
Doctoral Studies Department of Communication



MICHIGAN STATE
UNIVERSITY

**2016-17
DOCTORAL
STUDIES
HANDBOOK**

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DEPARTMENT OF COMMUNICATION MISSION STATEMENT

Approved by Departmental Faculty 04/23/93

Preamble

The central focus of communication study at Michigan State University is the description and scientific analysis of how human beings create, transmit, receive and respond to messages. Unlike disciplines which only look at one part of this process, we seek to integrate our understanding of how these various elements relate to form the entire process of human communication.

The Department of Communication has for 40 years set the standard (consistently ranking in the top three departments nationally) by which departments of communication elsewhere judge their curriculum, their faculty, their students, and their scholarly productivity. It was created in the innovative context of the first major College of Communication and it has maintained its innovative stance in recent years. Our plan for the next decade is to retain the lead role in higher education in communication.

We live in an era of immense social and technological challenge. We face the information revolution which, like the industrial revolution of the past century, is fundamentally reshaping major aspects of our global society. We witness increased ethnic conflict, major corporate restructuring, and increased health problems, particularly among youth at risk. Communication is central to confronting these challenges. How can we communicate to manage conflict, improve information flow, or persuade at-risk youth to engage in healthier behaviors?

As a department, we take a leadership role in understanding how we can communicate to meet these challenges. Through multidimensional excellence, we integrate teaching, research, and outreach activities in such a way that they focus on specific societal needs. Through our interaction with practitioners, students, and citizens we apply communication principles to societal problems.

Guiding Principles

As an academic unit of an AAU, land grant university, the Department of Communication believes that three core principles guide our mission. First, knowledge generation is vital to solving practical problems. Academics and practitioners rely on a common body of knowledge which can be applied to pressing social concerns. Second, our research models should derive from empirically testable propositions that can be organized into theory tested through a practitioner-researcher partnership in natural settings where both parties learn from one another. Knowledge must adhere to the canons of scientific rigor, but gain added external validity by seeking confirmation in naturalistic contexts. Third, we value taking responsibility for initiating efforts to implement our research to serve society. Not only must our research products derive from practitioner input, but we must facilitate the actual implementation of knowledge, and listen to others' reactions to our efforts. We will use these principles as a foundation to integrate the three-fold traditional mission of academic units of teaching, research, and outreach.

Teaching

Our teaching efforts will focus on communication theory and research with the goal of providing students with knowledge and skills sufficient to empower them to confront the important communication problems inherent in key social issues. Undergraduate work in communication helps students explain communication behavior and critically evaluate message and media. In particular, the undergraduate program is intended to increase the student's

- (a) knowledge of causes and effects of communication behavior,
- (b) insights concerning ethical and aesthetic problems confronting communication practice,
- (c) ability to communicate effectively, and
- (d) skills in analyzing and diagnosing communication problems in pragmatic settings.

Our teaching is based on a behavioral, social scientific perspective. The beginning courses in our undergraduate sequence are designed to provide students with exposure to oral communication in all its infinite variety (e.g., interviewing, interpersonal relations, group decision making, and negotiation). In our upper-level courses, our emphasis is on developing critical skills, especially those evolving from extensive writing experiences. At the end of their coursework, students will be skilled evaluators of communication who can work to improve communication in mediated, interpersonal, and organizational settings. The Department offers a variety of opportunities outside of the classroom setting that encourage students to collaborate with faculty and practitioners in intensive experiences such as research teams, internships, practicums, and governance of the Department. We provide students with the theoretical and

technical expertise required of citizens in our society, as well as preparing them for various careers and post graduate education.

The Department's graduate teaching mission aims at the complementary objectives of knowledge generation and utilization, by applying research to pragmatic problems. We provide students with the theoretical, methodological, and substantive skills needed to conduct significant research about human communication processes and outcomes. The former objective is most germane to the M.A. program, while the latter captures the thrust of the Ph.D. program. Thus, the graduate program seeks to integrate applied approaches at the masters level and research approaches at the doctoral level.

Research

Our research efforts focus on developing a rigorous, reliable body of knowledge about human communication. Faculty and students have been leaders in developing theoretical frameworks which have guided the work of numerous scholars in the discipline. These efforts, and our identity, derive primarily from the scholarly efforts of our faculty in close collaboration with students on research teams. We have always been a leader in innovative research methods, both in the field of Communication and at Michigan State University.

External reference groups value us for our scholarship and the strength of our Ph.D. recipients. The former has given us renown in the major journals, in our professional associations and at campuses across the country; the latter have diffused to other campuses and have been successful in a variety of ways. The faculty's research has been sufficiently heralded to bring recognition to the Department as an academic unit of high achievement. Several faculty--is proportionately more than most major institutions, move with renown in international circles, in their work with federal agencies as both researchers and consultants, and in the corporate world.

Outreach

In accord with its commitment to the land grant philosophy, the Department seeks to disseminate knowledge about human communication to various institutions and clientele within the larger society, and to conduct research of social import. Taken together, this scholarly and pedagogical outreach aims at improving the quality of our society's communicative environment and at contributing to the University's goal of increased internationalization of the curriculum, cultural sensitivity and diversity. As an example of these innovative outreach activities, the department has developed a core of experts in the area of health communication, who cut across the interpersonal, organizational, and mediated communication areas within our Department. At the interpersonal level, scholars in our Department are examining doctor-patient relationships. Other faculty members are working on research at the organizational level aimed at streamlining the delivery of health care services through large institutions. In the mediated area, a faculty group is developing a variety of communication campaigns to promote less risky health behaviors. The medical community cries out for a better understanding of communication issues and enhanced communication skills. We seek to bring our knowledge to the medical community by addressing the significance of the health challenges facing our society.

Underlying Values

While we focus on teaching, research, and outreach, they are not separate activities. Rather, they reflect the department's commitment to a set of course values related to curiosity, craft, centrality, and commonweal.

Curiosity. We are obsessed with ideas, with demonstrating their worth. We have investigated many issues and used many tools, some of which we have discarded; only the most worthy have we retained. In so doing, we adhere to our commitment to attain the most perfect realization of ourselves and our ideas, realizing that only those ideas that are honed by the sharpest tools will withstand the blunting criticisms of others.

Craft. We have always had a commitment to craft in this department. By craft we mean a set of techniques that permit disciplined inquiry. Our most explicit training in craft has been in quantitative methods, but it is perhaps not accidental that some of the most respected qualitative researchers in communication have also passed through our department. Particular techniques and methods have come and gone in the department, but always there has been a devotion to the use of techniques in the pursuit of knowledge that can withstand the most intense scrutiny.

Centrality. We have always believed we are at the core of our discipline and of our other activities, as well. We are essential to our stakeholders, others depend on us and what we do.

Commonweal. We have expended much effort, often unselfish, to preserve the good of the department, the university, and our discipline. Through these actions, we have demonstrated that we believe in things that are worthy of our unselfish support. We have performed, and will continue to perform, extraordinary service to our communities, our professional societies and to the shaping of Michigan State University as a unique institution in higher education.

In sum, the Department and its members are committed to continuing to integrate our teaching, research, and outreach activities in a manner that reflects our commitment to curiosity, craft, centrality, and the commonweal.

ACADEMICS

STATEMENT OF GOALS FOR THE PH.D. IN COMMUNICATION

The primary goal of the Knowledge Generation Program in the Department of Communication at Michigan State University is to produce scholar/researchers who, if they choose, will be able to succeed in a research institution. It is our opinion that in order to accomplish this goal several conditions must be met. They are detailed below.

Such a scholar/researcher should be able to demonstrate mastery of the subject matter in at least two substantive areas, in addition to demonstrated methodological competence. These substantive areas include such contexts/functions as interpersonal communication, organizational communication, persuasion and social influence, and mediated communication, with intercultural communication as an integral phenomenon to all areas. These areas should be relatively distinct fields of inquiry.

Methodological competence includes, at minimum, demonstrated expertise in quantitative methods and statistics. In addition, it is expected that the scholar/researcher will develop additional competencies beyond this minimal requirement. The establishment of specific means to attain these goals, and the evaluation of progress toward them, will be subject to regular review and discussion by graduate students and their committees.

The scholar/researcher should receive experience in teaching courses, which pertain to her/his substantive and methodological areas. This experience is expected to produce pedagogues who excel in transmitting their knowledge to others.

The scholar/researcher should receive experience in the research enterprise. Specifically, such a student is expected to develop an understanding of research pragmatic, learn how to present research results, internalize sound scholarly values, and begin to develop a record of published research and/or conference presentations.

PH.D. IN COMMUNICATION (1377)

OVERVIEW

Communication is a social process. It links humans through the creation, transmission and reception of messages. The doctoral program focuses on the scholarly analysis of these linkages. The key elements of messages and media through which linkage occurs are examined, along with the antecedents and consequences of message linkages.

The Ph.D. in the Department of Communication is primarily a research degree. Its goal is to prepare the student to be a well-rounded scholar—someone who can conduct behavioral research, and offer informed consultation about communication to others. The program places a strong emphasis on preparing the student to teach in a variety of contexts at the undergraduate and graduate levels.

Since the doctoral program began in the late 1950s, over 290 people have completed their Ph.D. in Communication. They

have accepted faculty positions in many universities, and have worked in research and consultative positions in government and industry. Graduates provide leadership in academic and professional fields in many countries throughout the world.

The department channels its energies into topics at the forefront of the study of communication as a behavioral science. The faculty has developed a worldwide reputation for the scientific analysis of interpersonal communication, mediated communication, organizational communication, and advanced research techniques for analyzing communication phenomena.

Graduate students enter the program from a wide variety of disciplines. Some have undergraduate degrees in communication. Other students have a background in allied areas, such as speech, journalism, broadcasting, psychology, organizational behavior, sociology, political science, and linguistics. Academic fields even further removed from communication are also represented. Due to their heterogeneous backgrounds, student's first learning experiences in the program address basic knowledge about communication theory and research, message and media analysis, and methods of intellectual inquiry.

GOALS OF THE PROGRAM

Adopted by the Faculty in January 1994

Graduates from our program should be well versed in scientific approaches to communication, including pragmatic knowledge about explicating constructs and developing empirical theories of communication, and elective understanding of their own assumptions about people, knowledge, interaction, etc. Our graduates should be known for clear conceptual thinking, for programmatic attack on problems of interest, and for having philosophical commitments to which they mindfully adhere.

A graduate in our program should be well versed in appropriate methods for addressing problems of interest. They should possess basic competence in quantitative research methods, plus advanced knowledge about data collection and analysis procedures useful in answering a range of problems. We want our graduates to be valued for their quantitative expertise, to be known for introducing innovative research methods, and to be seen as possessing a variety of tools for addressing research questions.

Third, they should possess hands-on experience at conducting empirical research sufficient for succeeding at a research institution once they leave our program. Hands-on training and feedback are the core of the research team experience. Our graduates as a group should be known for possessing greater practical research experience than graduates of other departments.

Fourth, our graduates should have experience at applying research to problems facing society. Our faculty are known for pursuing research programs motivated by a fruitful mix of theoretical and applied concerns. Our graduates as a group should have the opportunity to work first-hand with faculty on both basic and applied research, and to learn the pragmatics of conducting research in lab and field settings.

Fifth, they should have experience at seeking extramural funding for supporting research. Resources for supporting graduate education and research will continue to be important issues in the coming years. Our graduates as a group should have the opportunity to work first-hand with faculty at developing funding proposals. Our graduates should be known as being unique within the field by possessing savvy at pursuing extramural funding.

Sixth, they should possess sufficient training and experience to succeed as an instructor after leaving our program. Students should receive instruction, modeling and performance feedback on pedagogy. Our faculty as a group are known as effective instructors, and our graduates eventually should develop the same reputation.

And finally, our graduates should be familiar with alternative perspectives on communication inquiry. Graduates should be familiar with the aims, methods, and products of scholars who approach their own areas of interest from other perspectives. Most departments in our field are composed of intellectually diverse groups of scholars. Our graduates should be valued by future colleagues for treating their work critically and with integrity.

