

**University of California, Santa Barbara
Department of Communication**

**Graduate Student Handbook
2011-2012**

Table of Contents

I	INTRODUCTION	1
II	MASTER OF ARTS DEGREE	2
II.1	Time to MA Degree	2
II.2	Required MA Coursework	2
II.3	Additional Course Information	3
II.3.1	Colloquium (Comm 505).....	3
II.3.2	Teaching Apprenticeship (Comm 500).....	3
II.3.3	Directed Reading (Comm 593) & Directed Research (Comm 596).....	3
II.4	Full Time Status and Course Load	4
II.5	Sample Progress & Progress Benchmarks	4
II.6	MA Advisor & MA Committee	6
II.6.1	MA Advisor’s Role.....	6
II.6.2	MA Committee’s Role.....	6
II.6.3	How to Choose an Advisor and Committee Members	6
II.6.4	Advisor and Committee Members Eligibility	6
II.6.5	Deadline for Selection/Form Filing	7
II.7	MA Thesis	7
II.7.1	Nature and Scope	7
II.7.2	Thesis Proposal and Proposal Meeting	7
II.7.3	Thesis Defense	7
II.7.4	Timing.....	8
II.7.5	Informing the Graduate Program Assistant	9
II.8	Advancing to the PhD Program	9
II.8.1	Degree Milestones & Good Progress Deadlines.....	9
II.8.2	Implications of Falling Short of Progress Expectations	10
III	DOCTOR OF PHILOSOPHY DEGREE	11
III.1	Time to PhD Degree	11
III.2	PhD Coursework	11
III.3	Summary of Course Requirements	12
III.3.1	Core Courses.....	12
III.3.2	Additional Coursework.....	12
III.4	Transferring Courses	13
III.5	Additional Course Information	13
III.5.1	Comm 505: Colloquium	13
III.5.2	Comm 500: Teaching Apprenticeship	13
III.5.3	Directed Reading (Comm 593) & Directed Research (Comm 596).....	14
III.5.4	Comm 597: Qualifying Exam Preparation Units.....	14
III.5.5	Comm 599: Dissertation Units	14
III.5.6	Full-Time Status and Courseload	15
III.5.7	Sample Programs of Study	15
III.6	Interdisciplinary Emphases	22
III.7	PhD Advisor	23

III.7.1	Advisor’s Role	23
III.7.2	Selecting an Advisor	23
III.7.3	Changing Advisors from the MA	24
III.8	PhD Committee	24
III.8.1	PhD Committee’s Role	24
III.8.2	Committee Composition	24
III.8.3	How to Choose PhD Committee Members.....	25
III.8.4	Deadline for Selections/Form Filing.....	25
III.9	Qualifying Examination	25
III.9.1	Purpose of the Qualifying Exam.....	25
III.9.2	Qualifying Exam Committee	25
III.9.3	Parameters of the 3 questions	26
III.9.4	Exam Preparation.....	26
III.9.5	Exam Procedures	27
III.9.6	Additional Guidelines & Ground Rules for the Qualifying Exam	28
III.9.7	Qualifying Exam Rewriting Procedure (adopted May 2011).....	29
III.9.8	Sample Questions	29
III.9.9	Advancement to PhD Candidacy.....	29
III.10	Doctoral Dissertation	29
III.10.1	Nature and Scope	29
III.10.2	Expectations for Seeking External Funds.....	30
III.10.3	Dissertation Proposal Meeting.....	30
III.10.3.1	Purpose.....	30
III.10.3.2	Timing.....	31
III.10.3.3	Informing Graduate Program Assistant	31
III.10.4	Dissertation Defense Meeting.....	31
III.10.4.1	Purpose.....	31
III.10.4.2	Public Portion of Dissertation Defense.....	32
III.10.4.3	Filing PhD Dissertation.....	32
III.11	Leaving ABD	32
III.11.1	Avoiding Lapsed Status	33
III.12	Reinstatement from Unregistered Status Petition and Requirements.....	33
III.13	University Approved Leaves for ABD Students	33
IV	Funding Opportunities	34
IV.1	Teaching (TA and Associate)	34
IV.1.1	Teaching Assistant	34
IV.1.2	Teaching Associate	35
IV.1.3	Reader	35
IV.2	Research Grants	36
IV.2.1	Graduate Student Researchers (GSR).....	36
IV.2.2	Applying for Grants (GSR).....	36
IV.3	Fellowships.....	36
IV.3.1	New Graduate Students.....	36
IV.3.2	Graduate Division Continuing Fellowships.....	37
IV.4	Employment Limits.....	38
V	POLICIES.....	39

V.1 Graduate Student Evaluations	39
V.2 Good Standing Policy (Approved Spring 2011).....	40
V.2.1 Standards of Scholarship and Timely Progress to Degree	40
V.3 Requests to Place Progress Expectations On Hold.....	41
V.3.1 Early Notification.....	42
V.3.2 Late Notification	42
V.4 Grading.....	43
V.4.1 Letter Grades	43
V.4.2 Grading Standards.....	43
V.4.3 Incompletes	44
V.4.4 Appeals Processes	44
V.5 Leaves of Absence.....	45
V.6 Transfer of Credit.....	45
V.7 Out-of-State Students	45
V.8 Access to Student Files	46
V.9 Instructional Funding.....	46
V.10 Procedures for Relinquishing a TA Position	47
V.11 Department Resource Policies.....	48
V.12 Rights and Responsibilities.....	49
VI. Appendices.....	50
VI.1 APPENDIX I - Department of Communication Administrative Structure.....	50
VI.2 APPENDIX II - Description of Department of Communication Facilities.....	51
VI.3 APPENDIX III - University Resources	53
VI.4 APPENDIX IV - Glossary	54
VI.5 APPENDIX V - Department History	58
VI.6 APPENDIX VI - Standards for Faculty/Graduate Student Relationships	59
VI.6.1 Advising and Mentoring.....	60
VI.6.2 Graduate Coursework	61
VI.6.3 Teaching	63
VI.6.4 Research.....	64
VI.7 APPENDIX VII - Forms.....	66

