University of California, Santa Barbara
Department of Communication

Graduate Student Handbook
2021-2022

(updated August 2021)

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I INTRODUCTION

Our graduate program provides students with a theoretical understanding of the processes of human communication, the methodological skills to develop and carry out rigorous and significant research, and the ethical principles for conducting research that meets the highest standards of scientific endeavor. The department embraces a social science orientation to the field of communication. Faculty members typically use empirical quantitative and qualitative 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: (a) Interpersonal and Intergroup Communication (including intercultural communication), (b) Media Communication (including both traditional and emerging communication technologies), and (c) Organizational and Group Communication (in private, public, and non-profit settings). These scholarly foci are the result of a strategy for growth formulated by our founders: to focus department research/teaching on a few key areas representing prominent sub-disciplines in the field of communication. One of the strengths of our graduate program is that faculty often conduct research in more than one of these three primary areas, and we encourage students to explore overlaps among these traditional contexts. Faculty and graduate students across the three areas also conduct research on communication related to culture, health, the environment, immigration, and politics.

The structure of the PhD program enables completion of the degree in five years by students entering with no previous graduate work. A student earns the Master of Arts (MA) degree in the process, typically after two years in the program. Students with an MA degree (with a research-based thesis) from another university should be able to complete the PhD degree within four years. The department does not admit students who, at the time of the application, are interested in the MA degree only.

This handbook provides a general overview of our graduate program along with the specific requirements, procedures, and expectations that are essential for students to know as they progress through each stage of graduate student life.

II   MASTER OF ARTS DEGREE

Completion of the PhD requires that the student first obtain a Master of Arts degree. The MA degree culminates with the successful oral defense of the MA thesis.

II.1 Time to MA Degree

Time-to-degree is the number of years considered to be reasonable by the faculty of an individual department for completion of an MA degree by a full-time student in that program. In the Department of Communication, students are expected to complete the MA degree in their first **two years** (6 quarters) of academic study.

II.2 Required MA Coursework

Students must complete a minimum of 43 units in the MA portion of the program and successfully defend their Master's thesis to earn the MA degree.

All students should be enrolled in 12 units every quarter of matriculation to maintain full-time status.

Students entering the MA/PhD program must successfully complete the following 4 core courses during the MA portion of their degree:

- Comm 200 (Communication Theory Construction)
- Comm 204A (Research Methods in Communication)
- Comm 204B (Introduction to Applied Statistics)
- One (1) of the following Survey Courses:
    - Comm 207 (Interpersonal Communication)
    - Comm 213 (Mass Media, the Individual, and Society), OR
    - Comm 222A (Micro and Macro Organizational Communication)

In addition, students must complete the following:

- Three (3) elective content courses in the department (12 units)
- One (1) elective methods/tools course (4 units)
- 8 units of Comm 598 (Thesis Prep)
- 3 units of Comm 500 (Teaching Apprenticeship).

Finally, all students are required to enroll in a 1-unit department colloquium (Comm 505) *every quarter* during their graduate residency. Comm 505 (Colloquium) and Comm 596A (Directed Research) are graded as S/U and do not count toward specific MA degree coursework requirements.

The above represent the minimum requirements. Students may take courses beyond the minimum, and may transfer two (2) courses (8 units) toward their PhD degree requirements without petition. Please note that the Survey Course requirement must be taken in the department

and no substitutions are permitted. Students may petition the Graduate Director to have an additional course (4 units) counted toward their PhD requirements. Such appeals must be made prior to enrolling in the desired course and will only be considered for those students who provide compelling evidence that their MA thesis will be completed by the beginning of June in year 2. The student must email a brief explanation and rationale for their request to the Graduate Director and Graduate Program Advisor. In addition, the student's faculty advisor must email the Graduate Director and Graduate Program Advisor a brief letter of support. If the student does not have a faculty advisor at the time, the student can obtain a letter of support from a faculty member in the student's area of study (e.g., Interpersonal and Intergroup, Media, or Organizational Communication). The Graduate Director will review the request and notify the student of a decision. These PhD-credited courses must be above and beyond those courses fulfilling the requirements of the MA degree. That is, courses cannot "double count" toward both degrees simultaneously. Of note, although students may enroll in more than 8 units of Comm 598 during their career, only 8 units count towards the MA degree.

II.3 Additional Course Information

II.3.1 Colloquium (Comm 505)

Colloquium meets regularly throughout each quarter 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. These are excellent learning opportunities and participation demonstrates good citizenship in the department. Graduate students are required to register for Comm 505 each quarter and they must register their attendance on GauchoSpace following each colloquium. Those not fulfilling this requirement will receive a "U" (unsatisfactory) for the course. If students do not attend regularly, their faculty advisor will be asked to speak to the respective students about their attendance and their unsatisfactory grade will be noted during the end-of-the-year graduate student review.

II.3.2 Teaching Apprenticeship (Comm 500)

Students who have been awarded a teaching assistantship must enroll in Comm 500 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. 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. The sexual harassment training required of all graduate students is a part of the Comm 500 curriculum. Note also that Comm 500 is listed as a required core course.

II.3.3 Directed Reading (Comm 593) & Directed Research (Comm 596A)

Directed Reading (Comm 593) provides students with a similar experience as a typical seminar 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 members to determine whether a Comm 593 is possible in a given quarter. Availability of Comm 593 is at the discretion of the faculty member, and should not be presumed. In advance of a Comm 593 course, students and supervising faculty should develop a contract (available on Department website and from the Graduate Program Advisor) that describes the course goals, designated reading list, and the required assignments.

Directed Research (Comm 596A) is a research-oriented 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 in the faculty member's area of expertise. The research activities for which Comm 596A 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 goals of the course and the specific nature of the work to be conducted for the precise number of units.

Contract forms for Comm 593 and Comm 596A are available from the Graduate Program Advisor and the Department website.

Comm 593 can be used to fulfill up to 4 units of required elective MA coursework. However, a student can petition their advisor for approval for one additional 4 units exception, which will be considered by the Grad Director. Once enrolled in the PhD program, additional units can be applied toward the requirements for the doctoral degree. Comm 596A may be taken at the MA level. Comm 596A is required for PhD students; however, some units may be transferred from the master's portion of the program.

II.4 Full Time Status and Course Load

Maintaining active status as a graduate student involves paying fees and officially registering in classes each quarter. Budgetary resource allocations to departments and to the campus follow a formula whereby one graduate student Full-Time Equivalency (FTE) equals 12 graduate units. Therefore, students should enroll in at least 12 units each quarter to qualify for full-time status. A typical course load is 13 units per quarter, which includes three courses to fulfill requirements (12 units) and Comm 505: Colloquium (1 unit). Students should not exceed 17 units in any single quarter and must receive prior approval from the Graduate Director in order to exceed 16 units.

Graduate students may be approved for enrolling in only 8 graduate units, but they must seek approval from the Graduate Director and obtain the signature from the graduate student's faculty advisor. Please see the grad program advisor for the 8-unit enrollment exception form.

Part-Time Status Exception: The Graduate Division may grant students part-time status on a quarterly basis for the following reasons: (1) medical/health issues; (2) off-campus employment of 30 or more hours per week; (3) family responsibilities established on a case-by-case basis for reasons such as (but not limited to) childcare responsibilities, care of an ill family member, etc.

Part-time eligibility is available for doctoral students who have not yet advanced to candidacy.

Tuition and fees are due, but at a reduced cost. <u>Students should consider employment implications</u>. For more information and the part-time status petition, visit <u>Part-Time Status Information & Petition</u>.

II.5 Sample Progress & Progress Benchmarks

Below is a **<u>sample</u>** program of study that demonstrates how a student might distribute the required courses across the two years of study. Please note: these charts only show the *minimum* requirements. As noted above, all students must be enrolled in 12 units each quarter to remain at the Department's full-time status.

<u>Year 1 (MA)</u>

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
204A	204B	200
Content	Content	Methods/tools
500	Content	Content

Required: Choose advisor by the end of Winter – year 1
Recommendation: Finalize committee by the end of Spring – year 1

<u>Year 2 (MA)</u>

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Survey Course	Thesis	Thesis
Thesis	Survey Course	

Recommendation: Defend thesis proposal in the fall and complete thesis in spring of year 2

Progress Benchmarks:

- Students are expected to have their thesis proposals approved by their committee <u>on or before November 1 of year 2</u>. Students fall out of good standing if their proposal has not been approved by their committee by January 15 of year 2.
- Students are expected to successfully defend (i.e., pass) their MA thesis by the end of Spring Quarter of year 2. Students fall out of good standing if their thesis is not successfully defended by November 1 of year 3.

II.6 MA Advisor & MA Committee

II.6.1 MA Advisor's Role

Each student who is working on an MA degree must select an academic advisor. The role of the MA 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 MA degree. The MA advisor also serves as chair of the student's MA committee.

II.6.2 MA Committee's Role

The MA committee is responsible for reviewing and approving the student's thesis proposal. The MA committee also evaluates the final version of the thesis. The membership and size of the committee should be dictated by the student's research interests, though students must have at least 2 ladder faculty on their committee in addition to their MA advisor, at least two of whom are from the Communication Department. With Academic Senate approval, non-ladder faculty may in some cases be able to serve on MA committees (https://ext-prod.graddiv.ucsb.edu/academic-services/committees#Possible-Committee-Members).

II.6.3 How to Choose an Advisor and Committee Members

Please see APPENDIX 6 of this document for Standards for Faculty/Graduate Student Relationships

II.7

Before selecting an advisor and committee members, incoming students have an opportunity to explore the research interests and specializations of the faculty. <u>In the Fall and Winter quarters of their first year, MA students are strongly encouraged to schedule individual meetings with various faculty. The meetings are meant to help students learn more about faculty's research interests and the potential for collaboration. Once a student finds a faculty member with shared research interests, the student can ask that faculty member to serve as their MA advisor.</u> If the faculty member agrees, students must file a Declaration form available from the Graduate Program Advisor. Students should feel free to take their time in choosing an advisor that best meets their needs. They have until the end of Winter quarter in year 1 to choose their MA advisor.

As students home in on thesis topics, they may select additional faculty to serve on their MA thesis committee. Faculty should be chosen based on their expertise in both content and methodology, and should be selected in consultation with the MA advisor. Once faculty agree to serve on an MA committee, students must file a second Declaration form with the Graduate Program Advisor. This should be done by the end of Spring in year 1.

Students should be aware that they may change advisors and committee members as they progress through the program. This is especially common as students move from the MA to PhD program as their research interests shift, though it may occur at other points as well. Changes to advisory members typically involve a conversation with the faculty members in advance, and filing of Declaration forms indicating the new advisory

structure. If a new faculty advisor is selected after the proposal defense, the student, new faculty advisor and other committee members must meet to discuss the student's project to agree about the project's trajectory and goals

II.7.1 Advisor and Committee Members Eligibility

The MA advisor should be a tenure-track faculty member (also called ladder faculty) of the Department of Communication. MA committee members should consist of at least two ladder faculty in addition to the MA advisor (i.e., typically three ladder faculty in total), at least 2 of whom are from the Department. In some cases and with Academic Senate approval, non-ladder faculty may be able to serve on MA committees (see https://ext-prod.graddiv.ucsb.edu/academic-services/committees#Possible-Committee-Members).A committee member who separates from the university may still serve on a student's MA committee for up to 2 years following their departure, provided the appropriate paperwork has been submitted to the Graduate Division.

II.7.2 Deadline for Selection/Form Filing

Students should declare their MA advisor by the end of the Winter quarter of the first year. The student's committee should be chosen by the end of Spring quarter during the first year.

II.8 MA Thesis

II.8.1 Nature and Scope

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 MA advisor, although the student assumes primary responsibility for the written thesis. 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.