SUMMARY OF THE PROGRAM

The doctoral program is organized around a set of experiences that simulate an interdependent community of communication scholars. These experiences seek to maximize creative growth and development, and to provide the

student with the skills necessary to participate in an intellectual community. Thus, the student is intensively involved in course work, teaching, and research, usually concurrently. Successful performance in all three areas is considered necessary for completion of the degree.

The program has a long history of funding provided by outside sources—state and federal government, and private industry. Students are involved in seeking funds, conducting sponsored research, writing reports, and interpreting results.

The student masters the core material early in the program. Then, the program focus shifts to specialization in one or more areas of communication activity. These include areas within interpersonal communication, mediated communication, organizational communication, and persuasion. For each specialization, the student participates in lecture courses and doctoral seminars within the department and completes work in other departments which will supplement the student's mastery of these content areas. In order to complete this course work in a timely fashion, students are strongly encouraged to take three courses each semester.

From this point, the student moves to the final stages of the doctoral program—additional advanced classes, an examination paper or comprehensive exam, and the preparation and successful presentation of a doctoral dissertation.

Note: The Department of Communication is part of the College of Communication Arts and Sciences. Also housed in the College is a separate doctoral program in Mass Media. This program draws primarily on the Departments of Telecommunication and Advertising, and the School of Journalism, to offer a concentration on the legal, historical, economic and social U.S. media and media institutions. A description of the program can be obtained by contacting the Mass Media Program, 340 Communication Arts and Sciences Bldg., Michigan State University, East Lansing, MI 48824-1212.

DOCTORAL PROGRAM CURRICULUM—INTRODUCTION

The Ph.D. in Communication requires an intensive three-year program of study. The majority of the student's time is devoted to course work, advanced scholarship, instruction, research, and preparation of dissertation.

The program progressively emphasizes three levels of scholarly competence: a) broad, general knowledge of the communication field and basic methods of inquiry; b) significant, in-depth knowledge in substantive areas of communication and in advanced methodologies; and c) creative scholarship and expertise in selected areas of communication research.

The requirements for the degree also emphasize extensive research experience as a necessary component in the conduct of research on communication phenomena. A tutorial relationship between student and professor enables the student to gain a mastery of the appropriate research methods of observation, design, and data analysis. The purpose of research participation is to provide working experiences with all phases of various projects, from the initial conceptual activities to the final report writing stage.

Students normally receive a research and/or teaching assignment each semester. It is the intent of the faculty to provide students with a variety of experiences in both areas during their doctoral study, so that graduates will have experienced many of the same teaching and research situations they would encounter in academic positions elsewhere.

Students receive training in research and teaching, either "on the job" or prior to actual participation in an assignment. Training is provided by Department staff and by other support services at the University. Entering students learn about instructional models and teaching methods in communication. They work with an experienced teacher in a supervised situation each term, and may serve as principal instructor in a class of their own. The department maintains ongoing supervision over teaching performance.

Teaching and research assignments are based on the needs of the Department and interests and abilities of students. Assignments are made each semester, and students are encouraged to work with a variety of faculty and situations during their program.

Teaching and research team work are evaluated each semester by the supervising faculty member. If a student has summer teaching or research assistantships then this will also be evaluated. This evaluation is provided to the student and advisor/committee.

Students are encouraged to engage in independent research in addition to their assigned research duties. Departmental facilities and resources are typically available to support such research.

GUIDANCE COMMITTEE (FORMS I & II)

The student must select an advisor (“Chairperson of the Committee” - Form I) from among the regular MSU faculty no later than the end of the second semester of study. The Chairperson of the committee provides the principal focus of contact between the student, the student's program, and the Department and University. The Chairperson plays a predominant role in ensuring that the student's academic needs are met, and that the student will demonstrate high scholarly competence in the discipline, and in teaching and research. Specific information on the university requirements for the guidance committee can be found online at <http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=111#s394>.

By the end of the second semester of study, the student obtains the remainder of his/her Guidance committee (Form II). At least two additional members of the Communication faculty and at least one member from outside the Department are required.

PROGRAM OF STUDY (Online form, GRADPLAN, formerly FORMS III & IV)

<http://gradplan.msu.edu>

It is the responsibility of the student to develop a doctoral program that meets his/her expectations as to the appropriate content, skills and experiences necessary for a career in the field of communication. The program details the course work, research, teaching, and other activities that the student considers necessary for future success.

It is the responsibility of the Chairperson, in conjunction with the Guidance Committee, to ensure that the student's program meets the minimal requirements of the doctoral program. Further, it is the responsibility of the Chairperson and committee to specify those ADDITIONAL academic activities which are felt necessary to provide the student with the best possible academic preparation. The Chairperson and committee are responsible for advising the student about intellectual trends in the field, employment trends, and other matters related to a profession in academics.

It is the Department of Communication expectations that a doctoral student should have their GRADPLAN completed and approved by the end of their first year. Note: the GRADPLAN can be modified to update any changes in course work, committee, etc, but it is mandatory a final revision must be done the **last semester in the program** to reflect IRB # and final Dissertation title to assure your final degree certification. The GRADPLAN will be used as the documentation for final degree certification so any inaccuracies can delay degree award.

PRELIMINARY EXAMINATION (FORMS V & VI)

The student works in conjunction with the Guidance Committee to determine the form and content of the preliminary examinations. The Committee, in consultation with the student, selects one of the two options:

1. **Comprehensive Examinations:** If chosen, the comprehensive shall occur at the end of the second year and focus on a substantive area. This examination can also incorporate relevant theoretical and methodological components. The student's committee shall write the questions. After receiving questions and pertinent reading lists the student has ten days to complete the answers. Within two weeks of completion these answers are defended orally before the Guidance Committee.
2. **Preliminary Paper:** Under this option the student completes a scholarly paper developing theoretical issues or presenting original research, or both. A proposal for the preliminary paper should be approved by the Guidance Committee. Upon completion the preliminary paper is defended orally before the Committee.

DISSERTATION AND ORAL EXAMINATION (FORMS VII through IX)

If not presented at the defense of preliminary examinations, an acceptable dissertation proposal (Form VII) is to be provided to the Guidance Committee within one semester after completion of the exam (Form VII). The proposal, which identifies an appropriate research topic, must be approved by the committee. Of the dissertations completed in the department, many have dealt with mediated communication, health communication, organizational communication, or interpersonal communication, often with an intercultural focus. The topic is developed in consultation with the chairperson and committee. The dissertation proposal describes relevant prior research, the basic conceptualization, and plans for data-gathering to test hypotheses. The dissertation is a major original research investigation that may require

several semesters to complete. Note: To collect data for your dissertation you must complete a Human Subjects Form (IRB). This information can be found online at <http://www.hrpp.msu.edu>. Note: IRB numbers must be recorded in your GRADPLAN, <http://gradplan.msu.edu>.

When the manuscript is approved by the Committee chairperson it must be submitted to the Guidance committee for candidate about the dissertation (Form VIII – Notice of Final Examination). The Guidance Committee then recommends the successful candidate for conferral of the Ph.D. degree (Form IX – Results of Final Examination).

FINAL DEGREE CERTIFICATION

Upon submission of Form IX – Results of Final Examination the candidate must application for graduation, www.reg.msu.edu and submit electronic dissertation according to the The Graduate School’s guidelines, <http://grad.msu.edu/etd/> (deadline dates are found on this website).

PH.D. PROGRAM REQUIREMENTS

1. A masters degree is required in Communication or comparable field for entry into the Ph.D. program.
2. The core courses are: COM 801, 802, 901, 902, and one additional quantitative methods or statistics course.
3. One must earn an average of 3.25 with no two grades below 3.0 in COM 801, 802, 901, 902 or the student will be eligible for elimination from the program. Students may have only one repeat in these courses.
4. Failure to maintain a 3.25 average with no two grades below 3.0 in teaching ratings and/or research team ratings makes one eligible for dismissal from the program.
5. A total of 42 hours of course work and 24 dissertation credits is required for the degree. A student may have a MAXIMUM of 36 dissertation credits but we encourage you to stick as closely to 24 as possible. Course work will be arranged so that students are broad and deep in two areas and requires the guidance committee approval. The student may request the guidance committee approval for a transfer of up to a maximum of 9 credits from a combination of Masters, Lifelong Education status or Graduate Certificate level credits towards Doctoral course work requirements.
6. The student must write and defend a preliminary paper or comprehensive examinations, and present a colloquium (oral presentation) to the department. Note: Student must be registered for one credit during the semester of the preliminary paper or comprehensive examination. Starting the semester passing the comprehensive (preliminary) examination candidates only need to register for one credit to be considered full time students during the remainder of the program and we be consider “ABD” status (All but Dissertation).
7. The student must write a dissertation and successfully defend during a final oral examination. Student must be registered for a minimum of one credit the semester of the dissertation defense.
8. **Degree Program Time Limits** - For the Doctor of Philosophy in Communication, all of the comprehensive/preliminary examinations must be passed within five years and all remaining requirements for the degree must be completed within eight years from the time when a student begins the first class at Michigan State University that appears on his or her doctoral program of study. Application for extensions of the eight-year period of time toward degree must be submitted by the chair of the student’s guidance committee to the Director of Doctoral Studies, then to the department school, and then to the dean of the college and finally to the Dean of The Graduate School for approval. Upon approval of the extension, doctoral comprehensive examinations must be passed again.

GETTING STARTED IN THE PROGRAM

[HTTP://WWW.REG.MSU.EDU/ROINFO/ENROLLMENT.ASPX](http://www.reg.msu.edu/ROInfo/ENROLLMENT.ASPX)

MSU faculty, staff, and admitted students are assigned an MSU NetID that provides access to the official MSU e-mail system and many other online services on campus. To activate your NetID go to <https://netid.msu.edu>. Once you have completed your email setup please send your email address to barkman@msu.edu, so that we can use this for all official university contacts and mailings.

Second, please review the "Schedule of Courses" website to familiarize yourself with the courses that are available. The website is: <http://schedule.msu.edu/>. Using "Schedule Builder or Schedule Generator" (top of page tabs), you can enroll/register for classes. You will use your MSU Email ID and Password to login. We recommend you contact your enrollment officer (please see your departmental acceptance letter) prior to registration but all Doctoral students are recommended to register for COM 801 and COM 901 during their first semester in the program. The other possible selections should be made with your enrollment officers suggestions.

REGISTRATION, UNIVERSITY CALENDARS, PAYMENT SCHEDULES, DROP AND ADDS, FINAL EXAM SCHEDULES, ETC.

WWW.REG.MSU.EDU/

The above listed website is THE resource for information on computer registration, university calendars, payment schedules, drop and add, final exam schedules amongst many items. Please review this site now and bookmark for future reference.

Within this page is the computer enrollment instructions and computer enrollment website, <http://www.reg.msu.edu/ROInfo/Enrollment.asp>. Just follow the simple instructions and you will be on your way to being enrolled for courses.

Students can process add and section changes themselves online using Computer Enrollment until 5th day of the semester (note: Summer ½ term has shorter cycles, please see course schedule using course and click on section number for dates). If a course is full the student must contact the department in which the course is offered for an override. This information is located on the Schedule of Courses to the right of the Departmental name.

After the fifth class day of the Fall and Spring semesters, students must process adds and section changes at the teaching department and must obtain approval from the authorizing officers (Instructor, Assistant Dean, Department Chair).

ACADEMIC RECORDS

Students have access to view online their academic transcripts through STUINFO.MSU.EDU. Please use your MSU netid to login.

Your advisor will also have access to your records through the Office of Registrar's website, www.reg.msu.edu, Faculty and Staff Forms, Electronic Student Folder.

Student departmental academic files are housed in the Academic Programs Office, 472 Communication Arts Bldg. Students are allowed to view these files and to check the files out for one week intervals.

ACADEMIC STANDARDS FOR THE COLLEGE OF CAS

When a student receives a grade below 3.0 in more than two 400-level or higher courses taken for graduate credit at Michigan State University, the student is automatically withdrawn from the program. A graduate student who has been withdrawn under this regulation is required to wait a minimum of one calendar year from the date of the withdrawal before being eligible to apply for readmission to a graduate program in the College of Communication Arts and Sciences. The student may be readmitted, contingent upon repeating one of the three courses in which a grade below a 3.0 was earned, and earning a 3.0 or better grade in the course. The course to be repeated may be specified by the department. Following readmission, any additional grade below 3.0 in any course numbered 400 or higher will result in permanent dismissal. Courses below the 400 level may also be included under this regulation at the discretion of the individual academic unit. While permission may be granted by the student's academic unit chairperson and the associate dean of the College to repeat a course in which a grade of less than 3.0 has been earned, subsequently earning a grade of 3.0 or higher does not eliminate the first earned grade in the course as one of the two allowed under this regulation. The student must also have at least a 3.00 average in all courses taken for graduate credit.