I INTRODUCTION

Our graduate program is designed to provide students with a theoretical understanding of the processes of human communication, the methodological skills to develop and carry out rigorous and significant research, and reinforce the ethical principles for conducting research that meets the very 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: Interpersonal and Intergroup Communication (including intercultural communication), Media Communication (including both traditional and emerging communication technologies), and 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 students are encouraged to explore overlaps among these traditional contexts.

The PhD program is structured to be completed in five years by students entering with no previous graduate work. The Master of Arts (MA) degree is earned in the process, typically after two years in the program. Students with an MA degree (with 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.

As you embark on your graduate education in our department, we offer this handbook to provide 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 is expected to be achieved within the first two years of graduate study and 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 **two years (6 quarters)** of academic study.

II.2 Required MA Coursework

In total, students must complete a minimum of 43 units in the MA portion of the program and successfully defend their Masters thesis to earn the MA degree.

All students must 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 and Comm 596 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. Students may petition the Graduate Advisor 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. 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 degree.

II.3 Additional Course Information

II.3.1 Colloquium (Comm 505)

The 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. Graduate students are expected to register for Comm 505 each quarter and to attend a minimum of 4 colloquia per quarter.

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.

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

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 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 that describes the course goals, designated reading list, and the required assignments.

Directed Research (Comm 596) 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 596 units can be earned include any or all of the following: critically reviewing the literature and formulating hypotheses or research questions, designing measurement techniques, collecting data, analyzing and interpreting results, and writing final reports of studies for a scholarly conference or publication. In advance of the Directed Research, students and supervising faculty should develop a contract that describes the 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 596 are available from the Graduate Program Assistant and online (see the Communication Department's [Web site](#)).

Comm 593s can be used to fulfill required elective MA coursework. However, the limit of Comm 593s that fulfill course requirements is a total of 4 units. Once enrolled in the PhD program, additional units can be applied toward the requirements for the doctoral degree. Comm 596 may be taken at the MA level. However, they may not replace any coursework requirements.

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. There is no provision for part-time graduate status at UCSB. However, budgetary resources are allocated to departments and to the campus based on a formula whereby one graduate student Full-Time Equivalency (FTE) equals 12 graduate units. Therefore, students must to 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, see above) and Comm 505: Colloquium (1 unit, see above)

II.5 Sample Progress & Progress Benchmarks

Below is a sample 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 full-time status.

Year 1:

Fall	Winter	Spring
204A	204B	200
Content Course 500	Content Course Content Course	Methods/Tools Course

Year 1 Progress Recommendations:

- Choose MA advisor (see below) by the end of Winter
- Finalize committee by the end of Spring
- Complete a draft of the thesis proposal by the end of Spring

Year 2:

Fall	Winter	Spring
Survey course	Thesis	Thesis
Thesis		

Progress Benchmarks:

- Students are expected to have their thesis proposals approved by their committee on or before November 1 of year 2. Students are at risk of falling 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 are at risk of falling out of good standing if their thesis is not successfully defended by October 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. With Academic Senate approval, non-ladder faculty may in some cases be able to serve on MA committees. (see [http://www.graddiv.ucsb.edu/handbook/mastersdegreerequirements.aspx - plan1](http://www.graddiv.ucsb.edu/handbook/mastersdegreerequirements.aspx-plan1)).

II.6.3 How to Choose an Advisor and Committee Members

Before selecting an advisor and committee members, incoming students have an opportunity to explore the research interests and specializations of the faculty. To assist students in this process, the Graduate Program Assistant organizes sessions during the Fall quarter to orient new students to faculty and their research interests. Once a student finds a faculty member with shared research interests, the student asks that faculty member to serve as their MA advisor. If the faculty member agrees, students must file a Declaration form available from the Graduate Program Assistant and online (see the Communication Department's [Web site](#)). This should be completed by the end of Winter quarter in year 1.

As students hone 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 Assistant. 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.

II.6.4 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 from the department, in addition to the MA advisor (i.e., three ladder faculty in total). Upon approval by the MA Advisor and the Graduate Program Advisor, other ladder faculty outside the Department of Communication can be selected to serve on the committee.

II.6.5 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.7 MA Thesis

II.7.1 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.7.2 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 brief description (i.e., 10-12 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 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 he/she 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.

II.7.3 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 should consult with their advisors about how to prepare for the thesis defense. The defense meeting typically results in one of several possible outcomes: the thesis is

approved (“pass”) with few or no changes to be made; the committee requires that some major changes be made that can be supervised and approved by the student’s advisor without an additional meeting; or the committee requires that substantial changes be made and that a subsequent defense meeting is needed to evaluate the revisions. The student is responsible for scheduling the defense date, time (allow for a 2 hour meeting), and location.

