



# Interdisciplinary Ph.D. in Communication

## **STUDENT HANDBOOK**

### **2024–2025**

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## Introduction

### Doctor of Philosophy in Communication

The Interdisciplinary Ph.D. program in Communication is designed to prepare scholars for research-oriented careers both inside and outside of academia. The program provides students with training in communication theory, research methods, and a specialization in one of six areas of concentration. Our areas of concentration include health communication, interpersonal communication, performance studies, rhetoric, intercultural communication, and organizational communication. To foster a sense of community and connect like-minded scholars, our program also houses strategic research collaboratives, including [The Transformation Project](#), [Civil, Critical, and Creative Communication](#) (I4C), [Health Communication Initiative](#), [Intercultural Communication and Global Engagement Interest Group \(ICGlobal\)](#), and the [Center for Strategic Communication](#). The interdisciplinary nature of the degree and the breadth of faculty expertise allow students to design individual programs of study geared toward specialized topics in human communication. The program, therefore, is designed to meet the needs of students whose interests transcend traditional disciplinary boundaries and whose records indicate the capability to pursue such studies.

### ASU Charter Initiatives

The Hugh Downs School of Human Communication is part of Arizona State University and is committed to the university charter: "ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves." These values are an integral part of our standing as an institution and must be upheld by all members of the ASU community, including but not limited to all Hugh Downs School of Human Communication staff, faculty, and students. The call is clear and present at ASU for every member of our community to do their part in fostering a culture of Inclusive Excellence. For students and faculty alike, this culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping, and enables us to think creatively, critically, and, above all, compassionately about our impact on the world at large.

Arizona State University welcomes all students regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality, and other diverse identities. Each of us has a contribution to make towards our culture of Inclusive Excellence.

### Arizona State University

Arizona State University (ASU) was founded in 1885 by the Legislative Assembly of the Arizona Territory as the Normal School and became Arizona State College in 1945. The current name was adopted in 1958. Together with the University of Arizona (Tucson) and Northern Arizona University (Flagstaff), ASU is under the authority of the Arizona Board of Regents.

Recognized by U.S. News & World Report as the country's most innovative school seven years in a row, ASU offers over 450 graduate degree options for over 20,000 graduate students. ASU has a diversity of schools and programs across several physical campuses (Tempe, Polytechnic, West, Thunderbird, Lake Havasu, Downtown Phoenix, and Washington DC campuses), as well as an online campus. The Tempe campus is attractively landscaped with lawns, subtropical gardens, and plants. Broad pedestrian malls are laid out in an easy-to-follow grid plan, and bicycle lanes connect all parts of the University. The Sun Devils' athletics complex, performing arts facilities, and high tech research space create a dynamic and engaging learning environment.

## Locale

[Arizona](#) has a culturally diverse population of 7.2 million people, with many vibrant ethnic and religious communities. Arizona is home to [22 Sovereign Native tribes](#) that comprise 27% of Arizona's total land base. Arizona State University is located on the ancestral territories of the Akimel O'odham (Pima) and Pee Posh (Maricopa) Indian Communities, who are the original caretakers of the land that ASU now occupies. Today, many Akimel O'odham and Pee Posh reside in the [Salt River Pima-Maricopa Indian Community](#), which is only two miles northeast of campus, and in the [Gila River Indian Community](#), located a few miles south of ASU.

Our Ph.D. program is located on the Tempe campus of Arizona State University. Tempe is a suburb in the eastern region of the Phoenix metropolitan area. The Phoenix metropolitan area (also known as Valley of the Sun) incorporates a wide range of lifestyles, housing, shopping, dining, cultural, and recreational activities. It has become one of the nation's most active vacation centers. Athletics are provided by [ASU Pac-12](#) intercollegiate teams, the [Arizona Cardinals](#) professional football team, the [Phoenix Suns](#) and [Phoenix Mercury](#) professional basketball teams, the [Arizona Diamondbacks](#) professional baseball team, and the [Phoenix Coyotes](#) professional hockey team. [ASU's Gammage](#) theater (designed by Frank Lloyd Wright) hosts a full schedule of major orchestras, opera and musical comedy groups, theatre performances, and touring ballet companies. The [Phoenix Symphony](#), [Arizona Opera](#), [Ballet Arizona](#), and many local theaters and civic centers, including the [Scottsdale Center for the Performing Arts](#) and the [Herberger Theater Center](#) in Downtown Phoenix, contribute to the wealth of cultural opportunities available. The performing arts are also represented by ASU's [School of Music, Dance, and Theatre](#).