Students have access to dropping courses themselves until the middle of the semester with no grade reported. After this date you must have the approval of your Assistant Dean in order to drop. Please contact your Assistant Dean of your College for this procedure.

INTEGRITY OF SCHOLARSHIP AND GRADES

[HTTP://SPLIFE.STUDENTLIFE.MSU.EDU/REGULATIONS/STUDENT-GROUP-REGULATIONS-ADMINISTRATIVE-RULINGS-ALL-UNIVERSITY-POLICIES-AND-SELECTED-ORDINANCES/INTEGRITY-OF-SCHOLARSHIP-AND-GRADES](http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/integrity-of-scholarship-and-grades)

The following statement of University policy addresses principles and procedures to be used in instances of academic dishonesty, violations of professional standards, and falsification of academic or admission records, herein after referred to as academic misconduct. [See *General Student Regulation 1.00, Protection of Scholarship and Grades.*]

1. The principles of truth and honesty are recognized as fundamental to a community of scholars. The University expects both instructors and students to honor these principles and, in so doing, to protect the validity of University education and grades. Practices that maintain the integrity of scholarship and grades include providing accurate information for academic and admission records, adherence to unit-approved professional standards and honor codes, and completion of original academic work by the student to whom it is assigned, without unauthorized aid of any kind. To encourage adherence to the principles of truth and honesty, instructors should exercise care in planning and supervising academic work.
2. If an instructor alleges a student has committed an act of academic misconduct, the instructor is responsible for taking appropriate action. Depending on the instructor's judgment of a specific instance, the instructor may give the student a penalty grade. A penalty grade may be a reduced score or grade for the assignment or a reduced grade for the course. [For a definition of "penalty grade", see *Academic Freedom Report (AFR) 11 and Graduate Students Rights and Responsibilities (GSRR) 8.1.17.*]
3. When an instructor gives an undergraduate or graduate student a penalty grade for academic misconduct, the instructor must provide a written description of the details of the academic misconduct to the student and to the student's academic dean. The student's academic dean will add the written description to the student's academic record, where it will remain, unless the student successfully grieves the allegation.
4. In notifying the student's academic dean of the student's act of academic misconduct, the instructor may request the student's academic dean to initiate an academic disciplinary hearing to impose sanctions in addition to, or other than, a penalty grade.
5. When in the judgment of the student's academic dean, a sanction in addition to, or other than, a penalty grade is warranted (e.g., dismissal from a unit or program), the dean may call for an academic disciplinary

hearing. In calling for an academic disciplinary hearing, the student's academic dean may act independently or in response to a request by the instructor. [See AFR 7.V, GSRR 5.5.]

6. An undergraduate student accused of academic misconduct may request an academic grievance hearing to contest a penalty grade based on a charge of academic misconduct before the University Academic Integrity Hearing Board. A graduate student accused of academic misconduct may request an academic grievance hearing to contest the allegation before the appropriate hearing board of the department, school, or college in which the alleged academic misconduct occurred. In cases involving academic misconduct, no student may be dismissed from a program of study without an academic disciplinary hearing.

7. On the first offense of academic misconduct, the student must attend an educational program on academic integrity and academic misconduct provided by the Associate Provost for Undergraduate Education and Dean of Undergraduate Studies for undergraduate students and the Dean of The Graduate School for graduate students.

8. In cases involving undergraduate students in which the student's academic dean, or designee, calls for an academic disciplinary hearing, the student's academic dean will refer the case to the Associate Provost for Undergraduate Education. The Associate Provost will notify the student in writing of the call for a disciplinary hearing and will invite the student to a meeting to determine the appropriate judiciary for the hearing. [See AFR 7.V.D., E.]

9. In cases involving graduate students in which the student's academic dean, or designee, calls for an academic disciplinary hearing, the student's academic dean will refer the case to the Dean of The Graduate School. The Dean of The Graduate School will notify the student in writing of the call for a disciplinary hearing and will invite the student to a meeting to determine the appropriate judiciary for the hearing. At this meeting, the student will be asked to select either an administrative disciplinary hearing conducted by the Dean of The Graduate School or a disciplinary hearing conducted by the college hearing board within the student's college. In cases of ambiguous jurisdiction involving graduate students, the Dean of The Graduate School will select the appropriate judiciary. [See GSRR 5.5.2 and 5.5.4.]

10. Either party may appeal a decision of an administrative disciplinary hearing or a disciplinary hearing board to the appropriate appellate board. [See AFR 6.IV.A and 7.VII and GSRR 5.5.5.]

COMPREHENSIVE EXAMINATION (FORMS V & VI)

Students working toward the Ph.D. degree may take comprehensive examinations after the completion of course work and prior to beginning work on the dissertation. The examinations are designed to demonstrate the student's ability to integrate knowledge of a declared area of substantive interest, research methods, and theory.

Comprehensive Examinations shall occur at the end of the second year and focus on a substantive area. This examination can also incorporate relevant theoretical and methodological components. The student's committee shall write the questions. After receiving questions and pertinent reading lists the student has ten (10) days to complete the answers. Within two weeks of completion these answers are defended orally before the Guidance Committee.

There is a limit of one retest. It may be either written or oral. A retest may require the student to rewrite some or all of the items. A mark of failure results in the student being dismissed from the Ph.D. program.

And we are in accordance with The Graduate School's policy and the Graduate Students Rights & Responsibility document and we quote:

"The comprehensive examination is a major landmark of a doctoral program. Evaluating a student's performance at this stage is much more heterogeneous and inclusive than assigning a grade for a particular course or assignment. The penalty grade policy, referred to in the Integrity of Scholarship and Grades Policy, was developed in the narrow context of assigning a reduced or failing score on an assignment or a reduced or failing grade in a course, because of academic dishonesty. This policy was not intended to apply to Ph.D. comprehensive exams. Therefore, the Graduate School does not endorse

the use of a penalty grade as a mechanism to fail a student on a comprehensive exam and expects that allegations of academic misconduct on a comprehensive exam be considered as part of the heterogeneous and inclusive evaluation of the student at this critical stage. If a department or unit decides that in addition to failing the comprehensive exam, an act of academic dishonesty deserves additional sanctions, e.g., not permitting a re-take of the comprehensive exam, thus resulting in dismissal from the program, then the guidelines provided by GSRR 5.5.2 must be followed. To dismiss a student for reasons other than academic dishonesty, the department or unit should follow GSRR 2.4.9. If a student believes that the evaluation of his/her performance in the comprehensive exam or was unfair, then the guidelines provided by GSRR 2.2.4 must be followed."

*https://www.msu.edu/~acadgov/documents/ISGACapproved2_24_09_polished_editedversion3_3_09.pdf

Note: Starting the semester after passing the comprehensive (preliminary) examination candidates need only one credit for registration each semester to be considered full time status. This is in effect during the remainder of the program. And candidate is to be consider "ABD" status (All but Dissertation).

RATIONALE FOR A PRELIMINARY PAPER AS A PH.D. REQUIREMENT

Prior to becoming doctoral candidates, all doctoral students must complete an independent project which can take the form of either a preliminary paper or a comprehensive exam. This paper should be of professional quality, i.e., suitable for publication or convention presentation. The topic of this paper should fall within one of the declared areas of concentration of the student and should also demonstrate the student's methodological skill. The goal is to demonstrate the student's competence in his/her area(s) of focus and to encourage the student to integrate his/her knowledge. This paper is not to be a substitute for a dissertation proposal. (Form V)

The precise form and subject matter of this paper will be determined by the student and his/her guidance committee sometime during the second year of the program. After topic determination is made, the student will prepare a proposed rationale for the study which might include a perfunctory literature review and methodology specification. Keeping in mind the goal of publication or convention presentation, this proposal should not exceed 5 pages in length, as the finished project should fall within the range of 25-35 pages. The proposal will occur in a meeting of the full committee with the student. At this time a proposed completion date will be established.

Completion of this paper should proceed in concurrence with the student's program. Once finished, the paper will be presented and discussed in a meeting with the guidance committee. The object of this meeting is not only a defense (**Form VI**) of the student's work, but also a demonstration of the student's competency to participate in such a forum and elaborate on his/her thinking.

Because the goal of this paper is the preparation of a product suitable for presentation or publication, the student will be allowed to avail him/herself of the committee's help during the completion of these papers. This help will initially be directive in that it will determine the focus of the paper. After proposal approval, the committee's help should shift to be primarily reactive in nature. In this way, a student will not be allowed to drift into irrelevant or erroneous endeavor.

THE EVALUATION OF PERFORMANCE OF GRADUATE STUDENTS

Students are evaluated on their performance in their core sequence (COM 801, 802, 901, 902) and must earn an average of 3.25 with no two grades below 3.0 in COM 801, 802, 901, 902 or student will be eligible for elimination from the program. Students may have only one repeat in these courses.

Both graduate student teaching performance and graduate student research team performance should be graded on the same scale as classroom performance, i.e. 4.0, 3.5, 3.0, 2.5, etc. Failure to maintain a 3.25 average with no two grades below 3.0 in teaching ratings and/or research team ratings makes one eligible for dismissal from the program. Those students having sole responsibility for teaching a class are expected to

make a copy of the summary sheet of their SIRS form available to be placed into their file. For the Spring review, all students are required to submit a record of their publications, presentations and manuscripts (please see “Publications, Presentations, and Manuscripts” section in this handbook for further information). These data, plus observational data from the course coordinator, will be used to evaluate performance.

There are two Faculty reviews of graduate teaching and research performance each academic year. One is held at the end of Fall semester and the other is held at the end of Spring semester. The Spring review requires students to submit their publication and presentation record (please see Publications section for further information).

After each review the student receives a letter from the Coordinator of Doctoral Studies indicating Faculty comments and student's overall performance. The materials from these reviews are kept on file in the departmental Office of Academic Programs.

Note: In addition, if the student holds a teaching or research assistantship during the summer semester, he/she will be evaluated by the supervising faculty.

PUBLICATIONS, PRESENTATIONS, AND MANUSCRIPTS (FOR EVALUATIONS)

Each Spring Doctoral students will be required to submit a document to the department with the following items (see below). In addition to being part of our Spring review, attention to this document by both the faculty and the student is intended to prepare the student for an eventual job search by creating the basis of their resume.

- Publications – journal articles, book chapters and proceedings (complete citations, by year, with most recent year first)
- Conference papers – completed papers presented (or accepted for presentation) at conference (complete citations APA style, by year, with most recent year first)
- Presentations – presentations at conference (or accepted for presentation) not accompanied by a completed paper – this would include posters or panel presentations where no paper was completed (by year, with most recent year listed first)
- Manuscripts under review (complete citations with showing journal now reviewing paper)
- Manuscripts in preparation (complete citations with showing journal expected submission date and intended journal)
- Miscellaneous – anything you want to include (e.g., awards, lectures or talks given, service to the department, college, discipline, etc.)

COLLOQUIA, CONFERENCES, AND ATTENDANCE

Throughout the year the Department of Communication presents colloquia from various presenters including current faculty, students, visiting faculty or scholars, and for faculty recruitment. These colloquia are MANDATORY for our doctoral students. If there is a reason you are unable to attend you will contact the Director of Doctoral Studies prior to the colloquia with the reason.

It is highly recommended that throughout your academic career that you will attend one to two professional conferences each year in the program.

GRADUATE STUDENT RIGHTS & RESPONSIBILITIES (GSSR)

[HTTP://SPLIFE.STUDENTLIFE.MSU.EDU/GRADUATE-STUDENT-RIGHTS-AND-RESPONSIBILITIES](http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities)

This site contains the online Graduate Student Rights & Responsibilities document. Please take time now to review for both your interests as well as your teaching responsibilities.