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 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 Advisor to discuss the reasons for this delay and to present a precise time frame for completion ratified by their MA Advisor. Students who do not complete program benchmarks (see below) in a timely fashion must be able to demonstrate that they are making strong progress toward the degree in order to be allowed to continue in the program.

II.7.4 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’s good standing in the program is at risk.

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 October 1 of year 3, a student’s good standing in the program is at risk (see “Sample Progress & Progress Benchmarks”).

II.7.5 Informing the Graduate Program Assistant

Once a student completes all requirements for coursework at the MA level, she/he must make an appointment with the Graduate Program Assistant for a degree check. Before the meeting, the student should complete a coursework grid available from the Graduate Program Assistant and online (see the Communication Department's [Web site](#)).

Further, the student must inform the Graduate Program Assistant 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 Advancing to the PhD Program

Students who are admitted to graduate study in communication at UCSB intend to seek the PhD. However, successful completion of the MA degree does not necessarily ensure advancement into the PhD program.

The student must establish a clear record of commitment and competence in graduate study in communication while seeking the MA degree. For students in good standing, advancement to the PhD in the department is tied to approval of the thesis document (i.e. a “pass and advance” grade on the Master's thesis from her/his MA committee). The thesis committee's recommendation for advancement is based on their decision about the quality of the thesis and their assessment of the potential for the student to succeed in the doctoral program.

II.8.1 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. If their thesis proposal is not defended by November 1 of year 2, the student will fall out of good standing. A 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 fall out of 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.8.2 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.

- *Degree objective implications:* For students who are making good progress, the MA committee's decision regarding the quality of the thesis becomes the only factor determining the recommendation for advancement to the PhD. For students who fall short of progress expectations during the MA portion of their program, the decision for advancement to the PhD involves members of the MA thesis committee, the Department Graduate Advisor, the Graduate Committee, and the Department Chair. Following the thesis defense, each member of the MA committee makes a recommendation to the Department's Graduate Advisor regarding their perceptions of the suitability of the student for advancement to the PhD. The MA Advisor then takes those recommendations to the Graduate Committee, which deliberates and offers a recommendation to the Department Chair. The chair then solicits input from the faculty and/or the student involved. In the case of discrepant recommendations, the Chair, based on the relevant input, makes a decision that is forwarded to the Graduate Division as to whether the student should advance to the PhD.
- *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 yearly basis based on evidence of progress: (a) The student will submit progress updates to the Graduate Committee at the end of each quarter and/or when requested by the Department's Graduate Advisor; (b) The student must consult with the Department's Graduate Advisor on all coursework decisions and progress-related issues; (c) Students will be 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. 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.

III.2 PhD Coursework

A *minimum of 68 units* of coursework (beyond the MA degree) is required for the PhD in Communication for those with a UCSB MA degree (87 units otherwise). 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 68 units may complete remaining units with any elective course approved by the Graduate Advisor. All of the required 68 units, with the exception of Comm 596, Comm 597, and Comm 599, ***must be taken for letter grade***. Required courses should be taken at the graduate level (200 level and above). Undergraduate courses may be considered only when graduate courses in the topic are unavailable or when a student lacks appropriate background in the area, and only at the discretion of the student's advisor, the course instructor, and the Graduate Advisor. In such instances, a student should enroll in Comm 593 (Directed Reading), rather than the 100+ level undergraduate course, and discuss with the course instructor what additional work is required to make the course equivalent to a graduate level class.

III.3 Summary of Course Requirements

III.3.1 Core Courses

All 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)

Two (2) 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).
- Comm 500 (Teaching Apprenticeship)

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, 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 596 (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. This course is graded as S/U and does not count toward specific degree requirements.

The above represent the *minimum* requirements. Students may take courses beyond the minimum to maximize their preparation for the qualifying exams and dissertation project.

III.4 Transferring Courses

Doctoral students with UCSB MAs may transfer two (2) courses (8 units) from their MA program toward their PhD degree requirements without appeal. 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 12 units of Comm 597 and Comm 599 during their career, only 12 units of each may count towards the degree.

Students may transfer two (2) courses (8 units) toward their PhD degree requirements from the MA program without petition. Students with UCSB MA degrees may petition the Graduate Advisor 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. 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 Advisor and the Graduate Division, a maximum of 8 units of graduate coursework may be transferred from another institution not affiliated with the University of California or 12 from another UC campus Additional Course Information <http://www.graddiv.ucsb.edu/handbook/petitionsandexceptions.aspx> - [transfercredit](#)

III.5 Additional Course Information

III.5.1 Comm 505: Colloquium

All students are required to enroll in a 1-unit department colloquium (Comm 505) *every quarter* during their graduate residency. The colloquium meets regularly throughout the 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. Comm 505 units are graded as S/U and do not count toward specific degree coursework requirements. Graduate students are expected to attend a *minimum of 4 colloquia per quarter*.

III.5.2 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.5.3 Directed Reading (Comm 593) & Directed Research (Comm 596)

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 596) 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 596 units can be earned include any or all of the following: critically reviewing the literature and formulating hypotheses or research questions, designing measurement techniques, collecting data, analyzing and interpreting results, and writing final reports of studies for a scholarly conference or publication. In advance of the Directed Research, students and supervising faculty should develop a contract that describes the 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 596 are available from the Graduate Program Assistant and online (see the Department of Communication's Web site).