One of the benefits of studying at ASU is living in a state with an abundance of natural areas and outdoor activities. Arizona is renowned for its natural beauty, including the [Grand Canyon](#), the [Painted Desert](#), the [Mogollon Rim](#), and the vast [Sonoran Desert](#) filled with giant saguaro and other cacti. Although many people think of Arizona as primarily a desert state, it has some of the most varied topography of any state in the nation, with 12,000 ft. [mountains](#), life-giving [rivers and lakes](#), and the [largest Ponderosa pine forest](#) in the world.

Typically drier and warmer than the national averages, the weather in Arizona covers a wide range. Though the high elevations are snowy and cold during the winter months, the low desert areas experience mild winters, pleasant spring and autumn seasons, and hot summers. The high temperatures of the desert during the summer are tempered by low humidity and widespread

air-conditioning, although the monsoon season brings slightly higher humidity, isolated thunderstorms, and occasional dust storms. The mountain areas and higher elevations provide extensive and pleasant year-round recreational opportunities.

## **Purpose of Handbook**

This handbook provides guidance and information related to admission, program requirements, and general policies and procedures. Please note that in some cases you will find differences between program policies and requirements and the Graduate College policies and procedures. In these cases, The Hugh Downs School of Human Communication has established higher standards. Please note that policies and procedures are subject to change. Changes will be communicated to students through email. Any updates to this handbook can be found on the [program website](#). Archived handbooks can be obtained by contacting the [program via email](#).

## **Admission**

### **Overview**

Admission to the program is competitive. Applications are considered once a year in January for fall semester (i.e., August) admission only. Spring applications are not accepted. The program's Admissions Committee evaluates each application based upon various forms of submitted evidence. Applicants must have earned a master's degree (or in some cases can enter with a bachelor's degree), and must present evidence of scholarly writing (e.g., undergraduate honors thesis, master's thesis, conference paper, publication, or equivalent). Given the interdisciplinary nature of the degree program, it is anticipated that most applicants will have completed degrees in Communication, Psychology, Sociology, Public Affairs, Business Administration/Management, Anthropology, Linguistics, Public Health, or related areas. All applicants should be knowledgeable in the basic principles of both qualitative and quantitative methods of research and communication theory. If coursework in these areas has not been completed, admitted students may be required to complete a relevant graduate-level statistics course (plus any other courses stipulated by the Admissions Committee) prior to matriculating into the program's required theory and methodology sequence. In addition to meeting the minimum university admission requirements, the applicant's scholastic and professional record must indicate special interest in, and aptitude for, systematic research in communication.

### **Required Materials**

Applicants must submit all of the following materials by the deadline (January 5th) in order for the Hugh Downs School Admissions Committee to consider their application:

1. [ASU Graduate Application](#)
2. [Transcripts](#) (Note: Unofficial transcripts are accepted by Graduate Admission during the application process; official transcripts will be required if you are accepted to the program. ASU transcripts do not need to be sent.)
3. \$75 (\$115 for international applicants) [application](#) fee.
4. International students also must meet [English language proficiency requirements](#).
5. Formal curriculum vitae (or résumé).

6. Personal statement of career goals and the relevance of this program to those goals (no more than 800 words).
7. Sample of writing, preferably scholarly (e.g., master's thesis chapter, undergraduate honors thesis, or course paper).
8. Three letters of recommendation must be sent directly from the recommenders via email to [PHDCOMAPP@asu.edu](mailto:PHDCOMAPP@asu.edu). At least two of these should be academic.
9. Indication of interest in a Graduate Teaching Assistantship (if an assistantship is desired) on the supplemental online application (a separate form is not necessary, as there is a Yes/No question regarding assistantships on the supplemental application).

Additional information regarding University requirements and the application itself are available through [ASU Admission Services](#).

### **Application Timeline**

All application materials must be received in The Hugh Downs School by January 5th to be considered for Fall admission. Allow time for administrative processing (4-6 weeks recommended). Please be sure to request letters of recommendation in advance, giving recommenders plenty of notice to send letters (directly to [PHDCOMAPP@asu.edu](mailto:PHDCOMAPP@asu.edu)) by our January deadline, while respecting their December holidays/vacations. Responsibility for meeting the deadline is solely that of the applicant. Incomplete files will not be considered.

After the deadline, the program's Admissions Committee reviews all complete applications and selects students based on their qualifications. The committee's recommendations are then submitted to ASU's Graduate Admission Services for final decision. Students will be informed about the status of their application through the MyASU portal. The program staff cannot release information regarding admission decisions. Typically, decisions are made (and applicants are notified) about both acceptance and funding in February/March. Applicants should note that the number of funded admissions will be small (approximately 8 to 10) relative to the number of completed applications (sometimes close to 100). Meeting the minimum requirements, therefore, does not guarantee admission or funding. Students who apply to the doctoral program while completing a master's (or other) degree can be admitted provisionally. The conditional admission requires the student to complete the unfinished degree (i.e., M.A. or other) within one year of entering the Ph.D. program. Final transcripts must be sent to Graduate Admission Services by the end of the student's first year in the program. Failure to do so may result in removal from the program.