II.8.2 Thesis Proposal and Proposal Meeting

The student must submit a thesis proposal to his/her MA committee before formal work on the thesis may begin. The proposal is a description (approximately 20-25 pages) of the research project to be undertaken, including some theoretical background and rationale, as well as the methodology to be employed. Once vetted by the MA advisor, the proposal is distributed to the committee in advance of the proposal meeting. Students must receive approval from their advisor prior to giving their committee a copy of the thesis proposal. Students should also ask their committee members if they would like a hard copy or an electronic version. Students must give faculty a *minimum of 14 days* to review the proposal before the proposal meeting is held.

The purpose of the proposal meeting is for the MA committee to offer advice and guidance to the student so s/he may complete a thesis that is theoretically and methodologically rigorous as well as manageable within the year timeframe for completion. The student is responsible for scheduling the MA proposal meeting with the Graduate Program Advisor.

II.8.3 Enrolling in Thesis Preparation Units

It is expected that students will develop their thesis proposal during Year 1 with the aid of their MA advisor as well as within the context of Comm 200 and begin enrolling in thesis preparation units during Year 2. However, if a student is collecting or otherwise working with thesis data in Spring of Year 1, they may enroll in thesis prep units during that quarter.

II.8.4 Thesis Defense

Once the thesis is completed and vetted by the MA Advisor, the student presents and defends the research project to her/his MA committee at a scheduled oral defense meeting that typically lasts 2 hours. Students must distribute a completed version of their thesis to their MA committee *at least 14 days* prior to a scheduled defense date. Students must receive approval from their advisor prior to giving their committee a copy of the thesis. Students should also ask their committee members if they would like a hard copy or an electronic version. 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: (a) the thesis is approved ("pass") with few or no changes to be made; (b) 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 (c) the committee requires that substantial changes be made and that a subsequent defense meeting is needed to evaluate the revisions. The student is responsible for scheduling the defense date, time (allow for a 2 hour meeting), and location.

Should the committee require that the student make revisions to the thesis, the student and faculty advisor should work together to summarize the requested revisions and email the summary to the committee members. Each committee member should reply to the email with their approval of the revision requests or provide additional instructions. This procedure is required to ensure that the student and all the committee members are on the same page with respect to how the thesis should move forward.

Thesis defenses should take place during the academic school year. Faculty members are not expected to be available for defense meetings during the summer months. If students hope to defend during the summer, they must secure agreement from each member of their MA committee during the Spring quarter. If faculty members are not available, the defense must be held within the first two weeks of the Fall quarter.

Students who are unable to defend by the end of Spring of year 2 should schedule an appointment with the Graduate Director to discuss the reasons for this delay and to present a precise timeframe for completion ratified by their MA Advisor. Students who do not defend by the end of their 2nd year will be recommended for monitoring status. Each quarter, the graduate program advisor will consult with the student's faculty advisor to determine whether they are making significant progress in completing their thesis project to remain on monitoring status. Students who are not determined to be making significant progress (as assessed by their faculty advisor and graduate director), will be

recommended for probation and after one quarter of probation risk being recommended for dismissal by the graduate dean.

II.8.5 Timing

Thesis Proposal: The thesis proposal should be approved by the MA Committee on or before November 1 of year 2. If the proposal has not been approved by the committee by January 15 of year 2, the student will fall out of academic good standing.

Thesis Defense: The thesis should be completed and defended by the end of the second year in residence. If the thesis has not been defended by November 1 of year 3, the student will fall out of academic good standing (see "Sample Progress & Progress Benchmarks").

II.8.6 Informing the Graduate Program Advisor & Degree Check

Once a student completes all requirements for coursework at the MA level, she/he must make an appointment with the Graduate Program Advisor for a degree check. Before the meeting, the student should complete a coursework grid available from the Graduate Program Advisor. Further, the student must inform the Graduate Program Advisor about: (1) the selection of the MA advisor and MA committee members; (2) the scheduling of the thesis proposal meeting; and (3) the scheduling of the thesis defense.

II.8.7 Degree Milestones & Good Progress Deadlines

There are two degree milestones at the MA:

Thesis proposal meeting: The student's MA thesis committee evaluates the quality of the proposed thesis project, including its feasibility for completion within the progress expectation timelines, and recommends improvements.

To make good progress through the program, students are expected to have their thesis proposals approved by their committee by the end of their first year in the program and no later than November 1 of year 2. If a student does not have an approved proposal by January 15 of year 2, the student will fall out of academic good standing. The student will receive a letter indicating that they have not met the good progress deadline and specifying what they need to do to meet expectations

The thesis defense: The student's MA thesis committee evaluates the quality of the final thesis document and the student's ability to defend that document. The committee may recommend revisions before making a final decision regarding approval.

To make good progress through the program, students are expected to successfully defend (i.e., pass) the MA thesis by Spring of year 2. If a student has not successfully defended their thesis by November 1 of year 3, the student will no longer be considered in good standing. In these circumstances, the student will receive letters indicating that they are not making sufficient progress and specifying what they need to do to meet expectations.

II.8.8 Implications of Falling Short of Progress Expectations

Students who fall short of progress expectations will be informed of that fact in writing, along with any related implications, within two weeks of its discovery. Graduate Division will be copied on all official correspondence related to progress. There are two possible implications of not meeting the department's progress expectations.

Monitoring of academic progress: To maximize the student's focus on academic progress objectives, the following steps will be taken for students who are not making sufficient progress toward their degree, with re-evaluation on a quarterly basis based on evidence of progress: (a) The student will work with their faculty advisor to develop a progress plan that is then submitted to the Graduate Director and Graduate Program Advisor who will review and then submit the plan to Graduate Division; (b) The student must consult with the Department's Graduate Director on all coursework decisions and progress-related issues; (c) When students are on probation, they are ineligible for departmental travel funding to conferences and summer teaching opportunities.

III   DOCTOR OF PHILOSOPHY DEGREE

The PhD 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 MA degree from UCSB or another accredited institution before working toward the doctorate. A comprehensive-exam-based MA degree can also be acceptable if obtained at an accredited institution. The PhD is designed to be completed in three years for students who first obtain an MA degree in Communication at UCSB. Students entering the program with an MA degree from another university should be able to complete the PhD degree within four years. In the section below, separate notations are made for the two categories of PhD candidates: UCSB MA and Outside MA.

III.1 Time to PhD Degree

Time-to-Degree is the number of years considered to be reasonable by the faculty of an individual department for completion of a PhD by a full-time student in that program. In the Department of Communication, students who possess the MA degree from UCSB are expected to complete the PhD in three years of academic study. PhD candidates with an MA from another institution are expected to complete the PhD within four years of study. TA positions are not guaranteed when students are past time-to-degree.

III.2 PhD Coursework

For those with a UCSB MA degree, a *minimum of 74 units* of coursework beyond the MA degree (including dissertation units) is required for the PhD in Communication. For those with an MA degree from another institution, a *minimum of 93 units* (including dissertation units) is required. However, students are encouraged to take more units when appropriate to their plan of study. Any student who completes all requirements but has fewer than 74 units may complete the remaining units with additional courses that are approved by their faculty advisor and the Graduate Director. On rare occasions, a required class may be substituted. See section III.4 for more information. All of the required 74 or 93 units, with the exception of Comm 596A, Comm 597, and Comm 599, *must be taken for letter grade*. Further, all units, with the exception of Comm 599, should be completed before the student takes their qualifying examinations.

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 Director. 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.

III.3 Summary of Course Requirements

III.3.1 Core Courses
PhD students must complete the following courses:

- Comm 200 (Communication Theory Construction)
- Comm 204A (Research Methods in Communication)
- Comm 204B (Introduction to Applied Statistics)
- Comm 204C (Advanced Methods and Statistics)
- Comm 500 (Teaching

Apprenticeship) Two (2) of the following

Survey Courses:

- Comm 207 (Interpersonal Communication)
- Comm 213 (Mass Media, the Individual, and Society)
- Comm 222 (Micro and Macro Organizational Communication)

Those with an MA from UCSB will have completed several of these courses during their MA program (see above description of MA program requirements), including Comm 200, Comm 204A, Comm 204B, one survey course, and Comm 500.

III.3.2 Additional Coursework

In addition, but including any transferable units, all doctoral students must complete the following requirements beyond their MA coursework and in addition to the core requirements.

- Four (4) elective content courses in the department (16 units)
- Two (2) elective content courses outside the department (8 units)
- Two (2) elective methods/tools course (8 units)
- 4 units of Comm 596A (Directed Research)
- 12 units of Comm 597 (Dissertation Prep)
- 12 units of Comm 599 (Dissertation Units)

Further, all students are _required to enroll_ in a 1-unit department colloquium (Comm 505) _every quarter_ during their graduate residency. For a satisfactory grade, students are expected to attend annual/bi-annual departmental named colloquia, colloquia talks by visiting scholars and research talks ("job talks") by job candidates. This course is graded as S/U (satisfactory/unsatisfactory) Colloquium attendance will be a component in the end-of-the-year annual graduate student review. (See course descriptions in this Handbook.)

The above represent the _minimum_ requirements. Students may take courses beyond the minimum to maximize their preparation for the qualifying exams and dissertation project, and for their own research and teaching interests.

III.4 Opt-out of Required Courses

Students can petition to opt out of the following courses under the following circumstances.

- Those students entering UCSB with an MA who have previous comparable

training in research methods/statistics and wish to opt-out of Comm 204A and/or Comm 204B.

- Students who are entering UCSB with an MA who have taken a survey course that is comparable to one of our survey courses.
- Students who have completed more advanced methods courses may opt out of 204A, 204B, or 204C. Only on very rare occasions will students without an MA be approved to opt out of these courses.

In these situations, students must follow the steps below: The student must provide the syllabi of the relevant courses they completed elsewhere, along with a petition form.

1. The student must have received a grade of A- or higher in the course.
2. The UCSB instructor of the relevant course must assess the syllabus for equivalency to the required course.
3. The student's advisor (or if one hasn't been chosen yet, the Graduate Director) will also need to provide approval.
4. If the petition is approved, the student must replace those units with alternative statistics or research methods courses as approved by the student's advisor or (if one hasn't been chosen yet) the Graduate Director.

III.5 Transferring Courses

Students may transfer two (2) courses (8 units) toward their PhD degree requirements from the UCSB MA program without petition. In rare cases, UCSB MA students may petition the Graduate Director to have an additional course (4 units) counted toward their PhD requirements. Such petitions must be made prior to enrolling in the desired course and will only be considered for those students who provide compelling evidence that their MA thesis will be completed by the beginning of June in Year 2 (e.g., all data is collected by Winter of Year 1, a data analysis and writing plan indicates on-time completion, and advisor provides assurance of on-time completion.) The student must email a brief explanation and rationale for their request to the Graduate Director and Graduate Program Advisor. In addition, the student's faculty advisor must email the Graduate Director and Graduate Program Advisor a brief letter of support. If the student does not have a faculty advisor at the time, the student can obtain a letter of support from a faculty member in the student's area of study (e.g., Interpersonal and Intergroup, Media, or Organizational Communication). These PhD-credited courses must be above and beyond those courses fulfilling the requirements of the MA degree. That is, courses cannot "double count" toward both degrees simultaneously.

With the approval of the Graduate Director 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 http://www.graddiv.ucsb.edu/academic/forms-petitions/general-graduate-student-petition#transfer-of-units

III.6 Additional Course Information

III.6.1   Comm 505: Colloquium

Colloquium, including annual/bi-annual departmental named colloquia, colloquia talks by visiting scholars and research talks ("job talks") by job candidates, meets regularly throughout each quarter 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. These are excellent learning opportunities and participation demonstrates good citizenship in the department.

Graduate students are required to register for Comm 505 each quarter and they must register their attendance on GauchoSpace following each colloquium. Those not fulfilling this requirement will receive a "U" (unsatisfactory) for the course. If students do not attend regularly, their faculty advisor will be asked to speak to the student about their attendance. Additionally, the student's unsatisfactory grade will be a component of their review in the end-of-the-year graduate review.