CONFLICT RESOLUTION PROCEDURES FOR RESEARCH TEAM

AND TEACHING CONFLICTS (GRIEVANCE PROCEDURES)

If a conflict should arise between a Doctoral student and her/his research team supervisor, or if a conflict should arise between a doctoral student and the course coordinator or, the faculty member that the student is assisting, then the following procedure should be followed. First, the student should discuss the problem with the supervising faculty member. If a satisfactory solution is not reached, then the student should discuss the matter with the Coordinator of Doctoral Studies. If a satisfactory solution is still not reached, then the student should present her/his case to the Chair. If the student is not satisfied at this point, then the Chair will advise the student as to further lines of appeal. For academic grievance hearings involving graduate students who allege violations of academic rights or seek to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records), students should refer to the "Graduate Student Academic Grievance Hearing Procedures for the Department of Communication's MA and PhD Programs.

GRADUATE STUDENT ACADEMIC GRIEVANCE HEARING PROCEDURES FOR THE DEPARTMENT OF COMMUNICATION'S MA AND PHD PROGRAMS

Each right of an individual places a reciprocal duty upon others: the duty to permit the individual to exercise the right. The student, as a member of the academic community, has both rights and duties. Within that community, the student's most essential right is the right to learn. The University has a duty to provide for the student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University. (GSRR Article 1.2)

The *Michigan State University Student Rights and Responsibilities (SRR)* and the *Graduate Student Rights and Responsibilities (GSRR)* documents establish the rights and responsibilities of MSU students and prescribe procedures to resolve allegations of violations of those rights through formal grievance hearings. In accordance with the SRR and the GSRR, the Department of Communication's MA and PhD Programs has established the following Hearing Board procedures for adjudicating graduate student academic grievances and complaints. (See GSRR 5.4.)

I. JURISDICTION OF THE DEPARTMENT OF COMMUNICATION'S MA AND PHD PROGRAMS HEARING BOARD:

- A. The Hearing Board serves as the initial Hearing Board for academic grievance hearings involving graduate students who allege violations of academic rights or seek to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records). (See GSRR 2.3 and 5.1.1.)
- B. Students may not request an academic grievance hearing based on an allegation of incompetent instruction. (See GSRR 2.2.2)

II. COMPOSITION OF THE HEARING BOARD:

- A. The Program shall constitute a Hearing Board pool no later than the end of the tenth week of the spring semester according to established Program procedures. Hearing Board members serve one year terms with reappointment possible. The Hearing Board pool should include both faculty and graduate students. (See GSRR 5.1.2 and 5.1.6.)
- B. The Chair of the Hearing Board shall be the faculty member with rank who shall vote only in

the event of a tie. In addition to the Chair, the Hearing Board shall include an equal number of voting graduate students and faculty. (See GSRR 5.1.2, and 5.1.5.)

- C. The Program will train hearing board members about these procedures and the applicable sections of the GSRR. (See GSRR 5.1.3.)

III. REFERRAL TO THE HEARING BOARD:

- A. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing. When appropriate, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.)
- B. At any time in the grievance process, either party may consult with the University Ombudsperson. (See GSRR 5.3.2.)
- C. In cases of ambiguous jurisdiction, the Dean of The Graduate School will select the appropriate Hearing Board for cases involving graduate students. (See GSRR 5.3.5.)
- D. Generally, the deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled (including Summer). In cases in which a student seeks to contest an allegation of academic misconduct and the student's dean has called for an academic disciplinary hearing, the student has **10** class days to request an academic grievance to contest the allegation. (See GSRR 5.3.6.1 and 5.5.2.2.)
- E. If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may proceed. (See GSRR 5.4.9.)
- F. A written request for an academic grievance hearing must (1) specify the specific bases for the grievance, including the alleged violation(s), (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. Anonymous grievances will not be accepted. (See GSRR 5.1 and 5.3.6.)

IV. PRE-HEARING PROCEDURES

- A. After receiving a graduate student's written request for a hearing, the Chair of the Department will promptly refer the grievance to the Chair of the Hearing Board. (See GSRR 5.3.2, 5.4.3.)
- B. Within **5** class days, the Chair of the Hearing Board will:
 - 1. forward the request for a hearing to the respondent;
 - 2. send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within **3** class days of this notification;
 - 3. rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the Dean of the College, or designee. (See GSRR 5.1.7.)

4. send the Hearing Board members a copy of the request for a hearing and the written response, and send all parties a copy of these procedures.
- C. Within 5 class days of being established, the Hearing Board shall review the request, and, after considering all requested and submitted information:
1. accept the request, in full or in part, and promptly schedule a hearing.
 2. reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)
 3. the GSRR allows the hearing board to invite the two parties to meet with the Hearing Board in an informal session to try to resolve the matter. Such a meeting does not preclude a later hearing. However, by the time a grievance is requested all informal methods of conflict resolution should have been exhausted so this option is rarely used. (See GSRR 5.4.6.)
- D. If the Hearing Board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary, and request a written response to the grievance from the respondent.
- E. At least 5 class days before the scheduled hearing, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date, and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the Hearing Board members after any challenges. (See GSRR 5.4.7.)
- F. At least 3 class days before the scheduled hearing, the parties must notify the Chair of the Hearing Board the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The chair may grant or deny this request. The Chair will promptly forward the names given by the complainant to the respondent and visa versa. (See GSRR 5.4.7.1.)
- G. The Chair of the Hearing Board may accept written statements from either party's witnesses at least 3 class days before the hearing. (See GSRR 5.4.9.)
- H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the Hearing Board at least 3 class days before the scheduled hearing. (See GSRR 5.4.9c.)
- I. Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See GSRR 5.4.8.)
- J. At its discretion, the Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the Hearing Board must inform the parties of such a time limit in the written notification of the hearing.
- K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See GSRR 5.4.10.4.)
- L. Members of the Hearing Board are expected to respect the confidentiality of the hearing

process. (See GSRR 5.4.10.4. and 5.4.11.)

V. HEARING PROCEDURES:

A. The Hearing will proceed as follows:

1. Introductory remarks by the Chair of the Hearing Board: The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses, and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:
 - In academic grievance hearings in which a graduate student alleges a violation of academic rights, the student bears the burden of proof.
 - In hearings in which a graduate student seeks to contest allegations of academic misconduct, the instructor bears the burden of proof.
 - All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "clear and convincing evidence." (See GSRR 8.1.18.)

(See GSRR 5.4.10.1 and 8.1.18.) For various other definitions, see GSRR Article 8.)

2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See GSRR 5.4.9a.)
3. If the respondent fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may postpone the hearing, hear the case in the respondent's absence, or dismiss the case. (See \ GSRR 5.4.9-b.)
4. If the respondent is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See GSRR 5.3.6.1.)
5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See GSRR 5.4.10.2.)
6. Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Hearing Board, the respondent and the respondent's advisor, if any.
7. Presentation by the Complainant's Witnesses: The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the respondent, and the respondent's advisor, if any.
8. Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then

recognizes questions directed at the respondent by the Hearing Board, the complainant, and the complainant's advisor, if any.

9. Presentation by the Respondent's Witnesses: The Chair recognizes the respondent's witnesses, if any, to present, without interruption, and statement directly relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the complainant, and the complainant's advisor, if any.
10. Rebuttal and Closing Statement by Complainant: The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.
11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.
12. Final questions by the Hearing Board: The Hearing Board asks questions of any of the participants in the hearing.

VI. POST-HEARING PROCEDURES

A. Deliberation:

After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting. (See Section IV.D above.)

B. Decision:

1. In grievance (non-disciplinary) hearings involving graduate students in which a majority of the Hearing Board finds, based on a "clear and convincing evidence," that a violation of the student's academic rights has occurred and that redress is possible, it shall recommend an appropriate remedy to the Department Chair or School Director. Upon receiving the Hearing Board's recommendation, the Department Chair or School Director shall implement an appropriate remedy, in consultation with the Hearing Board, within 3 class days. If the Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Chair or Director. The Chair of the Hearing Board shall promptly forward copies of the final decision to parties and the University Ombudsperson. (See GSRR 5.4.11.)
2. In grievance (non-disciplinary) hearings involving graduate students in which the Hearing Board serves as the initial hearing body to adjudicate an allegation of academic dishonesty and, based on a "clear and convincing evidence," the Hearing Board finds for the student, the Hearing Board shall recommend to the Department Chair or School Director that the penalty grade be removed, the Academic Dishonesty Report be removed from the student's records and a "good faith judgment" of the student's academic performance in the course take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and the Academic Dishonesty Report regarding the allegation will remain on file, pending an appeal, if any to the College Hearing Board within 5 class days of the Hearing Board's decision. If an academic disciplinary hearing is pending, and the Hearing Board decides for the instructor, the graduate student's disciplinary hearing before either the College Hearing Board or the Dean of

The Graduate School would promptly follow, pending an appeal, if any, within 5 class days. (See GSRR 5.5.2.2, 5.4.12.3, and 5.5.2.2)

C. Written Report:

The Chair of the Hearing Board shall prepare a written report of the Hearing Board's findings, including recommended redress or sanctions for the complainant, if applicable, and forward a copy of the decision to the appropriate unit administrator within 3 class days of the hearing. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, that support the Hearing Board's decision. The administrator, in consultation with the Hearing Board, shall then implement an appropriate remedy. The report also should inform the parties of the right to appeal within 5 class days following notice of the decision, or 5 class days if an academic disciplinary hearing is pending. The Chair shall forward copies of the Hearing Board's report and the administrator's redress, if applicable, to the parties involved, the responsible administrators, the University Ombudsperson and the Dean of The Graduate School. All recipients must respect the confidentiality of the report and of the hearing board's deliberations resulting in a decision. (See GSRR 5.4.12 and 5.5.2.2)

VII. APPEAL OF THE HEARING BOARD DECISION:

- A. Either party may appeal a decision by the Hearing Board to the College Hearing Board for cases involving (1) academic grievances alleging violations of student rights and (2) alleged violations of regulations involving academic misconduct (academic dishonesty, professional standards or falsification of admission and academic records.) (See GSRR 5.4.12.)
- B. All appeals must be in writing, signed and submitted to the Chair of the College Hearing Board within 5 class days following notification of the Hearing Board's decision. While under appeal, the original decision of the Hearing Board will be held in abeyance. (See GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)
- C. A request for an appeal of a Hearing Board decision to the College Hearing Board must allege, in sufficient particularity to justify a hearing, that the initial Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the Hearing Board were not supported by the "clear and convincing evidence." The request also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.4.)

VIII. RECONSIDERATION:

If new evidence should arise, either party to a hearing may request the appropriate Hearing Board to reconsider the case within 30 days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Hearing Board to review the new material and render a decision on a new hearing. (See GSRR 5.4.13.)

IX. FILE COPY:

The Chair of the Department shall file a copy of these procedures with the Office of the Ombudsperson and with the Dean of The Graduate School. (See GSRR 5.4.1.)

Approved by Faculty January 16, 2015

GRADUATE LEVEL COURSES
DEPARTMENT OF COMMUNICATION

Listed below are the descriptions for the courses eligible for selection for a program of study.

[HTTP://WWW.REG.MSU.EDU/COURSES/SEARCH.ASP](http://www.reg.msu.edu/courses/search.asp)

801 Communication Research I Fall. 4 credits.
Communication research strategy and methodology.
Scientific process. Derivation and test hypotheses.
Methods of research design.

802 Communication Research II Spring. 4 credits.
Recommended: Com 801. Further consideration of
communication research strategy and methodology.
Topics include systems theory, cybernetics, and
transactional approach.

803 Introduction to Quantitative Research Methods
Fall and Summer. 3 credits. Introduction to quantitative
social science research methods and applied analyses for
understanding research reports and developing graduate
level research projects.

815 Organizational Communication I Fall. 3 credits.
Emphasis on dyadic and group processes and organizational
intervention strategies. Topics include managing diversity,
organizational structure, and communication productivity.

820 Communication Theory and Process Fall. 3 credits.
Role that theory plays in different areas of communication
scholarship.

821 Mass Communication Theory and Research Fall and
Spring. 3 credits. Current mass communication research
and theories, including exposure patterns, diffusion of
news and influences, mass media.