### **Campus Visit**

The Hugh Downs School of Human Communication hosts a welcome visit for newly accepted and funded students. At "Welcome Weekend" (typically held in February/March), guests get a glimpse of life in our department. Visitors have multiple opportunities to talk with faculty and current students in the program. Visitors are also invited to see what it's like to teach an undergraduate class and attend a doctoral seminar in our School.

## Tuition and Financial Support

### Tuition and Fees

Tuition is set by ASU and the Arizona Board of Regents each year. [View the general tuition and fees schedule](#), or calculate a more specific estimate of charges using the [ASU Tuition Estimator](#). Most online courses carry mandatory fees in addition to the tuition and other university fees.

If tuition is not paid by the applicable tuition due date, or financial aid is not awarded and accepted by the due date, you will be automatically enrolled in the [ASU payment plan](#) and charged a nonrefundable enrollment fee.

### Graduate Assistantships

The Teaching Assistant role is an important one to the ASU community. It provides graduate students with professional development opportunities that are unique to academia while also supporting the University's teaching, research, and service missions. All Teaching Assistants must adhere to the policies and procedures set by the Graduate College [TA/RA Policies and Procedures Handbook](#) and must complete [Graduate Assistant Training](#).

Graduate assistantships for doctoral students include a stipend for the academic year, tuition waiver, and student health insurance (for up to four years). Additional teaching opportunities in the summer are also available. Students receiving assistantships must complete at least six non-audit credits each semester and maintain a minimum 3.0 average to remain eligible for support. All Graduate Assistants are required to devote 20 hours a week to the program in exchange for the assistantship. A continuing appointment each semester (maximum total four years of funding) is contingent upon favorable evaluation of teaching performance and adequate progress toward degree milestones.

### Financial Assistance

Financial assistance is available through a variety of sources; several are listed below.

#### *Financial Aid*

Traditional financial aid (loans and grants) are available. Visit the [Financial Aid website](#) for more information.

#### *Hugh Downs School Fellowships and Awards*

The Hugh Down School of Human Communication offers several competitive fellowship and scholarship opportunities for students. Information about these opportunities can be found on the [program website](#). Details on how to apply are also sent via email each year. Opportunities available include:

- Christine Duff Muldoon Communication Fellowship
- Dessie E. Larsen Graduate Fellowship in Performance Studies
- Jeanne Lind Herberger Fellowship in Communication
- Daniel C. Brouwer Scholarship Award for Mentoring Excellence

- Judith N. Martin Intercultural Communication Scholarship

### ***Graduate College Fellowships and Awards***

The Graduate College offers a number of competitive fellowships and awards to graduate students at ASU. Information about fellowship opportunities can be found on the [Graduate College website](#). Opportunities available include:

- Graduate College University Grant
- Completion Fellowship
- Travel Awards

### ***National Fellowships and Awards***

ASU's Distinguished Graduate Fellowships Office helps graduate students and postdoctoral researchers compete for widely-recognized distinguished fellowships and awards. For more information, visit their [website](#). Additionally, you can explore [ASU's ONSA database](#) to locate scholarships and programs for which you may qualify.

### ***Travel Funds***

Each academic year, the Hugh Downs School of Human Communication provides funds for doctoral students participating in or presenting their work at refereed national or international conferences. Doctoral students in general are eligible for funding to one or two refereed conferences per fiscal year.

## **Advising**

### **First-year Temporary Advisor**

All entering students are assigned a temporary advisor, with whom the student will be in contact regularly, meeting in-person at least once each semester. After the first year, students are expected to identify a principal advisor who will serve as Chair of the Supervisory Committee for the student. Until the primary advisor is designated, the student will continue to work with their temporary advisor to review degree progress and discuss their annual review. In addition to working with their assigned temporary advisor, all entering students will meet as a cohort with the Director of Doctoral Studies (or a designated faculty member) at least once per semester during their first year. These meetings allow students to become oriented to Ph.D. studies and the Hugh Downs School, learn from one another, gain tips from current graduate students, and learn about the research interests of members of the Graduate Faculty in Communication.

### **Supervisory and Dissertation Committees**

The purpose of the Supervisory Committee is to guide the student through the completion of the Plan of Study and the Comprehensive Examinations. Members of the Supervisory Committee typically, but not necessarily, serve as members of the Dissertation Committee. Graduate faculty eligible to chair/co-chair dissertation committees are listed at the end of this handbook.