Doctoral students must complete 4 units of Comm 596 for their degree requirements. While students may enroll in Comm 596 in multiple quarters as long as 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* can count toward the content elective requirements.

III.5.4 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.5.5 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.5.6 Full-Time Status and Courseload

Maintaining active status as a graduate student involves paying fees and officially registering in classes each quarter. There is no provision for part-time graduate status at UCSB. Students must enroll in *at least 12 units* each quarter to maintain full-time status.

III.5.7 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.

Sample Progress – PhD Program with UCSB MA– Version 1
Assuming no unit transfers from UCSB MA to PhD

Year 1 (MA)

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

Recommendation: 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		

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	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.

Year 4 (PhD)

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

Recommendation: Have proposal meeting by the end of Spring of 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 – year 5

Sample Progress – PhD Program with UCSB MA– Version 2

Assumes transferring units and completing PhD Core classes during MA years

Year 1 (MA)

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

Recommendation: Choose advisor by the end of Winter – year 1

Recommendation: Finalize committee by the end of Spring – year 1

Year 2 (MA)

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

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

Year 3 (PhD)

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Dept. content	Dept. content	Outside content
Dept. content	Outside content	Method/Tool
	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)

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Quals prep (597)	Quals writing (597)	Diss proposal

Recommendation: Have proposal meeting by the end of Spring of 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

Sample Progress – PhD with an MA from other University

Year 1 (PhD)

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
204A	204B	200
Dept. content 500	Survey	204C Dept. content

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

Year 2 (PhD)

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
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)

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
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)

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
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.6 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 five such programs on campus: the Interdisciplinary Cognitive Science Program, Feminist Studies, Global Studies, Quantitative Methods in the Social Sciences (QMSS), and The 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 (e.g., The Language, Interaction and Social Organization Program (LISO), 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.

- [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.
- [The Technology and Society emphasis in the Center for Information Technology and Society \(CITS\)](#) is closely affiliated with the new Optional PhD Emphasis in Technology and Society at UC Santa Barbara. This degree certification program functions similarly to a doctoral minor, and is currently open to students in a wide range of disciplines. It provides doctoral students with a short curriculum of courses outside their home departments, and a colloquium series and gateway seminar in which they can meet other students and faculty with similar interests.

III.7 PhD Advisor

III.7.1 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.

III.7.2 Selecting an Advisor

Before selecting an advisor, incoming students explore the research interests and specializations of the faculty. To assist students in this process, the Graduate Program Assistant organizes sessions during the Fall quarter to orient new students to faculty and their research interests.

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 direct their dissertation work. 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 Assistant. Declaration forms require both the advisor's and the student's signature.

III.7.3 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 PhD Committee

III.8.1 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.8.2 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, especial 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 and, in the case of interdisciplinary emphases, must also fulfill the requirements of the particular emphasis (typically one committee member must represent the emphasis on the committee.)

III.8.3 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 Assistant.

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 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.9 Qualifying Examination

III.9.1 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.

III.9.2 Qualifying Exam Committee

The qualifying exam committee is typically comprised 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 certainly 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 write the qualifying exam questions. If a student chooses to have more than three committee members at this stage, only those faculty who write the qualifying exam questions are required to attend the exam defense. However, it is expected that any additional committee members will participate in the dissertation proposal meeting and defense.

Exceptions to committee composition require filing an appeal with the Graduate Advisor who will render a decision in consultation with the Graduate Committee.

III.9.3 Parameters of the 3 questions

The exam consists of three questions crafted by the communication faculty on the student's PhD committee. Each member should take 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 should cover one of the following domains: broad theory, specialty, and method. Each question encompasses different emphases, as indicated below. The response for each question should be a paper approximately 25 pages in length (but no more than 30 pages), excluding references.

- **Broad Theory Question:** This question should test a student's broad knowledge of the primary area of study in the program (i.e., interpersonal/intergroup, organizational, or media communication). The question is intended to be somewhat expansive and to encourage the student to analyze and integrate influential bodies of work in creative fashion. For example, a question might require a student to compare and contrast major theories in the area, or to synthesize and analyze meta-theoretical issues that characterize the area.
- **Specialty Focus Question:** This question should assess a student's specialized knowledge in a selected area of interest. The question typically will be more topical than the broad area question and is intended to reflect the individualized expertise that a student has developed. This question can, but does not have to, reflect the student's topic for the dissertation.
- **Methods Question:** This question should assess the student's methodological competence as a communication researcher. Ideally, the question should be crafted in a way that reflects the student's broad area of study and/or specialty focus. This question may deal with hypothesis testing and design issues, methodological assumptions of different designs, and/or statistical tests and analyses.

III.9.4 Exam Preparation

To prepare for the qualifying exam, 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 or through individual interactions with committee members. Once the areas of responsibility for each committee member are established, the student should consult individually with each committee member during the preparation quarter, concentrating on the area in which s/he will be preparing a 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, *without revealing 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 may report this faculty violation to the Graduate Advisor 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.9.5 Exam Procedures

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 must refrain from seeking direct feedback from their committee during the writing period.

In order to insure that the exam is conducted in a timely fashion, the exam questions should be submitted to the PhD advisor no later than two weeks prior to the first day of the student's writing quarter. This allows the advisor the necessary time to review and compile the questions, to accomplish any necessary revisions, and to convey the questions to the Graduate Program Assistant for distribution at the appropriate time.