III.6.2 Comm 500: Teaching Apprenticeship

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.

III.6.3 Comm 593: Directed Reading, and Comm 596A: Directed Research

Directed Reading (Comm 593) is designed to provide students with a similar experience as a typical seminar 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 members to determine whether a Comm 593 is possible in a given quarter. Availability of 593 is at the discretion of the faculty member, and should not be presumed.

In advance of a Comm 593 course, students and supervising faculty should develop a contract that describes the course goals, designated reading list, and the required assignments.

Directed Research (Comm 596A) is a research-oriented 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 in the faculty member's area of expertise. The research activities for which Comm 596A 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 goals of the course and the specific nature of the work to be conducted for the precise number of units.

Contract forms for Comm 593 and Comm 596A are available from the Graduate Program Advisor.

Doctoral students must complete 4 units of Comm 596A for their degree requirements. While students may enroll in Comm 596A in multiple quarters if they are engaged in

research activities with a faculty member, only 4 units will count toward degree requirements. Similarly, multiple Comm 593s may be taken. However, _only one_ Comm 593 course can count toward the content elective requirements. In rare cases, students may petition for one additional Comm 593 course to count, but must obtain approval from the student's advisor and the Graduate Director. Please note that such approvals will only be granted under exceptional circumstances.

III.6.4 Comm 597: Qualifying Exam Preparation Units

Students who are in the process of preparing for and writing their qualifying exams must enroll in Comm 597 credits. Students must enroll in a minimum of 4 units for the qualifying exam preparation period and a minimum of 8 units for the qualifying exam writing quarter. Students may enroll in up to 12 such units per quarter as appropriate. However, only 12 units total will count towards degree requirements.

III.6.5 Comm 599: Dissertation Units

Students who have completed all required coursework for the PhD degree and have advanced to candidacy should enroll in sufficient dissertation units (Comm 599) to ensure full-time status (i.e., up to 12 units per quarter until degree is conferred).

III.6.6 Full-Time Status and Course Load

Maintaining active status as a graduate student involves paying fees and officially registering in classes each quarter. Unless students are approved by the Graduate Division for part-time graduate status, students should enroll in **at least 12 units** each quarter to maintain full-time status, but no more than 17 units without prior approval from their faculty advisor and Graduate Director.

III.6.7 Sample Programs of Study

There is no one way to progress through the program. As long as all requirements are completed in a timely fashion, the order in which classes are taken is up to the student and his or her advisor. However, below are some sample plans of study to guide students as they plan their time. Three sample programs are available: (a) assuming one starts in the MA program at UCSB and does not transfer any units; (b) assuming one starts in the MA program at UCSB, transfers the typical allowable courses (8 units) and takes required PhD courses at the MA stage; and (c) assuming one starts the PhD with an MA from another institution.

III.6.7.1 Sample Progress – PhD Program with UCSB MA – Version 1

Assuming <u>no unit transfers </u>from UCSB MA to PhD

<u>Year 1 (MA)</u>

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
204A	204B	200
Content	Content	Survey course
500	Content	

> *Required*: Choose advisor by the end of Winter – year 1
> *Recommendation*: Finalize committee by the end of Spring – year 1

<u>Year 2 (MA)</u>

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Methods/tools	Thesis	Thesis
Thesis		

> *Recommendation*: Defend thesis proposal in the fall and complete thesis in spring of year 2

<u>Year 3 (PhD)</u>

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Dept. content	Dept. content	204C
Dept. content	Dept. content	Survey course
Outside content	Method/Tool	Directed research

> *Recommendation*: Choose PhD advisor by end of Fall – year 3
> *Recommendation*: Finalize committee by the end of Spring – year 3
> *Recommendation*: Discussions with committee members about the reading list for the quals prep should begin immediately upon the committee member's agreement to serve on the committee.

<u>Year 4 (PhD)</u>

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Outside content	Quals writing	Diss proposal
Method/Tool		
Quals prep		

> *Recommendation*: Have proposal meeting by the end of Spring – year 4

<u>Year 5 (PhD)</u>

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Dissertation	Dissertation	Dissertation

> *Recommendation*: Data collection should be completed by end of Winter – year 5
> *Recommendation:* Dissertation should be completed by end of Spring – year 5

III.6.7.2 Sample Progress – PhD Program with UCSB MA– Version 2

Assumes transferring units and completing PhD Core classes during MA years

Year 1 (MA)

Fall	Winter	Spring
204A	204B	200
Content	Content	Methods/tools
500	Content	Content

Required: Choose advisor by the end of Winter – year 1
Recommendation: Finalize committee by the end of Spring – year 1

Year 2 (MA)

Fall	Winter	Spring
Survey course	Thesis	Thesis
Thesis	Survey Course	204C

Recommendation: Defend thesis proposal in the fall and complete thesis in spring of year 2

Year 3 (PhD)

Fall	Winter	Spring
Dept. content	Dept. content	Outside content
Dept. content	Outside content	Method/Tool
Dept. content	Method/Tool	Directed research

Recommendation: Choose PhD advisor by end of Fall – year 3
Recommendation: Finalize committee by the end of Spring – year 3
Recommendation: Discussions with committee members about the reading list for the quals prep should begin immediately upon the committee member's agreement to serve on the committee.

Year 4 (PhD)

Fall	Winter	Spring
Quals prep (597)	Quals writing (597)	Diss proposal

Recommendation: Have proposal meeting by the end of Spring – year 4

Year 5 (PhD)

Fall	Winter	Spring
Dissertation	Dissertation	Dissertation

Recommendation: Data collection should be completed by end of Winter – year 5
Recommendation: Dissertation should be completed by end of spring/summer – year 5

III.6.7.3 Sample Progress – PhD with an MA from other University

Year 1 (PhD)

Fall	Winter	Spring
204A	204B	200
Dept. content	Survey	204C
500		Dept. content

Required: Choose PhD advisor by end of Spring -- year 1

Year 2 (PhD)

Fall	Winter	Spring
Method/Tool	Method/Tool	Survey
Dept. Content	Outside content	Outside content
Dept. Content	Directed Research	

Recommendation: Finalize committee by the end of Winter – year 2
Recommendation: Discussions with committee members about the reading list for the quals prep should begin immediately upon the committee member's agreement to serve on the committee

Year 3 (PhD)

Fall	Winter	Spring
Quals prep (597-P)	Quals writing (597)	Diss Proposal

Recommendation: Defend qualifying exams by the end of Spring quarter of year 3. Have proposal meeting by the end of Spring – year 3

Year 4 (PhD)

Fall	Winter	Spring
Dissertation	Dissertation	Dissertation

Recommendation: Dissertation proposal should be approved by Nov. 1 of year 4 (at the latest). Data collection should be complete by end of Winter – year 4
Recommendation: Dissertation should be defended by end of Spring/Summer – year 4

III.7 Interdisciplinary Emphases

Several interdisciplinary programs are available for doctoral students to obtain cross-training in the theories and methods of other disciplines that approach the same area of study, but from different perspectives. The Communication Department is currently involved in seven such programs on campus: Black Studies, The Interdisciplinary Cognitive Science Program; Feminist Studies; Global Studies; Language, Interaction, and Social Organization; Quantitative Methods in the Social Sciences (QMSS); and the Information Technology and Society emphasis in the Center for Information Technology and Society (CITS). All are formally recognized by UCSB as interdisciplinary emphases that can be added to the PhD in Communication. Additional emphases exist on campus; however, the Communication Department at present is not currently a participant, and thus Communication students are not eligible for these emphases.

Graduate students may choose to add an interdisciplinary emphasis to their work in Communication by taking additional coursework as required by each program and having a member of the emphasis serve on their dissertation committee. Students must work with the administration of each emphasis to make sure they fulfill the necessary requirements. Students are strongly urged to plan their course of study carefully so that they may complete the requirements of the PhD and the chosen emphasis within the time period allocated for their degree.

- Black Studies Emphasis: As described on their website, "The Black Studies Department at the University of California at Santa Barbara has launched the Black Studies Emphasis (BSE) for students enrolled in doctoral programs in the departments of Communication, History, Feminist Studies, Political Science, Sociology, and Chicana and Chicano Studies (in the College of Letters and Science), and the department of Education (in the Gevirtz Graduate School of Education). Faculties in these units routinely work together exchanging scholarly perspectives, launching interdisciplinary projects, and training graduate students. The BSE builds on our university's great strengths in Race Studies, Comparative Ethnicity, and the Black experience, and positions UCSB as a leader in Black Studies and Social Justice research and pedagogy."

- Cognitive Science Program: The interdisciplinary program in Cognitive Science involves faculty from the PhD programs in Anthropology, Communication, Computer Science, Education, Electrical and Computer Engineering, English, Geography, Linguistics, Philosophy, and Psychology. Its goal is to give students an appreciation of the interdisciplinary study of thinking, perception, and intelligent behavior, as determined jointly by the nature of the environment and by the internal architecture of the intelligent agent, whether human, animal, or machine. The program features a structured set of courses that are taught individually and collaboratively by faculty from a variety of disciplines.

- Feminist Studies: In the Feminist Studies doctoral emphasis students are required to successfully complete four seminars designed to develop critical and analytic understanding of feminist theory and pedagogy as well as the study of women, gender, and sexuality. Feminist Studies as an inter-departmental set of conversations and

intellectual questions also supports a multifaceted undergraduate curriculum at UCSB; doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their training.

- Global Studies Emphasis: The Global and International Studies Program hosts an interdisciplinary Ph.D. Emphasis with a consortium of participating departments. The Global Emphasis allows students to design a course of study focused on international and transnational issues, processes, and flows. Ph.D. Emphasis students receive guidance and mentoring from the Global Studies faculty as they prepare their dissertations, and the Global Emphasis is recognized when they are awarded the doctorate.

- The Quantitative Methods in the Social Sciences (QMSS): emphasis helps students to attain the competencies needed to conduct quantitative social science research through core design and analysis classes, courses in advanced and specialized methodologies, and participation in interdisciplinary colloquia and research projects. Conducting quantitative social science research requires competence in certain core design and analysis methods that are common across social science disciplines. In addition, some specialized methodologies have emerged from research applications that are unique to social science fields. At most universities, social science instruction and research takes place in many separate units spread throughout the campus, which discourages the sharing of resources and ideas. The overarching purpose of the QMSS emphasis is to overcome these barriers by creating a unifying administrative structure that capitalizes on UCSB's strengths to create a unique interdisciplinary program.

- Language, Interaction, and Social Organization (LISO): LISO faculty and graduate students conduct research on language use and other communicative action in their naturally occurring contexts, with a special appreciation for the importance of those immediate contexts for understanding human interactional conduct. Examples of areas of study include informal conversational interaction within institutional contexts, such as classrooms and 911-emergency calls; child language acquisition and socialization; the connection between grammar and interaction; and the connection between language and culture. The LISO Ph.D. Emphasis has formal participation from the Departments of Communication, Education, Linguistics, and Sociology. In addition to the emphasis requirements, students must satisfy the requirements for the Ph.D. in their home department. Work in satisfaction of departmental Ph.D. requirements may be used to satisfy emphasis requirements. A full schedule of LISO-related graduate courses is offered each year. In addition, throughout the year, LISO hosts a range of activities, including scholarly talks, data analysis sessions, and discussions of scholarly papers. Further, LISO (along with its UCLA counterpart) organizes an annual Conference on Language, Interaction, and Culture at the University of California.

