D. Advisor

Name _____ Date _____

Faculty Advisor _____

Faculty Co-advisor _____

We have read and agree to strive for the goals and norms stated in the *Standards for Faculty/Graduate Student Relationships: Advising and Mentoring*.

Signature of Student

Signature of Advisor

Signature of Co-Advisor

nomination of thesis committee 39

declaration of candidacy 40

nomination for qualifying exam for the degree of doctor of philosophy 41

changes in thesis or dissertation committee 42

grad student petition 43

COGNATE FOR Ph.D. Contract Form

Name _____ Date _____

Title of cognate _____

(student and advisor should work together to create a title that reflects the nature of the cognate)

List the three courses that will fulfill this cognate

- 1. _____
course number title
- 2. _____
course number title
- 3. _____
course number title

Please provide a brief description of the nature of the cognate and how the three courses fit together to fulfill this requirement.

Signature of Student

Signature of PhD Advisor

Signature of Graduate Advisor

Communication 593: Directed Reading Contract Form

Name _____ Date _____

Instructor _____

Please provide a brief description of the nature of the course, including readings and assignments.

Signature of Student

Signature of Instructor

Signature of Graduate Advisor

Communication 596: Directed Research Contract Form

Name _____ Date _____

Instructor _____

Please provide a brief description of the research activities that will be accomplished for this course.

Signature of Student

Signature of Instructor

Signature of Graduate Advisor

Request for Employment Overload

Date _____

Name _____

Employment overload requested in the Department(s) of:

Department	Position Title	length of employment	expected hrs/wk or %age
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Reason for request:

Check all that apply:

- Research project directly related to academic progress.
- Financial hardship/family obligations require additional employment to continue degree program.
- Work will not slow progress toward the degree.
- All coursework complete.

Please submit to Graduate Advisor for approval.

approved by: _____
 not approved reason: _____