COM 822 Theories of Interpersonal Communication.
Fall. 3 credits. Examination of a broad range of theories
and research in interpersonal communication.
Development of a theoretical foundation and
demonstration of the utility of interpersonal theories in a
variety of contexts.

CAS 825 Mass Communication & Public Health Fall.
3 credits. Recommended: Academic or professional
background in mass communication and/or health.
Health communication campaigns in domestic and
international context. Focus on principles of effective
communication

**CAS 826 Health Communication for Diverse
Populations** Spring. 3 credits. Recommended: Academic
or professional background in mass communication
and/or health. Theory, research, and practice of
communicating with specialized populations

in clinical and public health contexts. Emphasis on
interpersonal and small-group strategies.

828 Cross-Cultural Communication Spring. 3
credits. Problems in communication across cultural
boundaries. Role of communication in the economic,
social, and political development of less developed
countries.

830 Applied Communication Research II Spring. 3
credits. Thesis production. Reporting and evaluation
the results of communication research

855 Codes and Code Systems Spring. 4 credits.
Structure and function of verbal and nonverbal
communication. Relationship between discourse and
context. Generation of meaning through interaction.

860 Persuasion Fall. 3 credits. Use of messages to
gain compliance and effect social change. Study of
persuasion and attitude change from classical theories
to contemporary situations.

890 Independent Study Fall, Spring, Summer. 1 to 4
credits. May re-enroll for a maximum of 9 credits.
Approval of department. Individualized study under
faculty supervision.

CAS 892 Special Topics Fall, Spring, Summer. 1 to 6
credits. A student may earn a maximum of 16 credits
in all enrollments for this course. Varied topics
pertaining to advanced study of communication
processes.

899 Master's Thesis Research Fall, Spring, Summer.
1 to 6 credits. May re-enroll for a maximum of 14
credits. Communication Graduate students. Faculty
supervised research performed by Master's
candidates.

901 Communication Research Design I Fall. 4
credits. Recommended: One introductory research
design or statistics course. Methods of data collection
and analysis. Writing and critiquing research reports.

902 Communication Research Design II Spring. 4
credits. Recommended: COM 901. Further study of
methods of data collection and analysis. Writing and
critiquing research reports.

Continued next page

915 Organizational Com II Spring of odd-numbered
years. 3 credits. Recommended: COM 815.
Organizational communication structure and
information processing. The organization's
embeddedness in a larger social environment.

921 Micro and Macro Media Fall of odd-numbered

years. 3 credits. Perspectives on media processes pertaining to individuals, groups, and large-scale systems. Topics include cognitive processing of media, public opinion and affective responses to media.

922 Interpersonal Communication Fall. 3 credits. Theory and research in interpersonal communication. Role of communication in processes such as interpersonal influence and relationship development.

990 Independent Study Fall, Spring, Summer. Variable credit 1-3. May earn a maximum of 6 credits in all enrollments. Open only to graduate students in the Department of Communication. Approval of department. Individualized study under faculty direction.

CAS 992 Doctoral Seminar Fall, Spring, Summer. 3 credits. May re-enroll for a maximum of 15 credits. Graduate students or permission of instructor. Rotating topics on theoretical and research issues in Communication and/or Mass Media.

999 - Doctoral Dissertation Research Fall, Spring, Summer. 1-24 credits. May re-enroll for a maximum of 36 credits. Doctoral dissertation research.

TRANSFERRING CREDITS

With your committee's approval, up to 9 semester credits can be transferred from another graduate program or MSU Lifelong Education status, or Graduate Certificate (a combined maximum of 9 credits - effective December 2008). Course work taken while in an undergraduate cannot be counted towards a graduate degree, there are no exceptions. Courses taken at MSU for another graduate program or Lifelong Education Status (at a graduate level) or Graduate level Certificate may be counted toward your communication degree by processing an Administrative Action Form. Bring written verification from your committee, such as a letter/email or an approved Program of Study form to the Academic Programs Office, 466 Communication Arts Bldg., and an administrative action form or transfer evaluation form will be processed on your behalf by the Academic Programs Office.

When "transferring" approved course credits from another university you will need prior approval from the department for these courses to be visible in GRADPLAN.

You will need:

- 1) To have your advisor send an email to the Academic Programs Office, barkman@msu.edu, stating where the courses are being transferred from and a listing of which courses.
- 2) The timeframe that the transfer courses were taken must fall within the 8 year degree timeframe.
- 3) A maximum of 9 credits can be transferred with committee approval.
- 4) You, as the student will need to order an official transcript from the university that courses are being transferred. Please send to Academic Programs, Department of Communication, 404 Wilson Road, Room 466, East Lansing, MI 48824-1212.
- 5) Once this information is received by the Academic Programs Office, the online transfer equivalency form will be completed by the Academic Programs Office. Normally transfer courses appear in GRADPLAN in 2-4 weeks from processing of the transfer equivalency form.

For Doctoral students who have been an MSU Masters students you may transfer 9 credits from your Masters degree with your committee's approval. If student has attended MSU Masters and another institution a maximum of 9 total semester credits can be transferred and counted. Students may waive required courses using course work beyond the 9 credits but will need to take additional courses to meet the total credit requirements for the doctoral program.

CERTIFICATION IN COLLEGE TEACHING

[HTTPS://GRAD.MSU.EDU/CCTP](https://grad.msu.edu/CCTP)

The College of Communication Arts & Sciences participates in the MSU Certification in College Teaching Program. This program includes teaching experience and faculty-mentored teaching experience in contexts appropriate to the discipline, participation in existing or new workshops, courses and other programs to demonstrate understanding and application of four main areas. For further information please contact: Dr. John Sherry, Associate Dean for Graduate Studies, jsherry@msu.edu.

RESEARCH

RESEARCH TEAM CONCEPT: AN APPROACH TO GRADUATE TRAINING

By Gerald R. Miller (1931-1993)

Professor of Communication, Michigan State University.

Reprinted from **Communication Education**, Volume 28, September 1979, No. 4.

Each of us has the obligation to contribute to the education of the rest of us. As we read, digest, distill, interpret, synthesize, and create, the outputs of those activities should be made available to all of us so that we can reduce the necessity for each to read, interpret, and think as if he (she) were operating in isolation. Such sharing has as prerequisites commonality of knowledge and interests, high self-esteem, a disciplined commitment to group developments as well as individual development, and a social structure that facilitates rather than inhibits group effort.¹

The idea of faculty and graduate student research teams sprang partially from the notion of an interdependent, sharing community of scholars, the kind of task-oriented environment envisioned in the preceding quotation. In a broad sense, David Berlo's 1969 address constituted a scholarly and pedagogical manifesto for a radical redefinition of graduate education. As students, faculty, and administrators of that era vividly recollect, calls for sweeping educational reform were commonplace in the late 60s; they were one denomination of the social protest shared by the radical – and in some cases, not-so-radical – segments of American society.

The concept of research teams was thus part and parcel of the larger package of graduate program changes endorsed by the faculty of the Department of Communication at Michigan State University and implemented by Chairperson Berlo and two successive Coordinators of Graduate Studies, one of whom was myself. To understand the structure and operation of the research teams, one must understand the two fundamental premises upon which they were based.

The first premise, reflected in the above remarks by Berlo, holds that knowledge is often most fruitfully pursued and research skills most effectively transmitted through the collective efforts of interdependent groups of scholars. Use of the modifier "often" represents more than a cautious hedge; it emphasizes that this premise does not deny the vital role of the individual creativity in the scholarly process. What the premise does recognize is that a great deal of scholarly activity, particularly scientific activity, is synthetic and cumulative.

The second premise holds that the quest for knowledge about human communication must be unified and orderly and must assign priority to a relatively small number of crucial questions. Speaking of the original reorganization of the Department of Communication at MSU, Berlo put it this way:

The resources of this department cannot be dissipated in an infinite number of tasks. The assignment before us...basic communication research questions which we want to establish as the major tasks.... before the department....Flexibility and individuality in the approach to questions should be maximized, but the number of questions should be minimized.²

Obviously, if agreement can be reached on those questions that are pressing and central, the kind of concerted group effort implied by the first premise represents the best way of tackling them, and the research teams provide the needed person power for such an effort.

The Structure and Operation of the Research Team

All students in the doctoral program at MSU are initially assigned to a research team during their first term in residence.³ At the orientation for new graduate students, faculty members describe briefly the research problems they will be pursuing during the coming year. Students then submit their requests to the Office of Graduate Studies for assignment to a specific group. In addition, faculty members may also request particular students for their teams.

Ideally, all students would be assigned to the team of their choice, and their assignments would extend throughout their entire period of residence. Two factors intrude on this ideal. First, departmental priorities and commitments must be satisfied, particularly those relating to research grants and contracts. Therefore, if there are not enough volunteers to fulfill funded research commitments, additional students must be assigned to the team. Second, since the student's initial choice is based on limited information, some latitude for transfer is provided during the first term or two of residence. Again, transfers or "trades" are contingent upon the satisfaction of departmental commitments; students would not be removed from a research assignment if their departure would seriously handicap the team.⁴

Because students typically stay with one research team during their entire residence, most teams contain a mixture of first, second, and third year students. As students gain research team seniority and experience the tasks and skills that accompany it, they are assigned (or voluntarily undertake) increasingly responsible tasks. For instance, a first year student might be working on such tasks as constructing questionnaires, gathering data, preparing code books, key punching, or other aspects of data preparation; a second year student might be working on problems of research design, data analysis, and report writing; and a third year student might become primary coordinator of one or more studies.

At the end of each term, the faculty member(s) in charge of the research team evaluates each student member's work. Consistently marginal performance on research team assignments can place students in academic jeopardy, although no student has yet been terminated from the graduate program solely on the grounds of inadequate performance on the research team.

Other than these personnel assignment and evaluation policies, generalizations about the structure or operation of the research teams are difficult to make. Some faculty members establish a regular time for team meetings while other groups meet as research demands and progress dictates. Some teams function as one task group while others divide to form several related yet distinct entities. Some faculty members can work effectively with large research teams while others prefer a smaller group. Though each team is expected to pursue a common set of research problems, each has considerable flexibility about the way it organizes itself to accomplish this goal. Moreover, substantive variability among teams is pronounced, for typically, different teams are operating at different points in the research process.

The Educational Advantages of the Research Teams

The opportunity to engage in continuous research work not only ensures that students will gain research experience prior to embarking on their theses or dissertations, but it also helps to endorse research as a commonplace, professional activity. Since many graduate students eventually assume positions which require research and publication for advancement, it is important for them to regard research as a daily companion. When graduate research is limited to the thesis or dissertation, scholarship is sometimes perceived as an unsavory rite of passage. Indeed, several former students have reported that their professional success is attributable to their research team experiences and to the research ethic thereby engendered.

The research team also provides a reciprocated teaching-learning environment that draws on the knowledge and skills of all participants. It seems to be the case that graduate students learn more from their peers than from faculty members. By composing research teams of first, second, and third year students, the entire

responsibility for teaching does not fall on faculty members' shoulders. Since second and third year students assume increasing leadership in planning and conducting research, they can transmit the knowledge and skills they have acquired to new student members--and often, for that matter, to the team's faculty supervisor. For example, one set of studies I supervised (while exploring the general issue, of using videotaped testimony in courtroom trials) dealt with the ability of jurors to detect deceptive testimony.⁵ These studies were strengthened by using ratio-scaled measures for certain variables and by employing techniques such as path analysis to test some of the hypotheses. The impetus for using these particular procedures sprang largely from student members of the team.