- The Information Technology and Society emphasis in the Center for Information Technology and Society (CITS): The optional Ph.D. emphasis in Information Technology and Society (T&S) provides multi-disciplinary training for graduate students interested in studying the societal implications of information technology. Unlike most scholars working in this area who ground their investigations and claims in a home discipline and methodology, T&S students receive a systematic introduction to the research paradigms

and literatures relevant to technology and society from outside their home department. We believe that the tools necessary for understanding problems of technology and society are spread across disciplines, and that having the ability to draw from scholars' work in different disciplines to arrive at an examination of the same phenomenon from different directions is vital to cutting-edge scholarship in this area. A structured introduction to thinking and research from other perspectives can help students frame their research questions in novel, creative ways and can give them broader tools for answering them.

The emphasis also provides an official certification of multi-disciplinary training, which is an advantage on the academic job market.

III.8 PhD Advisor

III.8.1 Advisor's Role

Each doctoral student must select an academic advisor. The role of the PhD advisor is to assist the student with a plan of study, to oversee the student's progress during the pursuit of the PhD and to supervise the student's research activity that culminates in the written dissertation. The PhD advisor also serves as chair of the student's PhD committee.

Please see APPENDIX 6 of this document for Standards for Faculty/Graduate Student Relationships

III.8.2 Selecting an Advisor

Before selecting an advisor, incoming students explore the research interests and specializations of the faculty. In their first year, PhD students are strongly encouraged to schedule individual meetings with various faculty. The meetings are meant to help students learn more about faculty's research interests and the potential for collaboration. The Department has some suggestions for practices that may be useful for developing good faculty-graduate mentee relationships: https://www.comm.ucsb.edu/sites/default/files/sitefiles/documents/Fostering%20Positive%20Faculty%20Member-Mentee%20Relationships.pdf.

The PhD advisor should be a tenure-track faculty member (also called ladder faculty) of the Department of Communication. On occasion, a student may wish for a ladder faculty member outside the department to chair their dissertation work. Although some faculty may be official affiliates of our department, they are still considered outside members. In these circumstances, the student must also select a co-chair who is ladder faculty within the Communication Department.

Students should declare their PhD advisor by the Spring quarter during their first year in the PhD program and file a declaration form with the Graduate Program Advisor.

Declaration forms require both the advisor's and the student's signature.

III.8.3 Changing Advisors from the MA

Students should be aware that they may change advisors and committee members as they progress through the program. This is especially common as students move from the MA to PhD program as their research interests shift, though it may occur at other points as well (e.g., after successful defense of the qualifying exams). Changes to advisory members typically involve a conversation with the faculty members in advance and filing of Declaration forms indicating the new advisory structure.

III.8.4 Deadline for Selections/Form Filing

Ideally, the PhD committee should be chosen by the end of the Spring quarter of the first year in the doctoral program, though the committee must be selected no later than the quarter prior to the commencement of qualifying exam preparation. If an "outside" member of the committee is to be included, they can be recruited before the student is ready to prepare for the qualifying examination or once the student advances to candidacy and is developing the dissertation proposal.

III.9 PhD Committee

III.9.1 PhD Committee's Role

PhD committee members are responsible for guiding the student in their preparation for their qualifying exam, preparing qualifying exam questions, actively participating in the qualifying exam defense, and rendering a judgment regarding the quality of the exam responses. PhD committee members are also responsible for reviewing and approving the student's dissertation proposal and the final version of the dissertation.

III.9.2 Committee Composition

In addition to the PhD advisor, the PhD committee should consist of at least two additional ladder faculty members, one of whom must be from the home department. Although doctoral committees must consist of at least 3 ladder faculty, students are encouraged to include additional faculty members, especially those from outside the department, as a diversity of perspectives can benefit the student's doctoral work. Thus, the particular composition and size of the committee should be dictated by the student's research interests. In the case of interdisciplinary emphases, the committee composition must also fulfill the requirements of the particular emphasis (typically one committee member must represent the emphasis on the committee.) With Academic Senate approval, non-ladder faculty may in some cases be able to serve on PhD committees (see https://ext-prod.graddiv.ucsb.edu/academic-services/committees#Possible-Committee-Members).

If a committee member separates from the University, they may still serve on a student's PhD committee for up to 2 years following their departure, provided the appropriate paperwork has been submitted to the Graduate Division.

III.9.3 How to Choose PhD Committee Members

Committee members should be chosen based on their expertise in the content and/or methodology relevant to the student's expected dissertation work, and should be selected in consultation with the PhD advisor. Once faculty agree to serve on a PhD committee, students must file a Declaration form with the Graduate Program Advisor.

III.9.4 Deadline for Selections/Form Filing

Ideally, the PhD committee should be chosen by the end of the Spring quarter of the first year in the doctoral program, though the committee must be selected no later than the quarter prior to the commencement of qualifying exam preparation. The "outside"

member of the committee should also be recruited before the student is ready to prepare for the qualifying examination.

III.10 Qualifying Examination

III.10.1 Purpose of the Qualifying Exam

The qualifying exam process 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 a 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.

Students have one quarter to prepare for the exam, which is the "reading quarter," and one quarter to write answers to three questions provided by their Qualifying Exam Committee, which is referred to as the "writing quarter." Normally, the reading and writing quarters both take place during the regular academic year, although students may read or write over the summer with prior approval from their committee, as described in Section III.10.5 below).

III.10.2 Qualifying Exam Committee

The qualifying exam committee is typically composed of a student's PhD committee members; however, this need not always be the case. A minimum of three ladder faculty members will serve on each student's Qualifying Exam Committee, at least two of whom are from within the Communication Department (including the advisor). Students may have more than three committee members, and they may include outside ladder faculty at the qualifying exam stage if they choose. As noted above (see PhD Committee), committee members should be chosen before the student is ready to prepare for the qualifying examinations. Typically, the Communication ladder faculty members write the qualifying exam questions. If a student chooses to have more than three PhD committee members at this stage, only those faculty members who write the qualifying exam questions are required to attend the exam defense. However, it is expected that any additional PhD committee members will participate in the dissertation proposal meeting and defense. Exceptions to committee composition require filing an appeal with the Graduate Director who will render a decision in consultation with the Graduate Committee. Faculty practices related to qualifying exams may differ. Students are encouraged to talk to potential committee members about their processes and expectations for qualifying exams.

III.10.3 Parameters of the Qualifying Exam Questions

The exam consists of three questions crafted by the communication faculty on the student's PhD committee. Each committee member typically takes primary responsibility for writing one of the three questions, though input from all committee members is encouraged. Each of the three questions posed by the committee will cover one the following domains: broad theory, specialty area, and methods. Each question encompasses different emphases, as indicated below. The student's written response for each question should be a paper approximately 25 pages in length (but no more than 30 pages), excluding references.

- **Broad Theory Question:** This question tests the student's <u>broad knowledge of the primary area of study </u>in the program (i.e., Interpersonal/Intergroup, Media, or Organizational Communication). The question is intended to be somewhat <u>expansive</u> 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 meta-theoretical issues that characterize the area.

- **Specialty Focus Question:** This question is designed to assess the 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 <u>individualized expertise </u>that a student has developed. This question can, but does not have to, reflect the student's topic for the dissertation.

- **Methods Question:** This question assesses the student's methodological competence as a communication researcher. Ideally, the question is crafted in a way that reflects the student's broad area of study and/or specialty focus for the dissertation. This question may deal with hypothesis testing and design issues, methodological assumptions of different designs, and/or statistical tests and analyses.

III.10.4 Exam Preparation

To prepare for the qualifying exams, either before or very early during the reading quarter, the student should consult with the PhD 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 with all committee members present or through individual interactions with committee members. Once the areas of responsibility for each committee member are established, the student should consult with each committee member, either individually or as a group during the preparation quarter, concentrating on the area in which s/he will be preparing a question. The student should work with the faculty member to construct a bibliography relevant to the question and to define scope 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 as possible during this process, *but will not reveal the precise scope and content of the question* that will be asked on the examination.

Under no circumstances may a student prepare a draft of their own question. If a student is asked to draft their own question, or a portion thereof, the student should refuse to do

so and may report this faculty violation to the Graduate Director or the Department Chair so that they may assure proper procedures are being followed. If a student is found to have participated in the drafting of their own exam question(s), the question will be redrafted either by the committee member initially responsible for providing the question or by other committee members, while maintaining the general focus negotiated during the preparation quarter, so that the student will not know the exact nature of the question to be answered during the exam period.

III.10.5 Exam Procedures

As discussed above, the examination process is a two-quarter sequence. In the first quarter, the student engages in formal preparations for the exam; in the second quarter, the student writes, submits, and defends his or her responses. The exam is open-book, and students may consult all relevant resources to assist in the preparation of their response. However, students are prohibited from seeking direct feedback from their committee during the writing period. Students are not allowed to share their exam questions with other grad students, nor are they allowed to seek assistance from fellow grad students to answer their exam questions.

The student will receive all three questions from the Graduate Program Advisor on the **first Monday of instruction** of the writing quarter. 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 Advisor. 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 but no later than 2 weeks into the beginning of the following quarter. The student is responsible for scheduling the defense date, time, and location (allow for a 2 hour meeting) with the Graduate Program Advisor. Exams are typically completed during the regular academic year (Fall, Winter, or Spring quarters), but may be completed during summer if (a) all committee members agree in advance and (b) will be in residence for the oral defense. In cases where the written portion of the exam occurs during the summer, the questions will be distributed by the Graduate Program Advisor on the first day of Summer Session E. The oral defense should be scheduled within 2 weeks of the beginning of the quarter.

Before undertaking reading for or writing of exams during the summer, students must verify that committee members will be available during summer for any needed consultation or oral defense. No matter what quarter is chosen for the qualifying exam and in order to make it equitable, all reading periods will be 10 weeks and writing periods are 10 weeks. Consequently, students who have secured permission to read for the qualifying exam during the summer may not begin preparing until 10 weeks before the Fall quarter begins.

The qualifying exam is normally undertaken as soon as the student has completed all required doctoral coursework in the program. A student may begin the reading quarter for the exam while completing his/her last one or two required courses. However, students may want to 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 the program with a BA degree, the exam typically occurs during the fourth year of graduate study. For students who enter with an MA degree from another university, the exam typically occurs in the third year of graduate study.

During the reading quarter, a student should enroll in a minimum of 8 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). Students may enroll in up to 12 units if necessary to maintain full-time status. However, only 12 Comm 597 units total will count toward degree requirements.

The oral defense lasts for approximately two hours, which includes committee questions to clarify, elaborate, etc. on the student's written answers. At the conclusion of the defense, the committee will make a determination about whether the student passed, or did not pass all or part of the examination requirement. If the student passes, s/he will advance to candidacy (see Section III.10.9). If the student does not pass, s/he may be asked to rewrite one or more answers (See Handbook Section for rewrite procedure).

III.10.6 Additional Guidelines & Ground Rules for the Qualifying Exam

Students should discuss and negotiate with each committee member to ascertain the topic and parameters for each question. However, students should not see the precise questions until the quarter in which the papers are written. Otherwise, a rewrite may be required.

Once the questions are obtained, students are welcome 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 do not give feedback during the writing stage, nor will they read preliminary versions of the papers. Students are not allowed to share their exam questions with other grad students, nor are they allowed to seek assistance from fellow grad students to answer their exam questions.

Papers should be word-processed and prepared according to the guidelines in the most recent *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. Responses are judged based on the quality and comprehensiveness of their responses. Students should use 12 point font size and 1 inch margins.

Upon successful completion of qualifying exams with a grade of "Pass/Advance," the student will Advance to PhD Candidacy.