The Supervisory Committee consists of at least three ASU Graduate College approved faculty members. At least two Supervisory Committee members must be tenured or tenure-track faculty in the Hugh Downs School of Human Communication (HDSHC). At least one Supervisory Committee member must not be faculty in the HDSHC (for example, this member could be a member of the Graduate Faculty in Communication [GFC]). The chair of the Supervisory Committee, or at least one of the co-chairs, must be a HDSHC tenured or tenure-track faculty member. Chairs (or Co-Chairs) serve as the student's principal advisor and must be endorsed by the Graduate College (for more information, see [Graduate College website](#)). To obtain approval for a supervisory committee member who is not a member of the GFC, students, in consultation with their committee chair or co-chairs, should submit the required form to the Director of Doctoral Studies for review and recommendation by the Executive Committee of the GFC.

## Curriculum

### Degree Requirements

The Ph.D. program consists of coursework, independent research, comprehensive exams, and dissertation. Students develop an individualized program of study based upon their professional interests and goals. Coursework provides the student with core theoretical foundations for the study of human communication, command of relevant analytical research methods, and familiarity with research and application in a variety of content areas. Through both coursework and independent research, students obtain a variety of experiences that will lead up to and prepare them for the dissertation. In the dissertation, students demonstrate their competency in conducting independent research that contributes new knowledge and insights to the study of human communication.

For students who have completed only the bachelor's degree prior to admission, a minimum of 96 hours of graduate work is required, with the last 66 hours duplicating the requirements for those students admitted with a master's degree. The initial 30 credits for students admitted with only a bachelor's degree should be determined in consultation with the student's advisor and should be approved by the Director of the Ph.D. Program. If the student has completed an appropriate master's degree, coursework for a typical doctoral program of study would be distributed as follows:

|  |                 |
|--|-----------------|
| Required Core (COM 604 & choose <b>two</b> of: COM 607, 608, or 609):  | 9 hours         |
| Other Requirements (COM 691 Seminars):                                 | 24 hours        |
| Electives (including at least 6 cr. courses outside of Communication): | 15 hours        |
| Research (COM 792; including Apprenticeship & Prof. Dev. Forum):       | 6 hours         |
| Dissertation (COM 799):  | <u>12 hours</u> |
|  | <b>66 hours</b> |

A required core sequence of a theory and methodology courses will be taken early in each student's program. All students entering the program must take (in their first semester):

- COM 604: Theory Construction in Communication.

To complete the core, all students must also take **at least two** of the following methodology courses:

- COM 607: Contemporary Rhetorical Methods
- COM 608: Multivariate Statistical Analysis of Data in Communication
- COM 609: Advanced Qualitative Research Methods in Communication

Students are encouraged to take multiple methods courses and must demonstrate proficiency in those research methods (statistics, computer languages, content analysis methods, foreign language, participant observation, and so on) which, in the judgment of the Supervisory Committee, are necessary to conduct the student's dissertation research. Research methods training can be augmented with specialized one-unit modules (COM 692) and introductory classes (e.g., COM 508: Quantitative Research Methods in Communication). These additional courses can count on the program of study towards the required number of Elective credits.

Students typically take six to nine credit hours each semester (with a class occasionally offered in the summer) until they have fulfilled required course work. A student may petition for waiver or substitution of one or more course(s) based upon previous course work. Approval of substitution does not decrease the minimum hours required for the program of study, but does permit increased opportunities for strengthening areas of concentration or research tools.

All students must complete 18 credits of COM 792 Research and COM 799 Dissertation combined, including 12 mandatory credits of COM 799 and at least 6 credits of COM 792. Students are required to take COM 792 Professional Development Forum (1 credit) and COM 792 Apprenticeship (2 credits). In this latter case, students work closely with one of our graduate faculty in designing and assisting in the execution of a doctoral seminar or a mix of various academic symposia, community workshops, organizational trainings, or other non-research professional development activities in which the student has opportunity to gain insight and experience into the process of facilitating high-level understanding and/or skill development. Students will work with their advisor to select opportunities that best meet their career goals. Students can enroll in Apprenticeship credits after completing 39 credit hours (excluding any COM 792 credits). Petitions for earlier completion of the Apprenticeship credits can be made by students, with the support of their supervisory committee, to be reviewed and approved by the Director of Doctoral Studies. The remaining 3 credits of COM 792 (Research) are independent study under the supervision of a faculty member. These can be used to prepare for comprehensive exams, prepare the dissertation prospectus, conduct a literature review of a specific topic relevant to the dissertation, conduct research relevant to the dissertation (e.g., pilot study), and other independent work agreed between the student and advisor.