Not only are the research teams conducive to symbiotic learning but they also provide experience with all aspects of the research process. Students become involved in conceptualizing research problems; generating study designs and measuring instruments; gathering, analyzing, and interpreting data; and writing research reports. In many instances, team members also devote time to writing and submitting grant proposals to funding agencies. For students who may someday wish to seek external funding for their own research, the chance to follow a proposal through institutional channels and to develop an understanding of its organizational scheme represents invaluable practical training. Researchers are often hesitant about approaching funding agencies simply because of the red tape associated with grants personship.⁶ Opportunities to write and submit proposals can eliminate such hesitancy. Several of our former team members now have positions in private research firms requiring them to pursue research grants and contracts constantly. They claim that their former proposal writing has made them more confident, competent research entrepreneurs. Taken together, the advantages outlined above suggest one final benefit for students and faculty alike: the research team concept produces a structure for programmatic research undertakings. In several instances, research teams have pursued the same general problem area for a number of years. Work on communication networks in formal organizations began in the late 60s under the direction of David Berlo and Richard Farace and has been carried through the 70s by faculty members and students such as Peter Monge, James Danowski, William Richards, and Hamish Russell -- to name but a few.⁷ Research teams led by Bradley Greenberg and Charles Atkin have examined the effects of television viewing on the urban poor and have delved into the influence of television advertising on children, work which eventually culminated in invitations to testify before several Congressional committees.⁸ The work on using videotape in courtroom trials, supervised by Norman Fontes and me, spanned a five year period from 1973 through 1978. In general, rather than pursuing one-shot studies, research teams have sought to carve out a program of studies which systematically attacks a single problem area.

Granted, there is no necessary relationship between the research team concept and the pursuit of guided, programmatic research; it would be possible for one or two scholars to accomplish the same objective. Still, the existence of a team of interdependent researchers psychologically reinforces the values of continuity and systematic inquiry. For one thing, a team provides the energy needed for a concerted attack on a problem area, and as noted earlier, it also reduces duplication of effort. Perhaps most important, it ensures a supply of informed members to carry a program forward from year-to-year.

The Educational Problems of the Research Teams

By far, the most persistent problem encountered with the research team concerns student complaints of inequity. To a lesser extent, these complaints occur within a particular research team. That is, some student members contend they are being asked to carry an inordinately heavy workload while other team members become malingers. Such complaints may well be inherent in group experience. Moreover, they often have merit, for whenever several people are assigned to work collectively, individual differences in motivation or ability all but ensure that some persons will do more than others. Fortunately, however, instances of intra team dissatisfaction have been relatively rare in our experience.

A more serious problem concerns student complaints about work inequities among the various teams. These objections are of two general types. The first involves a strict comparison of total hours worked. For instance, students may charge that members of their research team are working 25 or 30 hours weekly but members of

another team are only spending five or ten hours on their work. The second objection concerns the specific work required and typically involves the charge that some researchers are carrying out routine research tasks that do nothing to further degree progress while others are working on stimulating, degree-enhancing assignments. Often, this second objection is leveled by students working on funded research teams, particularly if they feel that members of some nonfunded teams are being allowed to "do their own thing." Unquestionably, the precise demands placed on research team members by faculty supervisors – or for that matter, the definitions that supervisors themselves have for the concept "research team" – vary widely from group to group. This is one of the costs associated with maintaining flexibility in the system. Alternatively, one could prescribe the tasks to be performed and the procedures to be followed by all research teams as well as carefully monitor faculty and student activities. Though some faculty and students would probably favor a shift in this direction, others (myself included) believe that the rewards of flexibility far outweigh the costs.

To some extent, complaints about time spent working probably occur when students feel insufficiently rewarded for their contributions to the research team. The available reinforcers for student research activities are neither as numerous nor as tangible as they are for faculty members. Although the stipend for third year students can be adjusted to conform to the amount of responsibility assumed, monetary payments to our first and second year students are fixed; thus, ability to dispense financial rewards is limited. Obviously, traditional faculty incentives such as promotion and tenure are largely irrelevant to graduate students. Perhaps the only meaningful external reinforcer for students lies in the letters of recommendation or oral evaluations provided for them a year or two hence. Unfortunately, as any learning theorist would attest, such relatively intangible, delayed gratifications have their motivational limits.

A Final Note on the General Educational Utility of the Research Team

Despite the occasional inequities, the research team concept has fared reasonably well at Michigan State University. Can such a concept be implemented successfully in other graduate programs? My own prognosis is favorable, given that two initial conditions can be met.

First, if the formation of research teams is to become a general departmental policy, there must be a commitment by all faculty members to conduct research. When some faculty members are not actively engaged in research, the problem of perceived inequity is severely exacerbated. Even more important, the educational value associated with the concept cannot be realized unless all faculty members become involved.

Second, the kind of research pursued by the faculty must lend itself to interdependent group activity. Most social scientific research dealing with human communication satisfies this condition. Conversely, while I have not thought the matter through carefully, I suspect that certain types of inquiry do not fit the team concept. For instance, it seems unprofitable to use a research team when pursuing a problem of rhetorical criticism, though this difficulty may stem from my own unfamiliarity with the area rather than any inherent problem with the research team concept.

Clearly, research teams are not a panacea for graduate student training in research. Still, they do provide a coherent, effective structure for implementing research instruction. For those wishing to experiment with ways of underscoring the importance of research in their graduate programs, the research team concept is worth a try, especially if it lends itself to the personalities and the research emphases of the program involved.

FOOTNOTES

¹David K. Berlo, "Graduate Education in Communication: Toward a Community of Scholars," unpublished manuscript, Department of Communication, Michigan State University, East Lansing, MI; 1969, 7-8.

²Ibid., 11.

³All doctoral students receive financial support for their total participation in departmental activities, which includes a research team and a teaching assignment. This approach to funding seeks to break down the distinction between "going to school" and "working on an assistantship" and aims at stimulating a professional environment similar to the one in which most new Ph.D.s find themselves.

⁴A third possible limiting factor could be intolerable interpersonal conflict between research team members or between a student member and the faculty supervisor. Though such conflict is not unheard of, it has occurred so infrequently that it need not be regarded as a significant consideration.

⁵Gerald R. Miller and Norman E. Fontes, "Real versus Reel: What's the Verdict? The Effects of Videotaped Court Materials on Juror Response," final report, NSF-RANN Grant APR75-15815, Department of Communication, Michigan State University, East Lansing, MI, 1978. See also Gerald R. Miller, Joyce E. Bauchner, John E. Hocking, Norman E. Fontes, Edmund P. Kaminski, and David R. Brandt, "...'And Nothing but the Truth': How Well Can Observers Detect Deceptive Testimony?" in Bruce D. Sales, ed., Perspectives in Law and Psychology. Volume II: The Jury, Judicial, and Trial Process (New York: Plenum in press).

⁶This hesitancy and uncertainty are further reflected by the apparent lucrativeness of publications and training programs dealing with the general topic: how to discover and get grants. Hardly a month passes without a circular on such a publication or training program appearing in my mailbox.

⁷For citations of a number of these studies, see Richard V. Farace, Peter R. Monge, and Hamish M. Russell, Communicating and Organizing (Reading, Mass.: Addison-Wesley, 1977). It should be noted that many of William Richard's contributions to the research occurred while he was an undergraduate student.

⁸See, for example, Bradley S. Greenberg and Brenda Dervin, Use of the Mass Media by the Urban Poor (New York: Praeger, 1970); and Charles K. Atkin, "Observation of Parent-Child Interaction in Supermarket Decision Making," Journal of Marketing Research, 42 (1978), 41-45.

[GUIDELINES FOR INTEGRITY IN RESEARCH AND CREATIVE ACTIVITIES](http://grad.msu.edu/researchintegrity)

[HTTP://GRAD.MSU.EDU/RESEARCHINTEGRITY](http://grad.msu.edu/researchintegrity)

The Department of Communication wishes to stress the importance of intellectual integrity in all aspects of graduate education and directs you, as a student, to The Graduate School's research and scholarly integrity webpage, <http://grad.msu.edu/researchintegrity>. This page is your guide to resources for teaching responsible conduct of research, scholarship, and creative activities. The website offers resource links to 1) Avoiding Unintentional Plagiarism, 2) Research Integrity Council, 3) Guidelines for Integrity in Research and Creative Activities, and 4) Workshop opportunities for Responsible Conduct on Research. We ask you **take the time now** (early in your program) to review this information.

[RESPONSIBLE CONDUCT OF RESEARCH AND SCHOLARSHIP \(RCR\)](#)

Graduate Students are expected to participate in 5 hours of Responsible Conduct of Research Training (RCR) seminars during their program. Graduate Students who participate in grants are required to renew their training yearly with additional 3 hours of workshops each year.

Training is sponsored by the College of Communication Arts & Sciences and through The Graduate School. Notification of such training opportunities are advertised via an email notice but can be found online at <http://grad.msu.edu/rcr/>. Note:

It is recommended that students track and report their training yearly during the Graduate Evaluation Reports. To track your training go to <https://www.egr.msu.edu/secureresearchcourses/>:

1. You enter your login information and sign in.
2. Click "Create/Edit Trainee Account" on the topbar.
3. Click "Edit Account Information."
4. Click "Run Training Courses Report" on the topbar.

This will generate the pdf with your completed training, please print and submit to Department's Academic Programs Office for placement in your academic file and to update your records in the university systems (GRADINFO/GRADPLAN).

HUMAN RESEARCH PROTECTION PROGRAM (IRB)

<HTTPS://HRPP.MSU.EDU/>

Human Subject (UCRIHS) application and Instructions can be found online at <https://hrpp.msu.edu/>. Please review and submit this application early in order to be allowed to collect data in a timely fashion. It is mandatory that this form is approved and on file prior to your data collection. And The Graduate School requires the IRB number to be recorded on GRADPLAN no later than the last semester in the student's program in addition, <http://grad.msu.edu/gradplan/Default.aspx>. As for any questions concerning the Human Subjects process please email hrpp@ora.msu.edu.

RESEARCH PARTICIPANT POOL

Graduate students in the Communication department have unlimited access to the research participant pool in order to complete master's theses, preliminary papers, and dissertations. They also have access for the completion of independent research projects for which there is a faculty sponsor. The coordinator of the pool is Dr. Brandon Van Der Heide, vdheide@msu.edu, 565 Com Arts, 517 432-1132.

RESEARCH TEAM REQUEST FORM FOR STUDENTS

Doctoral Students are expected to participate in a minimum of five teaching or research activities over the course of their program. This can be 3 teaching and 2 research or 2 teaching and 3 research. We assign research teams each academic year according to faculty needs and student interests. We require you attend the research team presentations held during the Fall orientation or contact the faculty directly to gain knowledge of the faculty's current research activities. When you have made your selection please complete the following form.

Please indicate your choices (first and second) for research team assignments.

RETURN TO MARGE BARKMAN BY Friday of Orientation week or email barkman@msu.edu with your request.

Research team assignments should be distributed via email message by Friday of the first week of the semester.

Your name _____

1st choice _____ 2nd choice _____

FUNDING

ASSISTANTSHIPS

The department strives to offer teaching and grant-funded research assistantships to all qualified students for each semester (including summer). These decisions are made with the following considerations: 1) Original offers of commitment, 2) Time limit of offer (semester by semester or yearly), 3) Program duration (normally 3 years), or 4) Seniority. The teaching assistantships are governed under the MSU collective bargaining agreement with the MSU-GEU (please see The Graduate School website for full contract information, <http://grad.msu.edu/>).

The levels for Graduate Teaching and Research Assistantship criteria for the Department of Communication are as follows:

- Level 1 requires that each of the following criteria be met: 1) admitted MSU graduate student, 2) bachelor's degree, 3) less than two semester's experience as a graduate assistant or full-support fellow.
- Level 2 is required when each of the following criteria is met: 1) admitted MSU graduate student, 2) master's degree (a JD or LLB is equivalent to masters in determining level), 3) OR 30 or more grad semester credits or equivalent; OR at least two semester's experience as a graduate assistant or full-support fellow.
- Level 3 is required for Teaching (T) when each of the following criteria is met: 1) admitted MSU graduate student, 2) a master's degree or equivalent, 3) the graduate assistant experience must be in the employing unit or in a department considered relevant by the chairperson or employing unit, 4) The minimum number of semesters shall be five for the Department of communication.
- Level 3 is required for Research (R) or Teaching (TE) assistants when each of the following criteria are met: 1) admitted MSU graduate student, 2) successful completion of doctoral comprehensive exams, as defined by the department in which the student is enrolled, 3) 6 semesters as a graduate Research/Teaching (R/TE) assistant at MSU, or equivalent. The definition of equivalence is left to the discretion of the chairperson of the department, but it is expected that only experience in research-oriented assignments count toward the 6 semesters of experience as an RA.

With this in mind, we ask each semester for your request of teaching and or grant-funded research assignments. We then assign assistantships according to department/course demand. The course offerings in our off-campus centers are pending a minimum enrollment in each section and can be cancelled at the beginning of the summer sessions.