III.10.7 Qualifying Exam Rewriting Procedure (revised April 2013)

At the conclusion of the oral defense, each question is assessed by the committee as passing or in need of rewriting. All questions must be deemed passing for the student to advance. If one or more questions (or portions thereof) are deemed in need of rewrites, the student has one additional opportunity to retake the exam. This rewrite may take one of two forms. The student may be asked to submit a revised response to the initial question(s), or if the committee deems it more useful, the student may be asked to respond to a revised question. Under either circumstance, the procedures outlined for the initial exam should be followed. The student has up to nine weeks from the date of the

initial defense to submit passable response(s). The student may ask for clarification from committee members, and they make take part of their 9-week allotted time to seek clarification from their committee before they commence the rewrite. However, once the rewrite begins, they may not solicit feedback or submit drafts of their response(s) for feedback to their committee. Students are not allowed to seek assistance from fellow grad students to answer their exam question(s). Once the revised response(s) are submitted, the committee must make a final judgment as to whether or not the responses are passing. The committee may determine that (a) the full committee should assess the response(s), (b) individual committee members should make the judgment about the suitability of the rewritten answers, or (c) that the student must schedule a second oral defense.

Revisions should be minor adjustments to a response that are requested by the committee. The time required for revisions should be negotiated between the student and the committee but revisions should be submitted to the committee (or the designated faculty member) within a few weeks.

Students who are rewriting all or a portion of the qualifying exam are recommended to Graduate Division for monitoring status. Once they complete and pass their rewrite, monitoring status is lifted. Those students who do not pass the exam after the rewriting opportunity are recommended for probation and possible eventual dismissal from the program by the Graduate Dean.

III.10.8 Sample Questions

Each set of questions asked of a student is unique. However, questions asked of students in the past are available from the Graduate Program Advisor for students to review if they would like.

III.10.9 Advancement to PhD Candidacy

Once students successfully pass their qualifying exam, they advance to PhD candidacy and thus are eligible for faculty privileges at the library. International students will be exempt from non-resident tuition for a period of nine quarters upon advancement to PhD candidacy.

III.11 Doctoral Dissertation

III.11.1 Nature and Scope

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 more 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 PhD 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 important, 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 final year in the doctoral program. Dissertating students should enroll in 12 units per quarter of Comm 599 (Dissertation Prep) to ensure full-time status. Students who are not in residence may enroll in 8 units rather than 12 units.

III.11.2 Expectations for Seeking External Funds

All students are encouraged to seek funding to support their dissertation work from sources outside the Communication Department. Such sources might include campus sources (e.g., Graduate Division Dissertation Fellowships) as well as extramural sources (government funding agencies, private foundations, etc.)

III.11.3 Dissertation Proposal Meeting

III.11.3.1 Purpose

The first step toward the dissertation is the preparation of a written proposal. The proposal need not be lengthy (approximately 25-30 pages), 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. A preliminary proposal may be circulated to committee members prior to convening a proposal meeting. Students must receive approval from their advisor prior to giving their committee a copy of the dissertation proposal. Students should also ask their committee members if they would like a hard copy or electronic version. Once a final draft is completed and distributed, the student must schedule a mandatory committee meeting to be held no sooner than *fourteen days* after distributing the proposal. The proposal meeting is designed to provide to 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. Thus, it is imperative that the student refrain from any data collection until the project has been approved by the committee as changes to study design and measures often result from committee discussion. 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.

Should the committee require the student to make revisions to the dissertation, the student and faculty advisor should work together to summarize the requested revisions and email the summary to the committee members. Each committee member should reply to the email with their approval of the revision requests or provide additional instructions. This procedure is required to ensure that the student and all the committee members are on the same page with respect to how the dissertation should move forward.

III.11.3.2 Timing

The dissertation proposal meeting should take place in the quarter following advancement to candidacy (i.e., following the successful defense of the qualifying exam.) Given the expected time to degree, students would greatly benefit from thinking about their possible dissertation project while preparing for their qualifying exam and using the qualifying exam process to help develop thinking about the project whenever possible. Students should allow for a **minimum of 14 days** for committee members to review their proposals prior to the proposal meeting. If the proposal has not been approved by the committee by the fourth week of the second quarter following advancement to candidacy, the student's good standing in the program is at risk.

III.11.3.3 Informing the Graduate Program Advisor

The student must inform the Graduate Program Advisor about the scheduling of the dissertation proposal meeting, and the scheduling of the dissertation defense.

III.11.4 Dissertation Defense Meeting

III.11.4.1 Purpose

Once the final draft of the dissertation has been completed and reviewed by the PhD Advisor, it should be circulated to the committee and an oral defense meeting should be scheduled. Students must receive approval from their advisor prior to giving their committee a copy of the dissertation proposal. Students should also ask their committee members if they would like a hard copy or electronic version. Students must give committee members *at least fourteen days* to read the dissertation before the defense meeting. The student is responsible for coordinating the defense date, time, and location (allow for a 2-3 hour meeting) with the Graduate Program Advisor.

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: (a) the dissertation is approved ("pass") with little or no changes to be made; (b) 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 (c) the committee requires that substantial changes be made and that a subsequent defense meeting is needed to evaluate the revisions.

Should the committee require the student to make revisions to the dissertation, the student and faculty advisor should work together to summarize the requested revisions and email the summary to the committee members. Each committee member should reply to the email with their approval of the revision requests or provide additional instructions. This procedure is required to ensure that the student and all the committee members are on the same page with respect to how the dissertation should move forward.

III.11.4.2 Public Portion of Dissertation Defense

Students must inform the Graduate Program Advisor as soon as the defense date is scheduled. The Graduate Program Advisor will advertise the defense to the department. Members of the academic community and other interested parties are invited to the first 30 minutes of the dissertation defense. During this period, the student will give a 10-minute overview of the dissertation after which they will field questions from the public

guests. After the questions are exhausted or 30 minutes have passed (whichever comes soonest), the public portion will conclude. Guests and the candidate will exit the room, and the PhD committee will meet briefly before inviting the candidate back into the meeting to engage in the dissertation defense.

III.11.4.3 Filing PhD Dissertation

Once the dissertation has been approved by the committee, the student must file an unbound, formal copy with the Graduate Division. The final version of the dissertation must comply with UCSB requirements (see Filing Your Dissertation with the UCSB Graduate Division on the Graduate Division Web site). Students typically bind copies for their PhD advisor and their committee members and on request of their committee members, as well as having personal copies bound. Students are responsible for the binding costs (see the Graduate Program Advisor for binding information.)

III.12 Leaving ABD (All But Dissertation)

Doctoral candidates are strongly encouraged to complete the dissertation while in residence. The student must be enrolled as a full-time student the quarter the dissertation is filed (see possible exceptions below). Leaving the university for employment elsewhere may be an attractive option, but completion of the dissertation is often 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. If a student does make the choice to leave ABD, it is critical that they maintain their student status. Otherwise, they put their degree conferral in jeopardy.

According to Graduate Division Policy, students who leave the University without an approved leave of absence relinquish all privileges of being a student. This is also known as "**lapsed status**." In contrast, an approved leave of absence represents an official status recognized by the University and allows limited access to University services. Privileges lost include pre-existing offers of funding, access to Student Health Services and Graduate Student Health Insurance, library access, and the like. There are additional consequences for International students (please see Graduate Division Policy for additional details. Most important, reinstatement from lapsed status is not automatic (see III.12). Thus, it is critical that students do not lapse in status while pursuing their degree.

III.13 Reinstatement from Unregistered Status Petition and Requirements

Students who have a break in registration must petition to return to registered status. To reinstate, the student must complete a Petition for Reinstatement to Graduate Status and secure the approval of the department Graduate Director and the Graduate Division Academic Services unit. Departments are asked to think carefully about a decision to reinstate a student and to consider a range of issues including timeliness in meeting degree requirements, willingness of faculty to continue to work with a student, changing interests of the faculty, etc.

Note: Fall quarter reinstatement is required for all students in unregistered lapsed status who plan to enroll in Summer Sessions courses to fulfill a degree milestone (i.e., advancing to

doctoral candidacy) or complete a degree. Students must register for a minimum of 4 units during one six-week summer session. If the degree is conferred during summer, fall registration will be cancelled.

Please refer to the general instructions found in the Graduate Division's [Petition for Reinstatement to Graduate Status](#) for more detailed information about the reinstatement process.

III.14 University Approved Leaves for ABD Students

There are some options to reduce the cost of tuition and fees for students who are not funded by the department while ABD or who are not in residence:

- Filing Leave - Students who have continually maintained full-time status and who plan to file within a particular quarter may apply for a filing leave for that quarter. A filing leave is a one-time opportunity and should be implemented only when the student and their dissertation advisor feel confident they will be able to file their dissertation with Grad Division in that quarter. If subsequent quarters are needed to complete, defend, and file the dissertation, the student will be charged tuition and fees for their remaining time in the program. Students on filing leave may not be employed on campus. https://ext-prod.graddiv.ucsb.edu/registration-expectations

- In Absentia Registration - Graduate students whose research or study requires them to live outside California for the duration of one or more full quarters, can take advantage of *in absentia* registration. The research or study must be directly related to the student's degree program and of a nature that makes it necessary to be completed outside of California. This includes students holding a fellowship, internship, or having a graduate student research appointment. Please see the Graduate Division Web site for specifics on qualifying for this reduction in tuition and fees. https://ext-prod.graddiv.ucsb.edu/forms/absentia

III.15 Parenting Leave

Please see Graduate Division's website for further information: https://ext-prod.graddiv.ucsb.edu/forms/leave-absence

IV   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 typically available to students, as outlined below.

IV.1 Teaching (TA and Associate)

IV.1.1 Teaching Assistant

Because of large undergraduate enrollments, the most common form of financial support for graduate students in Communication is a nine-month teaching assistantship, typically at a 50% (half time) employment. Teaching Assistants help course directors teach undergraduate courses, typically assisting in grading, exam preparation, holding office hours, 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 university and educational fees and mandatory health insurance paid for that term as outlined in the current agreement between The Regents of the University of California and the Association of Student Employees, International Union, United Automobile, Aerospace and Agricultural Implement Workers of America (UAW), AFL-CIO. (NOTE: The remissions quoted are consistent with the terms of the current contract. Please be aware that future wages, terms, and conditions are subject to modification based on the collective bargaining process.)

The assignment of TA positions is a challenging process involving a number of contingencies and considerations. Students are selected for TA assignments by the TA coordinator and two graduate student representatives. For more information, please contact the TA Best Practices Committee.

IV.1.2 Teaching Associate

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, 113, 160). Eligibility and criteria for being selected include: seniority in the graduate program, excellence in teaching, competence in relevant communication course content, and strong progress toward degree requirements. Qualified students who are closer to defending their dissertations are prioritized. Teaching Associates are not allowed to hold any other positions (Research, Administrative, or TA) during their quarter appointment as an Associate. Graduate students holding a Teaching Associate appointment of 50% time in a given quarter will have a portion of their university and educational fees and mandatory health insurance paid by the University for that term as outlined in the current agreement between The Regents of the University of California and the Association of Student Employees,

International Union, United Automobile, Aerospace and Agricultural Implement Workers of America (UAW), AFL-CIO. (NOTE: The remissions quoted are consistent with the terms of the current contract. Please be aware that future wages, terms, and conditions are subject to modification based on the collective bargaining process.)

IV.1.3 Reader

Occasionally, the Department may have needs for assistance with grading of assignments and exams in individual courses. In these cases, students may be hired as Readers. These opportunities are sporadic and thus are more likely to serve as opportunities to increase a student's employment percentage (e.g., from 50% to 75%) during any one quarter, rather than as a sole source of financial support. Employment above 50% requires that the student obtain approval from their faculty advisor and the department chair. Please see the Graduate Program Advisor for the approval form.

IV.2 Research Grants

IV.2.1 Graduate Student Researcher (GSR)

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* in Appendix VI of this Handbook). Graduate students holding a research appointment of 25% time or higher typically will have their educational fees, health insurance, and nonresident tuition paid by the contract or grant that funds the position.