Students must maintain a 3.0 overall grade point average during their Ph.D. course of study. The University requires a minimum GPA of 3.0 to graduate from any graduate program. A maximum of two incompletes at the end of the second semester is allowed. No grades lower than a B- may appear on a Ph.D. student's plan of study. Grades of B- will be permitted only in non-core classes, but grades of C+ or lower are not permitted. In all core classes (COM 604, COM 607, COM 608, & COM 609), Ph.D. students must achieve a grade of at least a B. Students who do not maintain these standards will face "conditions of deficient progress" described below.

### **Master's in Passing**

For students admitted with only a bachelor's degree, we have a master's in passing. To receive the M.A. in passing, students must complete a ten-hour written qualifying exam (as well as an oral defense of the same). The written and oral exam must take place in the semester after completing (or during the semester in which the student completes) 24 credits of graduate work with an average grade of B or higher. Master's in passing students must take 30 graduate credits, including at least 12 graduate credits in COM. Additional information on the master's in passing can be obtained by contacting the [program via email](#).

### **Plan of Study**

A proposed plan of study for the degree will be developed by the student with the direct guidance of the principal advisor and the student's Supervisory Committee. Students must have their Interactive Plan of Study (iPOS) approved before they can enroll in their 5th full (i.e. fall or spring) semester. The plan of study is submitted online via the student's MyASU page.

The program is 66 credits for the Ph.D. coursework beyond the M.A. degree (96 total credit hours). Forty-eight credits are devoted to core and content classes. The breakdown is typically: 9 credits of core required courses (all of which must be taken at the ASU Tempe Campus), 39 credits consist of content courses (including no more than 12 credits of research methods total).

At least 33 of the 48 credits required for the degree must be at the 600 or 700 level and no more than 6 of these 48 credits may be transferred. A maximum of 15 credits can be at the 500-level. No course work at the 400 level or below at Arizona State University or equivalent level elsewhere may be included on the student's plan of study. Courses with grades of "D", "E", or "W", and audited courses (graded as "X") cannot be included on the iPOS. Courses applied to a previously awarded degree cannot be included on the iPOS. Three 1-unit COM 692 module classes may substitute one 3-unit COM 691 seminar. This can only be done once in a student's program (petition is required on the iPOS). Students may request permission to enroll in COM 690 (Reading and Conference), working individually with a faculty member on a specific topic of interest, allowing them to study targeted areas of Communication with various faculty members. COM 690 credits count towards Elective credits in the iPOS. Independent Study/Reading and Conference hours taken outside of Communication may NOT count toward the 6 credits of "outside courses" requirement on the program of study, unless approved by the Supervisory Committee and Director of Doctoral Studies. They may serve as Elective hours. No credit for the dissertation (COM 799) can be taken prior to passing both written and oral

comprehensive exams. No more (and no less) than 12 hours on a program of study shall consist of dissertation (COM 799) credits.

### **Competence in Research Methods**

In addition to taking two out of the three core methods courses—COM 607, 608, or 609—students are encouraged to develop competency in at least one research methodology. The research methods courses listed below emphasize methods that are applicable in all areas of concentration. One-unit method modules may also be offered on special topics related to research, methods, or data analysis. Other research methodologies or tools may be appropriate; e.g., in the intercultural communication area, skill in one or more foreign languages might be critical. The following are representative of additional research methods courses which might be appropriate:

- ASB 540 Method and Theory of Sociocultural Anthropology and Archaeology
- ASB 541 Method and Theory of Social and Cultural Anthropology
- COE 502 Introduction to Data Analysis
- COM 507 Qualitative Research Methods in Communication
- COM 508 Quantitative Research Methods in Communication
- JUS 521 Qualitative Data Analysis and Evaluation
- PAF 600 Research Design and Methods
- PSY 555 Experimental and Quasi-experimental Designs for Research

### **Comprehensive Examinations**

#### ***Comprehensive Examination Guidelines***

Before students can begin the dissertation process, including the dissertation proposal defense, they must pass a doctoral comprehensive examination. The comprehensive exam is viewed as a primary milestone in the students' program of study that demonstrates their knowledge of the discipline as well as their potential for conducting high-quality, doctoral-level research.

The comprehensive exam consists of a written component followed by an oral examination. The written component consists of a set of culminating experiences designed through a collaborative student-faculty process. Students and their committee will work together to create an exam tailored to the student's area(s) of specialization, their research plans, and their career goals and objectives. The exam should be built upon the goals and objectives of our exam process (see below), and it should take into account the student's learning style and future career path. Several models have been developed to serve as examples for the exam. In practice, each student will meet with the Chair of their committee to review the models and determine which model, combination of models, or elaboration on the models, would best 'fit' and serve the needs of their research and academic emphases and espoused goals.