The student will receive all three questions from the Graduate Program Assistant 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 Assistant. The defense meeting must be scheduled well in advance and should take place during the 11th week (or final exam week) of the quarter in which the exam occurs 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). In cases where the written portion of the exam occurs during the summer, the questions will be distributed by the Graduate Program Assistant on the first day of Summer Session E. The oral defense should be scheduled within 2 weeks of the beginning of Fall quarter.

Before undertaking preparation for or writing of exams during the summer, students must verify that committee members will be available during this time for any needed consultation or oral defense. Students who have secured permission to prepare for the qualifying exam during the summer may not begin preparing until 12 weeks before the Fall quarter begins.

The qualifying exam is normally undertaken once the student has completed all required doctoral coursework in the program. A student may begin the preparation process for the exam while completing his/her last one or two required courses. However, students should avoid taking coursework during the quarter when the exams are written as this may interfere with a student's ability to focus on and successfully complete the exam. For students who enter 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 preparation quarter, a student should enroll in a minimum of 4 units of Comm 597 (Preparation for Qualifying Examination), and during the writing quarter a student should enroll in a minimum of 8 units of Comm 597 (Preparation for Qualifying Examination). 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.

III.9.6 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 invited to clarify a question's meaning or scope with a particular committee member. However, students are expected to work independently in crafting answers to the questions. Faculty members are not to give feedback during the writing stage, nor should they read preliminary versions of the papers.

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. 12 point font size and 1 inch margins should be used.

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

III.9.7 Qualifying Exam Rewriting Procedure (adopted May 2011)

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 in order 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. Under these circumstances, the procedures outlined for the initial exam should be followed. The student has nine weeks from the date of the initial defense to submit passable response(s). The student may ask for clarification from committee members, but they may not submit drafts of their response(s) for feedback. Once the revised question(s) are submitted, the committee must make a final judgment as to the 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.

Students who do not pass the exam after the rewriting opportunity are considered to be making insufficient progress toward the degree and therefore are at risk of losing financial support and/or dismissal from the program.

III.9.8 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 Assistant for students to review if they would like.

III.9.9 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.10 Doctoral Dissertation

III.10.1 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 8-12 units per quarter of Comm 599 (Dissertation Prep) in order to ensure full-time status.

III.10.2 Expectations for Seeking External Funds

All students are expected 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.) Those students who can provide evidence of seeking dissertation funding will receive priority for any funding resources that might be available within the department.

III.10.3 Dissertation Proposal Meeting

III.10.3.1 Purpose

The first step toward the dissertation is the preparation of a written proposal. The proposal need not be lengthy, but should include a review of relevant literature, a rationale for the dissertation project, and a detailed outline of the methods to be used in the study. A preliminary proposal may be circulated to committee members prior to convening a proposal meeting. Once a final draft is completed and distributed, the student should schedule a 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.

III.10.3.2 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.10.3.3 Informing Graduate Program Assistant

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

III.10.4 Dissertation Defense Meeting

III.10.4.1 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 should 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 2.5 hour meeting).

Students should consult with their advisors about how to prepare for the dissertation defense. The defense meeting typically results in one of several possible outcomes: the dissertation is approved (“pass”) with little or no changes to be made; the committee requires that some major changes be made that can be supervised and approved by the student's

advisor without an additional meeting; or the committee requires that substantial changes be made and that a subsequent defense meeting is needed to evaluate the revisions.

III.10.4.2 Public Portion of Dissertation Defense

Students must inform the Graduate Program Assistant as soon as the defense date is scheduled. The Graduate Program Assistant 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.10.4.3 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 the UCSB Guide to Filing Theses and Dissertations available on the Graduate Division Web site). Students typically bind copies for their PhD advisor and their committee members, as well as having personal copies bound. Students are responsible for the binding costs (see the Graduate Program Assistant for binding information.)

III.11 Leaving ABD

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.

III.11.1 Avoiding Lapsed Status

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.12 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 advisor 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 in 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 [Petition for Reinstatement to Graduate Status](#) for more detailed information about the reinstatement process.

III.13 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 are not in residence:

- Filing Fee Leave – Students who have continually maintained full-time status and who plan to file in a particular quarter may apply for a filing fee leave for that quarter. Students MUST file the dissertation during the quarter for which they receive the filing fee leave. This is a one-time opportunity. If subsequent quarters are needed to complete, defend, and

file the dissertation, the student will be charged full registration fees.

<http://www.graddiv.ucsb.edu/academic/petitions/LOA.htm>

- In Absentia Registration - Graduate students whose research or study requires them to live outside California for the duration of a full quarter, 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.

<http://www.graddiv.ucsb.edu/academic/petitions/inabsentia.htm>

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, 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.)

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). The Department typically offers one Teaching Associate position each quarter, depending on available funds. To receive a teaching associate position, students must have advanced to PhD candidacy, have completed the MA degree and Comm 500, and had at least one year of teaching experience. Teaching associate positions are extended by faculty invitation only. Criteria for invitation include excellence in teaching, competence in relevant communication course content, and strong progress toward degree requirements. 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 25% time or more 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.

IV.2 Research Grants

IV.2.1 Graduate Student Researchers (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*). Graduate students holding a research appointment of 35% time or higher typically will have their educational fees, health insurance, and nonresident tuition paid by the contract or grant that funds the position.

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

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 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 you about extramural

sources. In addition, the UCSB Graduate Division maintains a Web site for funding sources at <http://www.graddiv.ucsb.edu/financial/awards.htm>.