IV.2.2 Applying for Grants (GSR)

A number of federal agencies and foundations provide funds for graduate work, especially dissertation grants. Dissertation grants relieve students from teaching duties and provide them with support for conducting their research. Some examples of these grants are: Ford Foundation Fellowship, NSF Dissertation Improvement Grant, NSF GRFP Graduate Research Fellowship Program, Fulbright, American Association of University Women, Mellon Fellowships, and Woodrow Wilson Foundation. The UC Graduate Division maintains a list of grants and fellowships, an archive of successful grants, and fact sheets. Importantly, students need to complete and defend their dissertation proposals to be eligible for many dissertation grants. Students should work with their academic advisors and with the Institute for Social, Behavioral, and Economic Research (ISBER) in applying for grants.

IV.3 Fellowships

Fellowship funds are awarded on the basis of merit and promise of productive scholarship. Types of university awards and funding sources include centrally administered fellowships, Department and campus gift and endowment funds, and Departmental grant funding. Fellowship funds could provide payment of any of the following: tuition and fees, health insurance, non-resident supplemental tuition, and

stipend. A fellowship is any payment to a student that is not salary or direct reimbursement for out-of-pocket expenses, such as travel costs. All fellowships must be processed and disbursed by the Graduate Division. *Important: fellowship support is taxable income.* For more information see: https://ext-prod.graddiv.ucsb.edu/our-services/fellowship-tax-support

IV.3.1 New Graduate Students

The campus has a limited number of recruitment fellowships for graduate admissions. Applicants must have distinguished scholastic records and be approved for admission in the Department's graduate program. Notification of fellowship awards is typically in March.

All applicants are strongly encouraged to seek out national, governmental, and foundation fellowships, scholarships, grants, and loans that can be used at any university. Information about these may be obtained by writing directly to individual agencies and foundations. The campus financial aid office may be able to advise students about extramural sources. In addition, the UCSB Graduate Division maintains a Web site for funding sources at https://ext-prod.graddiv.ucsb.edu/funding-options.

IV.3.2 Graduate Division Continuing Fellowships

For continuing students, a variety of fellowships are available, many of which are awarded through an annual campus-wide competition. Continuing student fellowships are awarded on the basis of academic merit, financial need, scholarly achievement, diversity, and promise. To be eligible, students must be enrolled full-time and have filed a Free Application for Federal Student Aid (FAFSA) by March 1st. Some fellowships are restricted to U.S. citizens and permanent residents, while others are available to international students as well.

In most cases, graduate students must have successfully completed their written and oral qualification exams (Quals) before the end of winter quarter to be eligible for the majority of continuing fellowships.

A general announcement for Continuing Graduate Student Fellowships will be sent to the department in late February. The Graduate Committee will call for requests and will evaluate them to determine the most competitive applications. Students need to submit applications to the Graduate Program Advisor and the Graduate Director by mid-March to have the materials assembled and forwarded to the Graduate Division for the campus- wide competition. Interested graduate students should carefully read the eligibility requirements for each fellowship (e.g., Domestic only, Advanced to Candidacy, ability to be employed along with the fellowship, diversity statement, etc.) and work with the Graduate Program Advisor for proper inclusion of required nomination documents.

Several Continuing Student Fellowships and Grants require departmental nomination (Award amounts and eligibility may change annually – please consult the Graduate Division website (https://ext-prod.graddiv.ucsb.edu/central-campus-fellowships/new-continuing) or with Graduate Program Advisor for current information).
Please be aware that stipends associated with fellowships are taxable income. For more information see: https://ext-prod.graddiv.ucsb.edu/our-services/fellowship-tax-support

IV.4 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 Exception to Employment, the student's advisor must answer the exception form questions and attach to the request, and then submit it to the Department Chair for approval. A maximum of 75% time may be requested from the Department. 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 https://ext-prod.graddiv.ucsb.edu/academic-appointmentsfor additional important information.)

A graduate student can receive a maximum of **18 quarters of instructional funding at UCSB** ([Academic Policies and Procedures - Red Binder, IV-1](#)). At 15-18 quarters of employment, a graduate student is required to file an Employment Exception and have it approved by the Dean of the Graduate Division on a quarterly basis. With the exception of the recent COVID-19 allowances, there are no other exceptions to the 18-quarter instructional funding cap.

V POLICIES

V.1 Graduate Student Evaluations

Ladder 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 timely feedback regarding their progress in the program. The process also allows faculty to identify problems and 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 have not completed their degree objectives 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 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 in the *Standards of Scholarship and Timely Progress to Degree* section (V.2.1). The summary letters are typically sent out within 3 weeks of the evaluation meeting. Students are encouraged to meet with the Graduate Director and with their faculty advisor to discuss their evaluations and to plan for the following academic year.

Students will receive early notification of unsatisfactory progress, both in writing and orally. Written notification will delineate the nature of the faculty concerns, steps and a timeline to be taken to achieve satisfactory progress, and potential consequences if these steps are not taken. The Graduate Director and the student's faculty advisor will consult with the student and develop an academic progress plan (to be co-signed by the faculty member and the student). A copy of this notification and academic progress plan will be sent to the Graduate Division. A student will have at least one quarter to make the necessary academic improvements for incompletes and progress to degree. The student will remain on the department's monitoring status for one year until: (a) the problem is corrected; (b) the student graduates/advances; or (c) the department decides to recommend to the Graduate Dean formal academic monitoring or probation (see Good Standing section.).

V.2 Good Standing Policy (Approved Spring 2018): Standards of Scholarship and Timely Progress to Degree

To remain in good academic standing, a graduate student must make timely progress toward degree completion and satisfactorily meet the standards of scholarship established by the department as well as the University.

Below are the most current Department of Communication requirements for good standing, based on the Graduate Division Guidelines (https://ext-prod.graddiv.ucsb.edu/policy-procedure/academic-performance-and-progress)

To remain in good standing, students must:

- Take courses for a letter grade to achieve the minimum cumulative GPA of 3.25 (courses graded Pass/No Pass or Satisfactory/Unsatisfactory earn 0.0 grade points and do not contribute to good standing)†
- Earn a grade of B- or higher in all core courses. Students who earn a C+ or lower must revise work or repeat the course to the satisfaction of the professor and attain a B- or higher.
- Keep the transcript free of excessive units of unfinished coursework, defined as 8 or more units of Incomplete, No Grade, and/or No Record †
- For MA students, successfully defend the master's thesis proposal by November 1 of year 2
- For MA students, complete the master's degree within the two-year time limit, and no later than November 1 of year 3
- Advance to candidacy within 4 years of entering the university with a B.A. Advance to candidacy within 3 years of entering the university with an MA
- Successfully defend the dissertation proposal by November 1 in year 5 (if entering the program with a B.A) or November 1 in year 4 (if entering the program with an MA)
- Successfully defend and file the dissertation by the end of year 5 (if entering the program with a B.A.) or the end of year 4 (if entering the program with an MA).

    † Department good standing requirements may be more stringent than the Graduate Division's rules. For example, the Department of Communication's minimum GPA requirement to remain in good standing is 3.25.

All time-to-degree expectations are suspended during any university-approved leaves (e.g., family leave, medical leave), but resume once the leave is over.

Assuming students meet each of these standards, they will be considered in good standing and be eligible for all teaching and funding opportunities typically available to students of their rank.

Students not meeting such standards will find that their funding opportunities will be in jeopardy. In other words, students may not be able to receive funds such as annual payment of campus-based fees, travel stipend, and summer research stipend (when offered).

The Graduate Program Advisor will monitor each student's course performance and progress through the program to identify when a student fails to meet one of the standards of scholarship listed above. The goal of this monitoring system is to allow for early intervention in cases in which a student may be experiencing difficulties and would benefit from some additional attention and oversight.

Such students will receive early notification of unsatisfactory progress, both in writing and orally from the Graduate Director. Written notification will delineate the nature of the concerns, steps and a timeline to be taken to achieve satisfactory progress, and potential consequences if these steps are not taken. The Graduate Director and the student's faculty advisor will consult with the student and develop an academic progress plan (to be co-signed by the Graduate Program Advisor, faculty advisor, if applicable, and the student). A copy of this notification and academic progress plan will be sent to the Graduate Division.

A student will have *at least one quarter* to make the necessary academic improvements per the academic progress plan. Failure to rectify problems of unsatisfactory progress in a timely manner may result in academic probation or dismissal. The department may recommend to the Graduate Dean that the student be placed on academic probation or dismissed. Generally, a student will be placed on academic probation for *at least* one quarter before a recommendation for academic dismissal will be made. Students on academic probation are not eligible to hold student academic appointments or receive central fellowship support.

In the case of an MA/PhD student who fails to meet scholarship standards, the department may recommend that a student leave with a terminal Master's degree. This decision will be made based on input from the student's master's committee, the Graduate Committee, other faculty who may have worked with the student, and the Department Chair.

V.3 **Requests to Place Progress Expectations On Hold**

Students should notify either the Graduate Program Advisor and/or Graduate Director as early as possible when personal circumstances might limit their ability to meet progress expectations. The Department has two formal processes in place for students to request that their progress expectations be put on hold.

V.3.1 Early Notification

A student may request that an upcoming progress expectation be placed on hold if they are experiencing serious extenuating circumstances. The request must be submitted in writing to the Department Graduate Director that clearly identifies the nature of the situation along with any appropriate supportive documentation, the rationale for the expected difficulty in meeting expectations, and the specific progress expectation(s) that the student wants put on hold.
Approved requests will result in the exemption from particular progress expectations for the specified period of time.

When the Unexpected Happens

Students who experience personal difficulties may also wish to consult the following resources:

These are just some of the resources available to graduate students at UCSB. For a more comprehensive list, please see Graduate Program Advisor, Graduate Director or Graduate Division.

For more information about petitions and appeals, students should consult the University's Graduate Policy Handbook, section on Disputes, Appeals, and Grievances, or speak with the Graduate Program Advisor.

V.4 **Grading**

V.4.1 Letter Grades

To remain in good standing, graduate students are required to maintain a minimum cumulative grade point average of 3.25. The Graduate Division automatically places a student on academic probation if the cumulative GPA falls below 3.0 in a given quarter, a student received a NG or does not take courses for a letter grade, or if a student has 12 or more credits of incomplete (I), no grade (NG), or no record (NR) per Regulation 270 in the Academic Senate Bylaws – Requirements for Graduate Students.

Students who fall below the Department's required 3.25 GPA minimum will receive official notification from the Graduate Director. The first notification is considered a department warning and the second notification will involve possible academic monitoring. If a student continues to have deficiencies in grade point average or incompletes after the 3rd quarter, the Graduate Dean may proceed with probation or academic dismissal, upon consultation with the department.

All required coursework, with the exception of Comm 500, 505, 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- show deficient graduate work. Below are the definitions of acceptable grades in graduate coursework:

V.4.2 Grading Standards

All required coursework, with the exception of Comm 500, 505, 597, 598, and 599 must be taken for a letter grade. Although a full range of grades (A through F) may be used, the range of grades typically seen, and their definitions, appear below.

> A+ Superior work; The student's work and contributions far exceed expectations on all criteria of student evaluation.

A   Excellent work; The student's work and contributions far exceed expectations on at least one dimension of student evaluation and exceed expectations on all remaining criteria.

A-   Good work; The student's work and contributions exceed expectations on at least one dimension of student evaluation and easily meet expectations on all remaining criteria.

B+ Solid work; The student's work and contributions meet expectations on all criteria of student evaluation.

B   Satisfactory work; The student's work and contributions generally meets expectations on all criteria of student evaluation.

B-   Minimally acceptable: Students who receive a B- are encouraged to assess how they can improve their work in future classes.

C+ Unacceptable work; The student's work and contributions fail to meet expectations on all criteria of student evaluation; the student fails to meet minimum course standards. Students who receive a C+ are required to revise their work from the major assignment in the class to the satisfaction of the professor or they may repeat the course at the next time the course is offered and earn a B- or higher.