Students are required to register for at least one semester hour of credit that appears on the plan of study or one hour of other appropriate graduate-level credit during the semester in which they take their comprehensive examinations. No dissertation hours (COM 799) may be taken prior to passing both the written and oral comprehensive exams.

Students will orally defend their comprehensive exams for their supervisory committee. A majority of the votes cast by the members of the Supervisory Committee is necessary to “Pass.” The decision of the committee will be forwarded to the Graduate College.

### ***Goals and Objectives of Comprehensive Examination Process***

#### **Meta-Level Goals**

1. Serve as a culminating experience for students' time in the program and a bridge to their career trajectory.
2. Cultivate an interdisciplinary approach to communication research.
3. Provide a sense of accomplishment for students.
4. Allow students to demonstrate readiness for dissertation work.
5. Contribute to maintaining the high quality of our program.

#### **Objectives**

1. Help students situate themselves theoretically in the field of human communication.
2. Help students integrate and synthesize knowledge in the field.
3. Provide students opportunity to claim expertise in a general area of study and a specific focus of research.
4. Provide students opportunity to demonstrate familiarity with an overall research paradigm(s) and specific methodologies.
5. Provide opportunity for students to articulate knowledge that is expected of a communication scholar.
6. Help students prepare for a variety of presentational & interactive situations (interviews, teaching, presentations, etc.).
7. Prepare students to transition to their dissertation work.

### ***Comprehensive Examination Procedures***

The following procedures should guide the exam process:

1. Students should have the consent of their chair(s) to be eligible to complete the comprehensive exam experience. Students can only take their comprehensive exam after completing at least 39 credit hours (including all required core coursework). Petitions for earlier completion of the comprehensive exam can be made by students, with the support of their supervisory committee, to be reviewed and approved by the Director of Doctoral Studies. See the [Graduate College Policies and Procedures Handbook](#) for more specific information about administrative requirements associated with the exam process.
2. The responsibility for initiating the comprehensive examination process lies with the doctoral student. Students must inform their committee chair of their intent to complete their comprehensive exam and set up meetings to discuss the set of culminating experiences that will constitute the exam.
3. Students and their exam committees reserve the right to pursue exam processes of their choosing (and must come to a negotiated agreement). Those processes should clearly demonstrate that the student and committee have taken an active role in

determining these processes, and that these processes generate learning products that meet the metalevel goals and objectives of the comprehensive exam process.

4. Prior to the start of the exam process, the exam committee and student should carefully discuss metalevel goals and objectives and how they will be interpreted when evaluating the product(s) produced by the comprehensive exam. Upon student submission of the written portion of the exam, if a committee member(s) believes one or more of the responses does not meet expectations, they may provide guidance to the student so the student can generate further evidence and/or revisions that satisfy the guidelines, before the student progresses to the oral examination. It is suggested that the written portion of the exam will take no longer than 16 weeks with the oral portion of the exam to follow.
5. Exams will be administered by the School and the resulting products submitted to the Graduate Program Administrator or a designated appointee.

### **Dissertation Prospectus (Proposal)**

The dissertation will consist of a fully documented written analysis of a problem which extends the knowledge and/or theoretical framework of the field, and reflects the student's creativity and competence in independent, interdisciplinary research using an appropriate research methodology. Prior to conducting the research for the dissertation, each student must submit a dissertation prospectus that is defended orally and approved by the student's Supervisory/Dissertation Committee.

This proposal is designed to assess a student's plans and abilities to carry out a doctoral-level research project, and to ensure that the committee members and Chair are made aware of the student's research plan and area of study for the dissertation project. The proposal should cover the following areas:

- Introduction to the study
- Rationale for the study — where it fits in the existing field or discipline
- Theoretical framework to contextualize the study
- Review of pertinent literature
- Detailed methodological and analytical procedures
- Setting and frame of the study
- Possible limitations
- Intentions and possible implications for the study

An oral defense of the prospectus will be scheduled in consultation with the doctoral student and committee members. The oral defense of the proposal will be a closed event, open only to members of the doctoral student's committee. Once the oral defense has been completed and approved by the committee in closed discussions, the student will be admitted to candidacy.

### **Candidacy**

Doctoral students achieve candidacy status in a letter from the Graduate College upon:

- Passing the comprehensive exams, and
- Successfully defending the dissertation prospectus.