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, 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 (late March) 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 Advisor 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, etc.). Applications should include: a cover sheet, a summary of the dissertation proposal, a project plan, a CV, and a faculty letter of recommendation.

The following types of Continuing Student Fellowships and Grants require Departmental Nomination:

- **Dean's Fellowship**
Award: \$17,000 stipend, Fees/Insurance paid
Eligibility: Domestic and International; Employment permitted for 2 quarters at 50% time
- **Graduate Opportunity Fellowship**
Award: \$17,000 stipend, Fees/Insurance paid
Eligibility: Domestic only; Employment permitted for 2 quarters at 50% time
- **Graduate Research Mentorship Program**
Award: \$17,000 stipend; Fees/Insurance paid
Eligibility: Domestic only; Advanced to Candidacy; Employment permitted for 2 quarters at 50% time

- **Graduate Division Dissertation Fellowship**
Award: \$6,000 for 1 quarter; Fees/insurance paid
Eligibility: Domestic and International; Advanced to Candidacy;
Employment not permitted during stipend quarter

- **President's Dissertation Year Fellowship**
Award: \$17,000; Fees/insurance paid
Eligibility: Domestic only; Advanced to Candidacy; Employment not permitted during stipend quarter

- **Humanities & Social Sciences Research Grant**
Award: \$2,000 max
Eligibility: Domestic and International; Advanced to Candidacy;
Employment permitted

Students apply directly to the Graduate Division for the following types of Continuing Fellowships:

- **Brython Davis Graduate Fellowship**
Award: \$17,000 max/yr, \$6,000/1 qtr; Fees/insurance paid
Eligibility: Parent(s) was/is in Navy or Marine Corps

- **UCSB Affiliates Graduate Dissertation Fellowships**
Award: \$3,000/1 qtr
Eligibility: Domestic and International; Advanced to Candidacy; may be employed quarter of the award

Students need to submit a cover sheet, summary of dissertation proposal, narrative of project, budget, proof of service (where applicable), and a faculty letter of recommendation. For further information, please look at the Graduate Division Fellowship applications at <http://www.graddiv.ucsb.edu/financial/cont.htm>

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 Employment Overload Request and submit it to the Graduate Advisor for approval. A maximum of 75% time may be requested. The student must be able to demonstrate that the supplemental employment will not interfere with academic performance and progress toward the degree. Exceptions are made on a quarter-by-quarter basis only. Students on F-1 and J-1 visas may not work over 50% time during the academic year. All students may work 100% time during the summer without departmental approval. (See Policy on Instructional Funding for additional important information.)

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 will be registering in the upcoming Fall quarter are asked to submit an Annual Progress Report on their efforts and accomplishments during the current academic year. The progress report should be organized into four sections: **(a) coursework performance** (courses taken and grades); **(b) overall progress toward the degree** (what benchmarks have 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. The summary letters are typically sent out within 3 weeks of the evaluation meeting. Students are encouraged to meet with the Graduate Advisor 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 Advisor 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 probation (see Good Standing section.).

V.2 Good Standing Policy (Approved Spring 2011)

V.2.1 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

(<http://www.graddiv.ucsb.edu/handbook/gradresponsibilities.aspx> - academic)

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;
- Keep the transcript free of more than one grade of C+ or lower;
- 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.
- 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.

The Graduate Program Assistant 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 Advisor. 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 Advisor and the student's faculty advisor will consult with the student and develop an academic progress plan (to be co-signed by the Graduate 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 the Graduate Advisor 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 put on hold if they are experiencing serious extenuating circumstance. The request must be submitted in writing to the Department Graduate Advisor 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.

V.3.2 Late Notification

Because not every circumstance can be forecasted, the late notification process allows for students who have fallen short of progress expectations due to personal difficulties to formally request reconsideration of their degree timeline. Students will be expected to provide a written request outlining the situation and proposing a new timeline for completing their progress expectations. This request will be reviewed by the Graduate Advisor and may be presented in person by the student. The student's committee chair may be present during the in person meeting with the Graduate Advisor, if the student wishes. The primary criterion by which a request will be judged is evidence of serious extenuating circumstances that account for the student's performance, along with explanation of why the student did not submit an earlier request to place his/her progress expectations on hold or to take a formal leave of absence (e.g., medical leave/family leave) as a preventive mechanism. The Graduate Advisor, in consultation with the Graduate Committee and the student's advisor, will consider the student's request. If denied, the student may further appeal to The Department Chair, who will make the final decision regarding all appeals.

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

[Counseling Services](#)
[Disabled Students Program](#)
[Graduate Division](#)
[Office of the Ombuds](#)
[Student Health Service](#)

These are just some of the resources available to graduate students at UCSB. For a more comprehensive list, please see, <http://www.graddiv.ucsb.edu/studentlife/campusresources.htm>.

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

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 in all courses. 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](#). After one quarter of probation, if a student's cumulative GPA is still below the 3.0 minimum, the Graduate Division requests advice from the department as to whether the student should be continued on probation or dismissed.

Students who fall below the Department's required 3.25 GPA minimum will receive official notification from the Graduate Advisor. The first notification is considered a warning and the second notification will involve possible academic probation. If a student continues to have deficiencies in grade point average or incompletes after the 3rd quarter, the Graduate Dean will 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. A series of deficient grades may be cause for academic disqualification. 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 minimally meets expectations on all criteria of student evaluation.
- B- Somewhat deficient work; The student's work and contributions fail to meet expectations on at least one dimension of student evaluation.
- C+ Seriously deficient work; The student's work and contributions are well below expectations on at least one dimension of student evaluation.
- 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.