V.4.3 Incompletes

Students must get approval from the course instructor in order to take an incomplete (I) grade in a graduate course. Typically, an incomplete is given when a student has a minimal amount of work left to complete 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 (I) 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." Incomplete work needs to be finished by the end of the quarter following the original class. Otherwise, the "I" grade will become a "F." Grades of "NG" (No Grade) are treated similar to "I" grades and need to be completed after one quarter to receive a letter grade. Students with "I" and "NG" grades on their record are ineligible to receive their MA or PhD degree.

V.4.4 Appeals Processes

Students with concerns about grades in graduate courses or with issues regarding annual student evaluations should talk with the course professor and their faculty advisor. Appeals regarding these decisions should go to the Graduate Director. For concerns regarding cumulative coursework performance, time-to-degree, qualifying examinations, academic milestones, and overall performance, students should talk with the Graduate Director and appeal to the Department Chair. Regarding academic monitoring, probation and/or dismissal questions, contact the Graduate Program Advisor or the Graduate Division's Academic Support team.

V.5 Credit Transfers

With the approval of the Graduate Director 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 https://ext-prod.graddiv.ucsb.edu/forms/gen-grad-petitionfor specific regulations. As the Graduate Division does not have specific unit requirements for the PhD, the unit transfers may be handled within the Department, unless the student would like the courses to appear on their UCSB transcript.

V.6 Out-of-State Students

Graduate students coming to UCSB from outside the State of California are expected to begin establishing California residency *immediately* upon arriving in California. Residency exempts a student from paying nonresident tuition, and can be obtained after one year of graduate school. 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 (i.e., 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, visit the Residency website page in the Office of the Registrar: https://registrar.sa.ucsb.edu/residenc.aspx.

International students work directly with the Office of International Students and Scholars for any non-residency issues. For more information, visit the Office of International Students & Scholars.

V.7 Leaves of Absence

Students must apply for a leave of absence with the Graduate Division. Requests made on the grounds of outside employment or lack of funding will be denied by the Graduate Division. Petitions for leaves may be submitted first to the Graduate Program Advisor in the department or directly 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. Please see the Graduate Division Web site for more information: https://ext-prod.graddiv.ucsb.edu/forms/leave-absence

V.8 Maternity/Childcare Benefits

The Parenting Accommodation Policy for Graduate Students is by no means designed to replace the communication and cooperation between student and advisor, and the good-faith efforts of both to accommodate the arrival of a new child in the home by birth, adoption, or foster placement, or the care of a child with a serious illness. It is the intention of this policy to reinforce the importance of that cooperation, and to provide support where needed to make that accommodation possible.

A graduate student may take a family leave of absence for up to three quarters (or 12 months after the birth of a child or after adoption). Parenting leave extends time-to-degree standards up to three quarters at either pre-candidacy or post-candidacy stages of the student's program. During this time, students may purchase the UC Student

Health Insurance Plan (UC SHIP) for up to two quarters assuming they were enrolled in UC SHIP in the quarter prior to their leave of absence. Given the high cost of UC SHIP for students during a leave of absence, this option may not be viable for some students and they may choose to remain enrolled instead.

Please visit with the Graduate Program Advisor for further information regarding maternity/childcare benefits or visit https://ext-prod.graddiv.ucsb.edu/our-services/graduate-parent-employment

V.9   Exit Survey

The Department is continually looking for ways to improve the graduate student experience. As part of these efforts, all graduate students separating from the University will be asked to complete a short exit survey to gain insight into the strengths of the program and areas in need of improvement. The responses are provided to the faculty, so that they can learn how to improve the program. To maintain privacy, students' names are not included with the responses, although students who wish to identify themselves are welcome to do so. Students may also request a face-to-face exit interview with either the Graduate Director or the Department Chair if preferred.

V.10 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 (including teaching evaluations) at any time. Students who wish to see their file should notify the Graduate Program Advisor. Student files must be examined in the department, and no materials can be removed or added without the permission of the Graduate Director and the Chair of the Department of Communication.

V.11 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, departmental curricular needs, and budget constraints.
Students on academic probation are ineligible for instructional funding.

For students entering the program with a BA and whose progress toward the degree is deemed satisfactory, a maximum of five years (15 quarters) of instructional funding from the time of initial enrollment is committed. The five-year limit does not include summer instructional support. If a student receives other forms of funding during that 15-quarter period (e.g., fellowship, grant, paid research assistantship), this *does not extend* the instructional support commitment. Rather, these other forms of funding substitute for instructional support funding for those quarters. Students in their sixth year who have not completed their degrees must seek other sources of funding or other employment. If departmental monies became available, students might be hired on a quarter-by-quarter basis under exceptional circumstances and with the student's advisor and the Graduate Director's approval. A graduate student can only receive a

maximum of **18 quarters of instructional funding at UCSB** ([Academic Policies and Procedures - Red Binder, IV-1](#)). At 15-18 quarters of employment, a graduate student needs to file an Employment Exception and have it approved by the Dean of the Graduate Division on a quarterly basis.

For students entering the program with an MA 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 MA degree from another university can expect to be funded through instructional support. If a student receives other forms of funding during that 12-quarter period (e.g., fellowship, grant, paid research assistantship), this *does not extend* the instructional support commitment. Rather, these other forms of funding substitute for instructional support funding for those quarters. Students in their fifth year who have not completed their degrees must seek other sources of funding or other employment if needed. If department monies became available, students might be hired on a quarter-by-quarter basis, keeping in mind the 18-quarter maximum of instructional funding.

Students who are awarded UCSB centrally-administered fellowships (e.g., Regents Special Fellowship, Graduate Opportunity Fellowship) may be given supplemental instructional support from the department in the form of partial teaching appointments (e.g., 25% TAship, 25% Reader).

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.

V.12 Procedures for Relinquishing a TA Position

Opportunities often arise that give graduate students a chance to work as Research Assistants on grants, receive their own grants, obtain fellowships, or have other professional positions. These opportunities frequently require that grads be removed from the TA pool for a quarter or more. There may also be other circumstances that result in a grad wishing to be removed from the TA pool. If you are currently a TA and funded by the department, we need to know about these opportunities and circumstances as soon as possible**.** *First, you should consult your advisor and discuss with him/her whether your plans are a good idea given your situation.* Second, if your plans mean that you would potentially be giving up your TA position for a given period of time, you need to do the following:

Notify the TA Coordinator, the Graduate Program Advisor, the Department Business Officer, and the Department Chair as soon as you have submitted an application or have become aware <u>even of the possibility </u>of getting alternative funding (or of otherwise having to leave the TA pool). It is particularly important that you notify the TA coordinator at the time the Department requests your <u>preferences </u>for TA assignments for the next quarter, typically the 6th or 7th week of the previous quarter. The TA assignments can then be made with contingencies put in place in case your position

needs to be replaced. If your funding opportunity (or other emergency) arises <u>after</u> the next quarter's TA assignments have been completed, it is much more difficult to accommodate your request, but in any case, notify the above immediately.

Make a formal request to be released from your TA position when you receive an offer for the alternative position (or other plans become firm). Please email the Department Chair, TA Coordinator, and Graduate Program Advisor with this request. Keep in mind that the Department needs to know this information as soon as possible to begin to find a replacement TA. The sooner your request is given, the more likely it is that your request can be accommodated.

Talk with the Department Chair and/or TA Coordinator about your opportunity/plans. The Department typically honors these requests, especially if handled in a timely manner. However, if the TA Coordinator cannot find replacements to cover classes, the request may be rejected, especially if it comes too late in the quarter. Note that the final decision as to whether a graduate student can be released from a TA position rests with the Department Chair, who will consult with the relevant parties.

If your request is granted, submit written documentation (hard copy or email) to the Graduate Program Advisor (cc: Department Chair and TA Coordinator) stating that you are relinquishing your TA position for a given time. Be sure to indicate the quarter(s) that you will not be a TA and when you expect to return to your position. This needs to come directly <u>from you</u>, not from a faculty member or other person sending a note on your behalf.

V.13 **Department Resource Policies**

- **Mailboxes** – Located in room 4108 in the Department of Communication, mailboxes are assigned to each student upon entrance into the Graduate program.

- **Copy machines** – The Department's copy machine is located in room 4118.
  The copy machine costs are based on the honor system. If a graduate student has a personal project that requires substantial usage and department resources, contact the Department Business Officer for a copy code.

  If you are a Graduate Student Researcher for a quarter, the faculty PI may request your assistance in making copies. If this is the case, the PI will give you a copy code specifically for the project. This code is to be used only for the purpose of making copies for the specific grant or project.

- **Keys** – Graduate students are given separate keys to their office, the building, the Graduate Lab, and the mailroom. Keys must be returned when students move to new offices or separate from the University. The Department's Office Coordinator (room 4101) is responsible for all key disbursements. A charge of $10 per key will be charged if your key is lost.

- **Supplies** – Supplies are for instructional use only. Students must purchase their own paper and other supplies for personal use, such as coursework and research. The supply

cupboard is located near the copy machine in room 4118, and contains pens, paper clips, rubber bands, staples, paper for copying classroom handouts, and exams. Grad communal supplies may also be found in the Grad Lab.

V.14 **Rights and Responsibilities**

A series of campus regulations address the rights and responsibilities of members of the University community and provide campus-wide standards for implementing regulations as a means of sustaining this community. These can be found on the Graduate Division Web site at: https://ext-prod.graddiv.ucsb.edu/policy-procedure/campus-membership

V.15 **Mandatory Annual Sexual Harassment Training**

Each academic year, all graduate students are required to complete the online Sexual Violence/Sexual Harassment prevention training. Each graduate student will receive an email notifying them of the required sexual harassment training, and in that email, a link will be included to access the online program. The University of California is committed to creating and maintaining an environment in which all who live, work, and learn in our campus community can feel free of sex discrimination, including sexual harassment and sexual violence. One's role as a graduate student carries the additional responsibility to uphold our community standards, promoting a healthier and safer campus environment for all, including their graduate and professional peers and the undergraduate students that we serve together. The training provides information on how to report sexual harassment that students themselves might experience or that is happening to other members of their campus.

Failure to complete this training will result in a hold on your course registration capabilities and could incur other penalties from the university or department.

VI APPENDICES

VI.1 APPENDIX 1 - Department of Communication Administrative Structure

Our department's structure is minimal. Below is a brief description of each position's responsibilities, but in all cases the Department Chair, the Graduate Program Advisor, and your own advisor are best prepared to address substantive issues related to your graduate career.

The Department Chair is the faculty member responsible for the overall running of the graduate and undergraduate programs, the budget, teaching allocations, and all departmental activities.

The Department Vice Chair assists with Chair duties as negotiated with the Chair. When the Chair is away from the Department, the Vice Chair is the acting Chair.

The Graduate Director is the faculty member responsible for the everyday and routine activities associated with the graduate program, including the rules and procedures for degree progress, admissions, graduate advising, the evaluation and notification of graduate student progress, graduate student stipends, travel allocations, thesis and dissertation information. The Graduate Director is assisted by the Graduate Committee comprised of faculty representing the different areas of interest, and the Graduate Program Advisor.

The Graduate Program Advisor (GPA) is the staff member responsible for administrative advising of graduate students. The GPA works with the Graduate Director to ensure students are receiving clear and timely advising on administrative processes. S/he also reminds students about registration and fellowship deadlines, and manages requisite administrative records on behalf of the department. The GPA also processes graduate admissions applications and maintains the admissions database. S/he serves as an *ex officio* member of the department's Graduate Committee. The GPA is responsible for assembling all materials for the annual graduate students' review.

The Business Officer (MSO, Management Services Officer) oversees the everyday management of the department, staff personnel, department space, internet services, and the like.