For summer support, funding can come from the department's general funds or from grants issued to a departmental representative. Students should realize that a grant-funded research assistantship typically pays less than teaching assistantships coming from the general fund. Support for a grant-funded research assistantship may equal only 66% of a typical teaching assistantship.

MINIMUM CREDIT LOADS

Without Assistantship:

Minimum number of credits per semester as defined below:

Master's Level..... 9 credits Doctoral Level..... 6 credits

With Assistantship:

The academic year encompasses two appointment periods: August 15 - December 31 and January 1 - May 15. Note: Students holding assistantships can be expected to follow these dates, even though the University semester calendar dates may vary. Graduate assistants must be registered each semester in which they hold assistantships. The minimum and maximum credit loads are as follows:

- For a quarter-time graduate assistant, minimum enrollment is 6 credits (including credits in courses numbered 899 or 999); maximum enrollment is 16 credits (excluding credits in courses numbered 899 or 999).
- For a half-time assistant: minimum enrollment is 6 credits (including credits in courses numbered 899 or 999); maximum enrollment is 12 credits (excluding credits in courses numbered 899 or 999).
- For a three-quarter-time assistant: minimum enrollment is 3 credits (including credits in courses numbered 899 or 999); maximum enrollment is 8 credits (excluding credits numbered 899 or 999).

Deviation from the minimum requirements listed above is permitted only in the following cases:

- Summer session, when a 3 credit minimum registration is allowed for all types of assistants, no deviation from the minimum requirements listed above is permitted. Any deviation from the maximum credit load requirements must have the approval of the Dean of the College **PRIOR TO REGISTRATION**.
- The semester in which the degree is granted, when the student is required to register only for the credits required to complete the degree or for the University minimum registration if all credits for the degree have been completed.

In meeting the credit requirements, graduate assistants should be enrolled in courses that are recognized as being of graduate level unless the student's department or school has granted written permission for course work constituting an exception to this rule. Visitor credits do not count as part of a graduate assistant's credit load.

Note: Doctoral students who have passed their comprehensive (preliminary) examination only need to register for one credit to be considered full time students

POLICY STATEMENT REGARDING OUTSIDE EMPLOYMENT OF DOCTORAL STUDENTS

The Department of Communication at Michigan State University strongly discourages funded Ph.D. students from obtaining employment outside of the research and teaching assistantship provided as part of the Knowledge Generation program. The Doctoral program requires an extensive outlay of time and energy, and the faculty of the Department of Communication believes that outside employment will often be detrimental to continued progress in the program.

However, it is recognized that there are situations in which outside employment could serve a useful function in the professional development of Ph.D. students. In particular, opportunities for outside teaching and research--particularly teaching and research experiences not available through the program--could be beneficial in some cases. It is important, though, that the student's advisor and committee be aware of any outside work, agree that it does not interfere with progress in the program, and agree that such outside work

is important for the student's professional development.

Given this, the following procedures should be followed by Ph.D. students receiving assistantships from the department regarding the outside employment:

1. If a Ph.D. student is considering outside employment, he/she should submit a letter to his/her advisor and the Coordinator of Doctoral Studies detailing the nature of the outside work and the value of this work for the student's professional development.
2. The student's advisor and the Coordinator of Doctoral Studies should then advise for or against obtaining the outside work. A statement regarding the student's outside work should be placed in his/her folder.
3. When the student's progress in the program is evaluated, the faculty should consider the issue of outside employment. If the faculty believes that a student's progress in the program is detrimentally affected by outside employment, the student should be advised to drop the outside employment or risk expulsion from the Ph.D. program for lack of acceptable progress in the program.

[SUPPORT FOR GRADUATE STUDENT TRAVEL](https://grad.msu.edu/travel)

[HTTPS://GRAD.MSU.EDU/TRAVEL](https://grad.msu.edu/travel)

The Department has a fixed dollar amount that we use to support travel for graduate students each year. Each fall, we contact all graduate students and invite them to request for travel support for the coming academic year. At that time we divide up the available funds based on consideration of three things: 1) the students program (MA or Ph.D.), 2) participation in the conference (presenting a paper or just attending), 3) the prominence of the conference and its centrality to the scientific study of communication, and 4) the geographic location of the conference. Last fall, we received requests from students and I divided up the existing funds.

It is essential that students wishing to receive travel support submit their request for all travel during the academic year at the time these requests are solicited in the fall. Requests submitted after this date will not be considered in allocation of available funds.

Also, available through The Graduate School is a one-time travel funding opportunity. The website is <http://grad.msu.edu/forms/docs/studenttravel.pdf>. The request for funding is limited to \$400.00. We encourage all our students to make application for this travel funding.

[ADDITIONAL SOURCES OF FUNDING](https://grad.msu.edu/funding/)

[HTTPS://GRAD.MSU.EDU/FUNDING/](https://grad.msu.edu/funding/)

The Graduate School offers several additional funding opportunities that Communication students have been awarded over the years. The opportunities are below (click on the title to be taken to the website associated with the award):

- [Graduate Student Research Enhancement Award](#)
- [Travel Funding Fellowship](#)
- [Education Opportunity Fellowship](#)
- [Emergency Fellowship Funding](#)
- [Top-ups for externally funded graduate fellowships](#)

GRADUATION AND CAREER PLANNING

ELECTRONIC SUBMISSION OF DISSERTATION

The Graduate School **only accepts** electronic theses and dissertations submitted via ProQuest. The instructions for electronic submissions are available from <http://grad.msu.edu/etd/>. The target date for the **FINAL APPROVAL** of an electronic Thesis or Dissertation to the Graduate School for graduating the semester of that submission is FIVE working days prior to the first day of classes for the next semester (see future target dates below). **Be aware that a submission via ProQuest does not mean that the document has been ACCEPTED.** The review process is interactive and final approval can take anywhere from a few hours to weeks, depending upon the extent of the necessary revisions and how diligent the author is when making the necessary revisions.

Electronic Submission's Approval Target Dates:

The deadline dates for **FINAL APPROVAL** of an electronic Thesis or Dissertation to the Graduate School are as follows:

- Fall 2015 – December 16, 2015
- Spring 2016 -- May 11, 2016
- Summer 2016 — August 24, 2016
- Fall 2016 -- December 14, 2016
- Spring 2017 – May 10, 2017

GRADUATION AND COMMENCEMENT

Application for graduation must be completed by the start of the semester you wish to graduate. The application can be found at the Registrar's website, www.reg.msu.edu, "Graduation and Commencement" or directly online at <https://www.reg.msu.edu/StuForms/GradApp/GradApp.aspx>.

For information regarding the commencement ceremonies please visit - <http://commencement.msu.edu/>

TRANSCRIPTS, ORDERING OF

Transcripts may be ordered online (secure site) at

<https://www.reg.msu.edu/StuForms/TranscriptRequest/Transcript.asp>

1. Then follow online instructions for ordering.
2. You must have a Visa or MasterCard when using the web form. If you plan to pay by check or money order, you will need to send a request with payment (made out to Michigan State University) including all the information requested on web form. Address it to MSU Transcripts, East Lansing, MI 48824-0210

LONG RANGE CAREER PLANNING RECOMMENDATIONS FOR DOCTORAL STUDENTS

by Dr. Steve Wilson (1994)

Particularly given that our program is now three years long it is of vital importance to begin contemplating the type of school in which you want to work. This is important as it will help determine the types of teaching, research, and service credentials you will need. The following is a guideline:

Types of Communication Departments

- ***Doctoral programs with a National Reputation:*** These are programs who place some graduates in "research institutions," and have a historic reputation. These programs have faculty who are active scholars with well-known senior faculty. These programs have degreed the majority of the faculty in our field (e.g., Iowa, Illinois, MSU)
- ***Doctoral Programs with a Regional Reputation:*** These programs place graduates primarily in regional campus state schools or liberal arts colleges. There is a large variability in the faculty scholarly productivity (e.g., Wayne State University, Southern Illinois University)
- ***Masters Programs with a National Reputation:*** These programs frequently send graduates onto doctoral programs with national reputations. The faculty in those programs are active scholars from assistant professors to full professors (e.g., Cleveland State, University of Wisconsin-Milwaukee).
- ***Masters Programs with a Regional Reputation:*** These programs occasionally send graduates onto doctoral programs. Their faculty have a large variability in scholarly productivity. These programs emphasize a "mix" of teaching/research (e.g., many regional campus state schools, many private "urban" universities).
- ***Liberal Arts Colleges with Undergraduate Programs:*** These are schools that emphasize small class sizes and individual attention to the undergraduate majors. There is a large variability in the scholarly productivity of the faculty (e.g., Alma College, Aquinas College).

Expectations, Activities, and Preparation: Comparing Two Polar-Opposite Types of Departments

DOCTORAL PROGRAMS WITH NATIONAL REPUTATIONS

Key Questions that You Should Ask Yourself

- Can you function autonomously independently?
- Do you have the potential to do high-quality work?
- Are you competitive with the pool?

Tenure Expectations

- Research is weighted more heavily than teaching/service/outreach
- Average 2-3 refereed publications per year; review committee looks at journals, programmatic nature
- Must demonstrate an adequate competence at teaching (e.g., average SIRS)

Activities

- Spend 1/3 to 1/2 of time working on research
- Teach 2 classes per semester: split undergraduate/grad
- Serve on Masters/Ph.D. student committees; advise theses/dissertations
- Take on increasing responsibility serving on committees, serving in professional organizations

(e.g., ICA), pursuing grants as you are there longer

Qualities of a "Desirable" Candidate

- 1-3 co-authored journal articles
- 6-9 co-authored conference papers (4-5 as first author)

What do you need to be doing now?

Establishing a research record:

- submit conference papers: from your course papers and thesis (even conceptual, especially regional conferences); research team, masters thesis
- get your name on refereed articles
- productive research team experience, 2 year turn-around, integrate your own ideas into research team, show focus by dissertation

LIBERAL ARTS COLLEGES

Key Questions You Should Ask Yourself

- Do your goals/experiences "fit" their mission?
- Are you broad as well as deep?

Tenure Expectations

- Often COM is a "unit" within a larger department (e.g., English)
- Teaching weighted more heavily than research/service: above average SIRS, teaching award, peer evaluations, curriculum development, innovative teaching methods, scholarship about pedagogy, ability to teach variety of classes within and across disciplines
- Service taken seriously: advising students/organizations, community activities (both local and global)

Activities

- Teach 3 to 4 courses each semester (more intensive assignments)
- Advise undergraduate majors (have to know program)
- Advise student organizations, run internship program
- Take increasing responsibility serving on departmental/college committees, advising undergraduate "theses," doing workshops for students, spend some time working on conference papers, journal submissions

Qualities of a desirable candidate

- Evidence of teaching effectiveness
- Ability/willingness to teach a broad range of classes (across all three content areas)
- Indication of "fit" between their teaching/service mission and your goals
- Indication of "fit" between ethical/religious mission and your goals
- Indication of scholarly interest, interest in a broad range of scholarly topics

What do you need to be doing now?

Establishing a teaching record:

- Teach/assist in a variety of classes
- Take a range of graduate survey classes, across curriculum
- Develop strong/improving SIRS, by:
 1. observing excellent models of both faculty and grad students
 2. getting feedback from peers and faculty
 3. participating in training programs around campus
 4. help with new TA orientation in summer/fall
 5. establish a written record: get letters from observers, comments/letters from students, summaries of SIRS, syllabi, write a "teaching philosophy", list of activities to improve your

- teaching
6. develop a "teaching philosophy" (statement about what you want students to come away with from classes, how your approach to teaching accomplishes these goals)

OVERALL COMMENTS FOR SUCCESS WHILE IN YOUR DOCTORAL PROGRAM

1. You need to establish both a research and a teaching record: it's a matter of emphasis.
2. Pick your career path based on YOUR goals, values, interest.
3. Find an institution that provides support from its research/teaching expectations
4. Talk with peers/faculty early and often.