Prior to admission to candidacy, it is expected that the student will have completed a mixture of academic experiences, including formal course work, participation in doctoral seminars, research with faculty, and independent research, that are related to the topic of the dissertation and lead up to the dissertation. [View the official candidacy policy here.](#)

### **Data/Analysis Meeting**

A Data/Analysis meeting must be scheduled with the Supervisory Committee at some point between the prospectus and dissertation defenses (as determined by the advisor). Students are to submit a draft of their data and analyses in a format acceptable to the committee (e.g., a draft of results chapter, preliminary analysis tables). The purpose of the meeting is to discuss and gain approval of the data and/or analyses by the Supervisory Committee before students complete their dissertation.

### **Dissertation**

#### ***Dissertation Standards***

The writing of the dissertation must conform to standards established by the [ASU Graduate College Format Manual](#). The Format Manual must be used to prepare the dissertation and supersedes a style guide if the two conflict. To assist students with formatting their dissertation, the Graduate College provides a formatting tool called the Format Wizard. This formatting tool is designed to help with the basic format requirements such as pagination, margins, and spacing, and can greatly streamline the format review process for students.

#### ***Dissertation Defense***

When the dissertation is completed to the satisfaction of the Dissertation Committee, it is submitted for format approval to the Graduate College. Following format approval, an oral defense of the dissertation is scheduled by the student in accordance with Graduate College procedures (via MyASU, no less than 2 weeks in advance of the defense date). The oral examination is public and conducted by the Dissertation Committee; a majority of the votes cast by the members of the Supervisory Committee is necessary to “Pass.” The decision of the committee will be forwarded to the Graduate College.

If the committee’s decision is “pass with revisions,” the student is required to make any corrections or alterations in the final product which are recommended by the Committee, and it is the responsibility of the student’s advisor to ensure that all changes are completed.

A student taking the final oral examination in defense of the dissertation must be registered for a minimum of one COM 799 dissertation credit during the semester or summer session in which the defense is administered. A student must also be registered for a minimum of one credit of COM 799 during the semester in which they are graduating.

Finally, if a student’s dissertation is to be submitted for publication, the guidelines developed by the Ethics Committee of the American Psychological Association provides suggestions that can

be followed in deciding on the appropriate credit to give the advisor or other members of the committee with respect to authorship (see current APA manual for details).

## **Graduation**

Students must be registered for a minimum of one credit during all phases of their graduate education, including the term in which they officially graduate. The graduation application and fee are required through the University Registrar's Office. To avoid paying a late fee, the [application for graduation](#) should be submitted no later than the specified deadlines for each term (October 1st for Fall graduation, February 15th for Spring graduation, and June 15th for Summer graduation). Students must meet all University and Graduate College degree requirements prior to the conferral of their degree.

## **Areas of Emphasis**

### **Health Communication**

Health Communication is a vibrant and important field of study concerned with the ways in which humans communicate in social and mediated contexts to advance health care delivery and health promotion. Health communication is conceptualized as the central source for exploration, delivery, and practice of communication messages and seeks to advance cultural processes that develop healthy individuals, relationships, communities, and global populations.

Our approach to Health Communication adopts a translational and transdisciplinary perspective supporting research practice that is community-engaged, globally sustainable, and culturally innovative in offering solutions to the dilemmas and complexities in promoting quality health care for all. Our faculty is engaged in a wide range of research, teaching, and service opportunities that reflect the role of communication in advancing population health care and public health domains.

Through our varied approaches, we produce a variety of important research products and practical outcomes, including scholarly articles and books, public performances, and transformative practices. Our faculty have already established a solid record of funded research and have amassed an impressive track record of published articles and books on health communication topics.

Examples of Health Communication COM 691 seminar topics:

- Health Communication Campaigns
- Survey of Health Communication
- Health Disparities
- Designing Health Interventions
- Culture, Communication, and Health
- Community-based Participatory Research

## Interpersonal Communication

Interpersonal communication involves the study of verbal and nonverbal messages in dyadic interaction. We explore the various ways that communication functions in both social and personal relationships along a range of topics, including affection, competition, conflict, dating, emotion, health, and maintenance in such relational contexts as marriage, friendship, initial interaction and family relationships.

The Interpersonal Communication Faculty in the Hugh Downs School are experts in a variety of approaches to the study of relationships, including quantitative, qualitative, ethnographic and experimental. The School has a communication sciences laboratory equipped for individual, dyadic and small group interaction, video and audio recording and physiological measurement. Important research issues in this concentration include:

- Communication strategies to escalate, maintain, and de-escalate relationships;
- Various ways to manage interpersonal conflict and outcomes associated with conflict management behavior;
- Relational implications of nonverbal messages, including intimacy, attachment, dominance, and deception;
- The manner in which emotion (e.g., jealousy) is expressed through communication;
- How people pursue and achieve their desired goals through communication;
- Identity management and self-presentation styles;
- Social influence strategies and outcomes;
- Developing software tools to facilitate dyadic communication analysis;
- How friends and family members deal with problematic issues; and
- Various communication factors that lead to success in the classroom.