The Undergraduate Advisors work with the faculty undergraduate advisor and are in charge of undergraduate advising, course schedules, add/drop procedures and all other matters directly related to the undergraduate program. The Undergraduate Advisors are assisted by peer counselors, who are Communication undergraduate students trained in the departmental requirements and who meet face-to face with undergraduate majors.

The Academic Personnel & Office Coordinator focuses on administrative support related to faculty recruitment and hiring, UCPath academic employee payroll submission, and faculty merit and promotions. S/he is also responsible for ESCI management, ordering textbooks and desk copies, and course reserve management.

VI.2   APPENDIX 2 – Description of Department of Communication

All Department graduate students enjoy access to the Department's graduate student lab (SSMS 4307). Graduate student offices are assigned on a yearly basis, determined by the type of funding and responsibilities a graduate student has for the year with assistance and oversight by two graduate students selected by the GSA. Graduate students typically share offices with other graduate students. Graduate Student offices do not have phone lines, but students' UCSBNetID and password provides Wi-Fi access.

The department also has several rooms available for special events including research team meetings, computer analyses, laboratory experiments, research protocols, defenses, exams, and small group teaching sessions. These resources are listed below. See http://www.comm.ucsb.edu/research/support-facilities for photos and more details.

Space and rooms within the department may be reserved for special events by submitting a Room & Lab Calendars & Requests ticket. **Graduate proposals, defenses, graduate meeting requests, and any other graduate student-related space requests will be forwarded to the Graduate Program Advisor for processing.**

For a list of Department facilities and its available equipment, visit Research Support & Facilities

VI.3 APPENDIX 3 - University Resources

As students go through our program there are many places to go for assistance on campus. There are many resources on campus to support graduate students. Of course, the place to start is with the student's faculty advisor, the Graduate Director, the Graduate Program Advisor, and fellow graduate students. But there will be times in which students will need information that goes beyond academic issues. Here is a list of the most often used official sources.

Department of Communication
4005 Social Science and Media Studies Building
Phone: (805) 893-4479
Fax: (805) 894-7102
http://www.comm.ucsb.edu

College of Letters and Science
2217 Cheadle Hall
Phone: (805) 893-2145
Fax: (805) 893-2441
http://www.college.ucsb.edu

Graduate Division
3117 Cheadle Hall
Phone: (805) 893-2277
Fax: (805) 893-8259
http://www.graddiv.ucsb.edu

Housing and Residential Services
University Housing Only
1501 Residential Services Building
Phone: (805) 893-2760
Fax: (805) 893-7099
http://www.housing.ucsb.edu

Student Health
Health Care for University Students
Building 588, Student Health Services Building
Phone: (805) 893-3371
Fax: (805) 893-3861
http://studenthealth.sa.ucsb.edu

Counseling & Psychological Services (CAPS)
Building 599
Phone: (805) 893-4411
Fax: (805) 893-5259
http://www.counseling.ucsb.edu

VI.4 APPENDIX 4 - Glossary

It is important that students learn the jargon associated with graduate education at UCSB. Here is a quick glossary of critical terms that graduate students will need to know over the course of your career. These terms are referred to throughout the handbook and greater detail is explained when appropriate.

199RA: The course number used for undergraduates who serve as research assistants to faculty or graduate student in exchange for course credit. To be eligible to enroll in Comm 199RA, students must have 1) attained upper-division standing; 2) a minimum of a 3.0 grade-point average for the preceding three quarters; and 3) have completed at least two upper-division courses in Communication. Students are limited to 5 units per quarter, with no more than a total of 12 units combined from Comm 194 and Comm 199 across all quarters. Undergraduates who assist graduate students must also have a faculty supervisor to enroll.

ABD: Advancement to candidacy ("All But Dissertation"). This is an important change in status insofar as it indicates a student has passed their qualifying exams. Eligibility for certain funding and teaching opportunities is dependent upon achieving ABD status. Students who are advanced to PhD candidacy are eligible for faculty privileges at the library. International students will be exempt from non-resident tuition for a period of nine quarters upon advancement to PhD candidacy.

Colloquium: The colloquium series offered each quarter consists of research presentations by students, faculty and guest speakers followed by critical discussion of the issues raised. Department-sponsored colloquia attendance is expected and resident graduate students must register for one unit of COMM 505 graded as S/U. If a student does not regularly attend colloquia, their faculty advisor will be notified and asked to speak to the student.

Core Courses: These are the courses students must take and receive a grade of B- or higher to satisfy degree requirements and maintain good standing.

Directed Readings: Directed readings provide students with the same material as a regular course except it is conducted on an individual basis with a faculty member. They are **individual** tutorials and need the consent of the instructor and the graduate director. Directed readings, or Comm 593 (4-unit course), can be useful when a course that a student desires is not being offered as part of the regularly-scheduled curriculum. Because directed readings are an extra workload for faculty, students should consult with the professor before the quarter begins to determine whether the faculty member is able to lead a Comm 593 in a given quarter. 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. A COMM 593 contract describing the course, readings, and assignments needs to be submitted for approval to the Graduate Program Advisor. Contract forms are available from the Graduate Program Advisor or online. Upon approval, the Graduate Program Advisor will provide the student with an approval code for enrollment.

Directed Research: Directed research provides students with supervised research experience including any of the following: reviewing literature, formulating research questions, designing

measures, collecting and analyzing data, and writing papers. 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. A COMM 596A contract must be approved by the Graduate Director. These are designated as COMM 596A**.** Comm 596A *cannot* be used to fulfill required courses. However, students are strongly encouraged to take Comm 596A as supplemental or elective units in order to enhance research skills. Contract forms are available from the Graduate Program Advisor or online. Upon approval, the Graduate Program Advisor will provide the student with an approval code for enrollment.

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 PhD committee.

Extramural funding: This is funding that the student receives from an external source such as the National Science Foundation, the Ford Foundation, or a private enterprise.

Full-Time/Part-Time Status: Maintaining active status as a graduate student involves paying fees and officially registering in classes each quarter. Full-Time Equivalency (FTE) equals 12 graduate units. Therefore, students must enroll in *at least 12 units* each quarter to qualify for full-time status. Students may apply for part-time status prior to attaining ABD status. Forms are available from the Graduate Advisor and must be approved by the department and Graduate Division.

GSR: Graduate Student Researcher who works directly with a faculty member and is funded through sponsored research support.

Internal funding: This is funding that comes from the department, a faculty member, or the university, such as central fellowships.

Ladder faculty: Tenured or tenure track PhD faculty with full time appointments.

MA Advisor: Each student who is working on an MA degree must select an academic advisor. The role of the MA 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 MA degree. The MA advisor also serves as chair of the student's MA committee. Students should declare their MA advisor by the beginning of the Spring quarter during the first year. The MA advisor should be a tenure-track faculty member (also called ladder faculty) of the Department of Communication. Declaration forms require both the advisor's and the student's signature. Students may change advisors at any time during the MA work without prejudice.

MA Committee: The MA committee should consist of at least two ladder faculty from the

department, in addition to the MA advisor. The membership and size of the committee should be dictated by the student's research interests. The MA committee is responsible for reviewing andapproving the student's thesis proposal. The MA committee must approve the student's proposal before formal work on the thesis begins. The MA committee also evaluates the final version of the thesis. The student's committee should be chosen by the end of Spring quarter during the first year. Forms to declare (or change) committee members are available from the Graduate Program Advisor.

MA Thesis: This is the formal document that encapsulates the year-long research project that demonstrates research competence and the ability to conduct sophisticated communication research. Theses vary in length and are subject to the approval of the entire Master's committee.

Non-Senate faculty: Faculty members who have permanent positions but are not tenure-track appointments.

PhD Advisor: Each doctoral student must select an academic advisor. The role of the PhD advisor is to assist the student with a plan of study, to oversee the student's progress during the pursuit of the PhD, and to supervise the student's research activity that culminates in the written dissertation. The PhD advisor also serves as chair of the student's PhD committee. Students should declare their PhD advisor by the Spring quarter during their first year in the PhD program. The PhD advisor should be a tenure-track faculty member (also called ladder faculty) of the Department of Communication. Declaration forms require both the advisor's and the student's signature. Students may change advisors at any time during the PhD work without prejudice.

PhD Committee: In addition to the PhD advisor, the PhD committee should consist of at least three ladder faculty members, at least two of whom are members of the Department of Communication. The particular composition and size of the committee should be dictated by the student's research interests. The PhD committee is responsible for developing the qualifying exam questions (in coordination with the student) and assessing the student's qualifying exam answers. The PhD committee is also responsible for approving the dissertation proposal and the final version of the dissertation. The PhD committee should be chosen by the end of the Spring quarter during the first year in the program. 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 PhD candidacy) and begin work on the dissertation. Committee changes can be made at any time during the PhD work without prejudice. Forms to declare (or change) committee members are available from the Graduate Program Advisor.

Quals: Qualifying exams are taken after a student has completed all the courses. 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 a 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.

TA: Teaching assistants are graduate students who works directly with a faculty member who has the major responsibility for designing and teaching the course.

Teaching Associate: Teaching associates are graduate students who have complete responsibility for the design, syllabus, and teaching of the course.

Temporary Lecturers: Faculty members who do not have permanent positions and are not tenure-track appointments.

VI.5   APPENDIX 5 - Department History

The Department of Communication was founded in 1985 when Professors James Bradac, Anthony Mulac, and John Wiemann separated from the Department of Speech and Hearing to establish a Communication Studies Program. When the PhD program was approved in 1990, there were nine faculty FTE in Communication. Presently there are 22 full time ladder or senate faculty members, 5 non-senate faculty, and 10 affiliated faculty from political science, sociology, technology management and brain and psychological sciences. For a detailed timeline and history, see http://www.comm.ucsb.edu/about/history

Ladder Faculty

Tamara Afifi, Professor
Walid Afifi, Professor
Norah Dunbar, Professor
Andrew Flanagin, Professor
Jennifer Gibbs, Professor
Howie Giles, Distinguished Research Professor
Amy Gonzales, Assistant Professor
Kristy Hamilton, Assistant Professor
Jennifer Kam, Associate Professor
Young Ji Kim, Assistant Professor
Dan Lane, Assistant Professor
Dan Linz, Professor
Dana Mastro, Professor
Miriam Metzger, Professor
Andy Merolla, Associate Professor
Karen Myers, Professor
Robin Nabi, Professor
W. James Potter, Professor
Linda Putnam, Distinguished Research Professor
Scott Reid, Professor
Ronald E. Rice, Distinguished Professor
Muniba Saleem, Associate Professor
Cynthia Stohl, Distinguished Professor
Michael Stohl, Professor
Joseph Walther, Distinguished Professor
René Weber, Professor

Non-Ladder Faculty

Gordon Abra, Lecturer
Ziad Matni, Lecturer
Dolly Mullin, Continuing Lecturer

<u>Affiliated Faculty</u>

Bruce Bimber, Professor, Political Science
Nancy Collins, Professor, Psychological and Brain Sciences
Noah Friedkin, Professor, Sociology
David Hamilton, Professor, Psychological and Brain Sciences
Paul Leonardi, Professor, Technology Management Program
Diane Mackie, Professor, Psychological and Brain Sciences
Brenda Major, Professor, Psychological and Brain Sciences
David Seibold, Professor, Technology Management Program
Vilna Bashi Treitler, Professor, Department of Black Studies

VI.6   APPENDIX 6 - Standards for Faculty/Graduate Student Relationships

VI.6.1 Overview

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 "intrinsics" 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 student 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

The following pages 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 Program Advisor or Chair of the Department.

VI.6.2 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 advisor up-to-date about their own progress
- recognize that advisor has many other professional commitments
- seek mentoring and support from other faculty in addition to the advisor
- 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 MA 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

VI.6.2 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. If you have a problem with a faculty member teaching a class, please come see the Graduate Director, Department Chair, or Vice Chair as soon as possible.

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

VI.6.3 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 sections 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

VI.6.4   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

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