GENERAL INFORMATION

ACTIVITIES AND STUDENT ORGANIZATIONS

AGSCOM

The Association of Graduate Students in Communication (AGSCOM) is a group of M.A. and Ph.D. graduate students that acts as a liaison between the students and the faculty and university. AGSCOM members serve on departmental and college committee as a voice for all the graduate students in the department. In addition, AGSCOM arranges many social events, such as Orientation/Welcome Picnic, Halloween and end-of-the-term gatherings.

Departmental Sports Teams

The department faculty and students participate in intramural sports leagues here at MSU. We have a football (touch) and a softball league. Emails are sent to the students each season to announce the formation of the new leagues. Please feel free to participate. Also, each year we have a bowling league night that students are welcome to join in order to be "prepared" for the annual Bowling for Scholars event in the Spring.

CATALOGS

The **Academic Programs** Catalog and the **Description of Courses** Catalog is available online. The courses catalog is available online at: <http://www.reg.msu.edu/Courses/Search.asp>. The Academic Programs Catalog is available online at <http://www.reg.msu.edu/AcademicPrograms/>.

FACULTY AND STAFF DIRECTORY

[HTTP://CAS.MSU.EDU/PLACES/DEPARTMENTS/COMMUNICATION/FACULTY-STAFF/](http://cas.msu.edu/places/departments/communication/faculty-staff/)

The listing our Faculty and Staff for the Department of Communication is located online at <http://cas.msu.edu/places/departments/communication/faculty-staff/>. This site includes such information as email address, office address, office telephone number, and other information such as degrees received as well as research interests, current research projects, and course loads.

For all university listings use www.msu.edu homepage, select "people" from the search option.

FREQUENTLY ASKED QUESTIONS

What is an enrollment officer? And what do they do? An enrollment officer is a temporary advisor. Each student is assigned a faculty member to act as his/her enrollment officer for the first semester in the program. He/she is responsible to direct the student in his/her choice of courses the first semester and to select a permanent advisor. Note: The student may select the enrollment officer as his/her advisor, if he/she agrees. The enrollment officer is to be used for only *one* semester. Then the student should select a permanent advisor. The enrollment officer should not continue for multiple semesters.

I hate forms! Why do we need to complete them? The forms are your contractual agreement for fulfillment of your program requirements. If you do not complete the forms in a timely manner you might find that the following occur:

- Your committee may not agree with your program of study and you will have to take additional course work.
- You may think that you are ready to write your thesis or take the comprehensive examination and find that your committee does not agree. Thus delaying the completion of your degree until you have met your committee's expectations.

I want into a class but the computer says I don't meet the restrictions. What can I do? Make sure that you have met the prerequisites in the Description of Courses catalog, <http://www.reg.msu.edu/Courses/Search.asp>. If you feel that you have or they could be waived, contact the Department offering the course for assistance in receiving an override. Once the override is given you will be able to register for the course.

I want to take an independent study. How do I do it? You must complete an independent study contract. Forms are located online at <https://www.reg.msu.edu/read/pdf/indestudyapp.pdf>. Complete all information on the form with the instructor and have the instructor sign the form. Take the form to your enrollment officer or advisor for his/her signature. Then take the completed form to the department of the instructor for processing. For example for Communication go to 466 CAS to have it processed. To locate the appropriate office for another department use schedule.msu.edu and in the top right corner of the department section the address, phone, and email can be found. Once processed by the appropriate department (override given) you will be able to register for your independent study.

Do I have to be registered for dissertation credits the semester I defend either my prelim or dissertation, or will any course registration do? You must be registered the semester you defend but it may be for ANY course.

What are the library resources? Please visit the MSU Libraries Resources page at <https://www.lib.msu.edu/resources>, for a complete listing of library resources including online listings.

I am having legal issues (including items such as rental issues). Is there legal services available on campus? Yes, the Council of Graduate Students offers legal services, <http://asmsu.msu.edu/services/legal-services/> or contact them at 556 E. Circle Dr., Room 307, East Lansing, MI 48824, or call 517 355-8266, or email, info@asmsu.msu.edu.

I have questions about my student health benefits. Please visit the website, <http://www.hr.msu.edu/benefits/studenthealth/index.htm>. **Who do I contact?** The University Human Resources Office will be able to assist you. Their office is located in 140 Nisbet Bldg., telephone 353-4434 ext. 170 or 144.

My committee members want bound copies of my dissertation, where can I get this done? Budget Printing, 974 Trowbridge Rd, East Lansing, 517-351-5060. They will deliver to the department if given complete instructions.

STUINFO

ACADEMIC, FINANCIAL, AND OTHER ONLINE SERVICES FOR STUDENTS

(To review of records, to view grades, and billing statements)

[HTTPS://NTWEB1.AIS.MSU.EDU/STUINFO/APPLOGIN.ASP](https://ntweb1.ais.msu.edu/stuinfo/applogin.asp)

STUINFO offers a menu of available student information regarding your records and billing here at Michigan State University. The menu offers information in three different subject areas: 1) Academic, 2) Financial, and 3) Online Services. Academic information includes such items as Enrollment Appointment, Grade Reports, Courses by Subject to name just a few. Financial information includes Financial Aid, Account Details, and "Submit Bill Stub" (even with assistantship you are required to return the billing stub even if it read \$0.00.) This can be done immediately online through this site which keeps you from being dropped from your courses for "nonpayment". And the final category offers a link to the online services such as "application for graduation", "transcript ordering" or "schedule of courses".

STUDENT VETERANS INFORMATION

<http://veterans.vps.mu.edu>

This website is designed to help military personnel and their families quickly find the specific information, people and resources that will support your success at Michigan State University.

TEXTBOOKS ONLINE

www.schedule.msu.edu/

Through the Schedule of Courses textbook information can be obtained. Please select your course and then "click" on the section number. This will bring a popup box with textbook and supplies information.

PHD PROGRAM FORMS

COLLEGE OF COMMUNICATION ARTS AND SCIENCES
DEPARTMENT OF COMMUNICATION
DOCTORAL STUDIES

DOCTORAL FORM I: Request for Appointment of Chairperson of Guidance Committee

I, _____ request that Dr. _____ be
Please Print Name Please Print Name

appointed as the chairperson of my guidance committee.

Student's Signature date

Recommended:

Prospective Chairperson of Guidance Committee date

Approved:

Director of Doctoral Studies date

Chairperson, Dept. of Comm. date

Revised 12/12

COLLEGE OF COMMUNICATION ARTS AND SCIENCES
DEPARTMENT OF COMMUNICATION
DOCTORAL STUDIES

NOTE: THE GUIDANCE COMMITTEE SHALL BE FORMED WITHIN THE FIRST TWO SEMESTERS OF DOCTORAL STUDY, OR WITHIN TWO SEMESTERS BEYOND THE MASTER'S DEGREE. INFORMATION ON THE SELECTION OF GUIDANCE COMMITTEE MEMBERS CAN BE FOUND IN THE ACADEMIC PROGRAMS CATALOG.

DOCTORAL FORM II: Request for Appointment of Guidance Committee

The following faculty has agreed to serve as my Guidance Committee. I,

_____, request that they be appointed as my committee.
Please Print Name

Note: Signatures of all committee members are required.

Communication Faculty:

Name – please print or type

Faculty's Signature

_____	_____
_____	_____
_____	_____
_____	_____

Outside Faculty:

Name – please print or type

Faculty's Signature

_____	_____
_____	_____

Student's Signature

date

Chairperson of Guidance Com.

Approved:

Director of Doctoral Studies

date

Chairperson, Department of Comm.

date

**THE REPORT TO THE GUIDANCE COMMITTEE
(PROGRAM OF STUDY, FORM III AND MODIFICATION OF PROGRAM, FORM
IV) ARE REPLACED WITH THE ONLINE FORM, GRADPLAN,**

<https://gradplan.msu.edu/>

And page 8 for addition Program of Study recommendations

BY END OF FIRST YEAR IN PROGRAM

In GradPlan doctoral students can create their PhD Program of Study plan, update it as necessary, and ultimately is the form necessary for graduation, and then to update their employment placement. The processing of the form from selection of courses to committee approval is all done electronically through GradPlan. All doctoral students are required to select their advisor, committee and program of study by the end of their first year in the PhD program (per The Graduate School). Please use Departmental Form I to select your advisor, and Departmental Form II to select your committee members. Then you may complete the GRADPLAN. For complete instructions for GradPlan please see <https://gradinfo.msu.edu/help.asp>.

When “transferring” approved course credits from another university you will need prior approval from the department for these courses to be visible in GRADPLAN.

You will need:

- 1) To have your advisor send an email to the Academic Programs Office, barkman@msu.edu, stating where the courses are being transferred from and a listing of which courses.
- 2) The timeframe that the transfer courses were taken must fall within the 8 year degree timeframe.
- 3) A maximum of 9 credits can be transferred with committee approval.
- 4) You, as the student will need to order an official transcript from the university that courses are being transferred. Please send to Academic Programs, Department of Communication, 404 Wilson Road, Room 466, East Lansing, MI 48824-1212.
- 5) Once this information is received by the Academic Programs Office, the online transfer equivalency form will be completed by the Academic Programs Office. Normally transfer courses appear in GRADPLAN in 2-4 weeks from processing of the transfer equivalency form.

LAST SEMESTER IN PROGRAM

By the last semester in the program the student must enter their IRB number and the Final Dissertation title into GRADPLAN, <https://gradplan.msu.edu>, in order to assure timely processing of their degree certification.

When students login they should click on “View Approved Plan in Progress.” Then click on the “IRB number for dissertation research” and there will be a link to enter the IRB number. And when you click on “Dissertation Title for Official Transcript”, there will also be a link to enter the title.

RECORD OF COMPREHENSIVE OR PRELIMINARY EXAMINATIONS
for
DOCTORAL DEGREE AND EDUCATIONAL
SPECIALIST DEGREE CANDIDATES

Check if this is a re-examination because of expired time limits.

Department of _____

Student's Name _____ Student Number _____
Last, First Middle Initial

Term and Year of First Course Counted towards this Degree _____

Result of Written Comprehensive Examinations:

<u>Field</u>	<u>Examiner(s)</u>	<u>Examination Date (MM-DD-YY)</u>	<u>Passed or Failed</u>
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Result of Oral Comprehensive Examinations:

<u>Field</u>	<u>Examiner(s)</u>	<u>Examination Date (MM-DD-YY)</u>	<u>Passed or Failed</u>
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Signed _____ Date _____
Chairperson of Examination Committee

Signed _____ Date _____
Chairperson of Department

**COLLEGE OF COMMUNICATION ARTS AND SCIENCES
DEPARTMENT OF COMMUNICATION
DOCTORAL STUDIES**

DOCTORAL FORM VII: Defense of Dissertation Proposal

The Guidance Committee is pleased to announce that _____
Please Print Name

successfully defended his/her dissertation proposal on _____
Date of Defense

Chair of Guidance Committee date

Members of Committee Signatures

Approved:

Director of Doctoral Studies date

Chairperson, Dept. of Communication date

**COLLEGE OF COMMUNICATION ARTS AND SCIENCES
DEPARTMENT OF COMMUNICATION
DOCTORAL STUDIES**

DOCTORAL FORM VIII: Notice of Final Oral Doctoral Examination

The doctoral dissertation for _____ has been submitted to
Please Print Name
the Guidance Committee for review. The candidate's final oral examination has
been scheduled for _____, at _____, in room* _____.
Date Time

*Note: To schedule the Communication Conference Room please go to 473 CAS.

Recommended:

Chair of Guidance Committee date

Approved:

Director of Doctoral Studies date

Chairperson, Department of Comm. date

*Note: This form must arrive in the Graduate Studies Office at least 2 weeks before the examination.

Revised 7/14

**COLLEGE OF COMMUNICATION ARTS AND SCIENCES
DEPARTMENT OF COMMUNICATION
DOCTORAL STUDIES**

DOCTORAL FORM IX: Results of Final Oral Examination

The Guidance Committee is pleased to announce that _____
Please Print Name

successfully completed the final oral examination on _____, and has
Date

now completed all requirements for the Degree of Doctor of Philosophy at Michigan
State University, with a major in Communication.

Sincerely,

Chair of Guidance Committee _____
date

Members of Committee Signatures

Approved:

Director of Doctoral Studies _____
date

Chair, Department of Comm. _____
date

Revised 7/14