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 advance to PhD candidacy or 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 advisor. Appeals regarding these decisions should go to the Graduate Advisor. For concerns regarding cumulative coursework performance, time-to-degree, qualifying examinations, academic milestones, and overall performance, students should talk with the Graduate Advisor and appeal to the Department Chair. Regarding academic probation, dismissal, or failure to advance to the PhD, the Graduate Committee and the faculty as a whole make recommendations at the departmental level. These recommendations are forwarded to the Department Chair who makes the official recommendation to the Graduate Dean. The Graduate Division then processes appeals regarding academic probation and dismissal.

V.5 Leaves of Absence

Leaves of absence are granted only for extraordinary circumstances such as pregnancy, serious medical difficulties and family emergencies. Students must document their reasons for requesting a leave. Requests made on the grounds of outside employment or lack of funding are denied not acceptable to by the Graduate Division. Petitions for leaves should be submitted first to the Graduate Program Assistant in the department. The petition will be forwarded to the Graduate Division for final approval. A leave of absence is approved for a set period of time only. Approximately 2-4 weeks before the expiration of the approved leave, the student must notify the Graduate Division of her/his intent to register in the upcoming quarter. Please see the Graduate Division Web site for more information:

<http://www.graddiv.ucsb.edu/academic/petitions/LOA.htm>

V.6 Transfer of Credit

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

V.7 Out-of-State Students

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

V.8 Access to Student Files

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

V.9 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. 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 department monies became available, students might be hired on a quarter-by-quarter basis.

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, 15% 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.10 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 (Dolly) and the Department Chair (Linda) as soon as you have submitted an application or have become aware even of the possibility 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 preferences 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 after the next quarter's TA assignments have been completed, it is much more difficult to accommodate your request, but in any case notify everyone immediately (see #2 below).

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 (Linda), TA Coordinator (Dolly), and Graduate Program Assistant (Nancy) with this request. Keep in mind that the Department needs to know this information as soon as possible, so that we can 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 Assistant (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 from you, not from a faculty member or other person sending a note on your behalf.

V.11 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 has two copy machines. The main copy machine is located in room 4005, and a second copy machine is located in the Graduate Student Lab. This latter machine is used primarily by graduate students. Students are each issued a personal copy code valid for both copy machines.

Students are responsible for paying for their personal copies (e.g., copies for coursework, research, and personal matters.) Each copy machine records how many copies are made under each copy code. At the end of each quarter, the graduate student will be given a bill reflecting the use of their copy code. The billing will reflect a charge of three cents per copy at which time they must reimburse the department for this usage. Students must also purchase their own paper supply.

If you are a Teaching Assistant for a quarter, the instructor for the course may request your assistance in making copies of handouts or exams for the class. If this is the case, the instructor will give you a copy code specifically for the course. This code is to be used only for the purpose of making copies for the course.

- **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 Business Officer (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 4005, and contains pens, paper clips, rubber bands, staples, paper for copying classroom handouts, and exams.
- **Travel Funding**- When available, the Graduate Committee allocates funds for students to attend and present papers at conferences. Priority will be given to students

who have authored or co-authored papers, are on the job market, or serve as an officer of a division or association (e.g. graduate student representative).

Students may be given allocation in advance of conference travel or, in some cases, as reimbursement for travel. In either case, students must submit receipts for transportation and lodging to turn in to the Graduate Program Assistant to demonstrate how the funds were spent. In the case of travel advances, no additional travel funding will be allocated to a student until supporting documentation of the use of the advance has been submitted.

V.12 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: <http://www.graddiv.ucsb.edu/handbook/gradresponsibilities.aspx - rights>

VI. Appendices

VI.1 APPENDIX I - 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 faculty advisor, and your own advisor are best prepared to address *substantive* issues related to your graduate career.

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

The Graduate Advisor is 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 Advisor is assisted by the Graduate Committee comprised of faculty representing the different areas of interest, and the Graduate Assistant.

The Graduate Program Assistant (GPA) is responsible for administrative advising of graduate students. The GPA works with the Graduate Advisor to ensure students are receiving clear and timely advising on administrative processes. S/he also reminds students about registration and fellowship deadlines, 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) is in charge of the everyday management of the department, room, reservations, internet services and the like.

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

The Administrative Assistant is in charge of the main reception area, copy codes and copying, the mailroom, and instructor evaluations.

VI.2 APPENDIX II - Description of Department of Communication Facilities

Every graduate student has office space in SS&MS and accessibility to the Graduate student computer lab. Graduate student offices are assigned on a yearly basis, determined by the type of funding and responsibilities a graduate student has for the year. Graduate students typically share offices with other graduate students. You may request access to an Ethernet connection for your individual computers by giving information to our Business Officer. Graduate Student offices do not have phone lines.

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. Space and rooms within the department may be reserved for special events by sending a request by email to our Business Officer. Please include room preference, date, beginning and ending time, and what the room is being used for.

Conference Room (room 4105)

Conference tables and chairs

Seating up to 25 persons

Computer

Video equipment

Skype accessible

Used for: Meetings, quals, research meetings, defenses, graduate classes

Seminar Room (room 4103)

Conference table and chairs

Seating for 12

Computer

Video equipment

Skype accessible

Used for: Meetings, quals, research meetings, defenses, graduate classes

Teaching Lab (room 4143)

Classroom tables and chairs

Seats 16

Computer

Video equipment

Used for: Graduate classes, meetings, quals, research meetings, defenses

Collaborative Lab (room 1009)

Seats 41 in theatre seats

Seats 72 when mobile chairs are added

Computer

Video equipment

Used for: Colloquium, Graduate classes, meetings, quals, research meetings, defenses

Graduate Lab (room 4307)

Four PC desktop computers

One MacIntosh computer

One multi-linked printer

Copy machine

Scanner

Used for: Computer access for Grads, small meetings between graduates

Research Lab (room 4015)

Interaction Room

Media Lab

Conference Lab

Seven cubbies

Rooms Used for: Research, exams

VI.3 APPENDIX III - University Resources

As you go through our program there are many places to go for assistance on campus. Of course, the place to start is with your faculty advisor, the Graduate Faculty Advisor, and your fellow graduate students. But there will be times where you 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 Letter 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 Services

Building 599

Phone: (805) 893-4411

Fax: (805) 893-5259

<http://www.counseling.ucsb.edu>

VI.4 APPENDIX IV - Glossary

It is important that you learn the jargon associated with graduate education at UCSB. Here is a quick glossary of critical terms that you 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.

- 1) **Full-Time Status:** Maintaining active status as a graduate student involves paying fees and officially registering in classes each quarter. There is no provision for part-time graduate status as UCSB. 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.
- 2) **Core Courses:** These are the courses all students must take and receive a grade of B or higher to satisfy degree requirements and maintain good standings.
- 3) **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. Comm 593 is particularly useful when a course that a student desires is not being offered as part of the regularly scheduled curriculum. Students should consult with individual faculty to determine whether a Comm 593 is available in a given quarter. 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 written contract describing the course, readings, and assignments needs to be submitted for approval to the departmental graduate advisor. These are identified as **COMM 593A**. Contract forms are available from the GPA or on-line.
- 4) **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. consent of instructor. 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 written proposal must be approved by the departmental graduate advisor. These are designated as **COMM 596**. Comm 596 *cannot* be used to fulfill required courses. However, students are strongly encouraged to take Comm 596 as supplemental or elective units in order to enhance research skills.
- 5) **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 mandatory for a **minimum of 4 colloquia per quarter**. All resident graduate students **MUST** register for one unit of COMM 505. Comm 505 units are graded as S/U, count as part of your residency requirement but do not count toward specific degree coursework requirements.
- 6) **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.

7) **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.

8) **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. See Appendix B for declaration forms. Declaration forms require both the advisor's and the student's signature. Students may change advisors at any time during the MA work without prejudice. The advisor must be informed by the graduate assistant of the change (is that right?)

9) **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 and approving the student's thesis proposal. The MA committee must approve the student's proposal before formal work on the thesis begins. The proposal should be approved by the end of the Fall quarter of the second year in residence. The 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. See Appendix *** for forms to declare (or change) committee members.

10) **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.

11) **PhD Committee:** In addition to the PhD advisor, the PhD committee should consist of at least two ladder faculty members from the Department of Communication and one "outside" faculty member from another department or program on campus who typically represents the student's cognate area. The particular composition and size of the committee should be dictated by the student's research interests. The PhD committee is responsible for reviewing and

approving the student's proposal for the qualifying examinations, and for approving the qualifying exams themselves. 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. The “outside” member of the committee should be recruited before the student is ready to prepare for the qualifying examinations. It is not uncommon for students to change the membership of their committee over the course of study, particularly once they complete qualifying exams (advancing to PhD candidacy) and begin work on the dissertation. Committee changes can be made at any time during the PhD work without prejudice.

12) **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.

13) **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.

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

15) **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.

16) **TA:** Teaching assistant who works directly with a faculty member who has the major responsibility for designing and teaching the course.

17) **Teaching Associate:** Only students who are ABD may be a teaching associate. Teaching associates have complete responsibility for the design, syllabus, and teaching of the course

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

19) **Ladder faculty:** tenured or tenure track PhD faculty with full time appointments,

20) **Non-Senate faculty:** PhD faculty who have permanent positions but are not tenure- track appointments.

21) **199RA:** Independent Research Assistant is an undergraduate whose coursework shall consist of faculty or graduate student supervised research assistance. Students must have 1) attained upper-division standing; 2) a minimum of 3.0 grade-point average for the preceding three quarters; 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 194, 199, and 199.

VI.5 APPENDIX V - 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 16 full time tenured faculty members, 3 non-senate faculty, and 6 affiliated faculty from political science, sociology, and psychology.

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

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

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

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

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

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

This document is intended to serve several functions. First, it is designed to clarify, reinforce, and promote healthy values and norms among current faculty and graduate students in the Department of Communication. Second, the document should be used to communicate our values and norms to new and visiting faculty, scholars and graduate students. Finally, this

document is designed to serve as a vehicle for promoting continuing dialogue about faculty/graduate student relationships.

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

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

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

VI.6.1 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 adviser has many other professional commitments
- seek mentoring and support from other faculty in addition to the adviser
- recognize that academic commitment and hard work are fundamental to a positive advising relationship
- feel comfortable changing advisors at any time
- review advising options at the time of major benchmarks in the program (e.g., after 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.

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

VI.7 APPENDIX VII - Forms

(coming soon)