Examples of Interpersonal Communication COM 691 seminar topics:

- Interpersonal Conflict Theory
- Communication, Conflict, and Negotiations
- The Dark Side of Interpersonal Communication
- Emotion and Communication
- Health Communication
- Survey of Interpersonal Communication
- Negotiating Work and Family in the 21st Century
- Nonverbal Communication
- Persuasion and Social Influence
- Relational Communication
- Sex, Communication, and Relating
- Workplace Conflict and Bullying

In addition to Interpersonal Communication seminars (COM 691), recommended courses outside the department may include, but not be limited to, the following:

- EDP 513 Child Development
- EDP 530 Theoretical Issues and Research in Human Development
- EDP 550 Introduction to Measurement in Education



EDP 552 Multiple Regression and Correlation Methods  
 EDP 554 Analysis-of-Variance Methods  
 EDP 651 Methods and Practices of Qualitative Research  
 FAS 598 Conflict Resolution  
 FAS 530 Introduction to Marriage and Family Therapy  
 FAS 536 Dysfunctional Marriage/Family Relationships  
 FAS 537 Interpersonal Relationships  
 GRN 530 Multidisciplinary Approaches to Gerontology  
 JUS 691 Family, Work and Justice  
 PSY 531 Multiple Regression in Psych Research  
 PSY 533 Structural Equation Modeling  
 PSY 542 Social Development  
 PSY 550/551 Advanced Social Psychology  
 PSY 553 Social Influence  
 SOC 515 Studies of the Family  
 SOC 585 Development of Sociology  
 SOC 586 Contemporary Sociological Theory

### **Intercultural Communication**

Intercultural Communication focuses on the theoretical and conceptual relationships between culture and communication and involves the study across cultural and intercultural contexts of verbal and nonverbal messages, the dynamics of human interaction, the challenges of intercultural transitions, and the intricacies of intercultural relationships. Intercultural scholars explore how communication impacts and how it is influenced by factors such as identity, communication style, peace and conflict, historical memories, and religion. The focus is on both domestic and international contexts.

Important research issues in this concentration include:

- Negotiation of cultural identity issues within and between ethnic groups;
- Dynamics of intercultural conflict in international and domestic settings;
- Culturally and intercultural appropriate problem-solving and decision-making methodologies;
- The relationship between language, speaking and culture;
- The dynamics of cross cultural adaptation;
- The creation and maintenance of cultural meanings; and
- The maintenance of power and privilege through language.

In addition to Intercultural Communication seminars (COM 691), possible courses of relevance in this area include, but are not limited to, the following:

ASB 591 Seminar: Cultural Anthropology  
 ASB 591 Seminar: Culture and Personality  
 ASB 591 Seminar: Language and Culture  
 ASB 591 Seminar: Linguistics  
 FLA 515 Second Language Acquisition



SLC 598 Society and Culture in Modern Europe  
 MGT 559 International Management  
 MGT 791 Short (1 credit hour) modules on various topics  
 MKT 591 International Marketing  
 PSY 550 Advanced Social Psychology  
 PSY 553 Social Influence  
 PSY 591 Current Topics in Social Psychology  
 SWG 501 Human Behavior in the Social Environment

### **Organizational Communication**

The Hugh Downs School's organizational communication area offers a combination of strengths focused on the interface between the narrative study of discourse and the analytic study of talk. The faculty's varied expertise in ethnography, development of specialized research settings for ubiquitous study of communication, and continuing innovations in technology for qualitative and quantitative research offer students an unparalleled learning experience.

Organizational Communication focuses on the conditions, impacts, and implications of communicative processes and systems for both public and private sector organizations. Organizations are primary sites of meaning-making, identity formation, knowledge production, security, health and wellness, and democracy in contemporary society. Because organizations are increasingly complex, our organizational communication area adopts a multi-perspective dynamic approach to the study of organizational life. Important research issues in this concentration include:

- Wellness and emotion in organizations, which include issues of emotion labor, burnout, stress, workplace bullying and work-life issues.
- Organizational Knowing, which includes the development of discourse analysis procedures, concept network mapping procedures, validation studies, communication-based reconceptualization of knowledge, and theory development (an interdisciplinary study team supported by multiple grants is at work on these issues at ASU);
- Identity, Identification, and Positioning, which includes studies of the discursive constitution of identity and resistance, emotion work and emotion regulation in organizations, identity and positioning in discourse, and identification in communication networks;
- Organizational Communication Theory Analyses, which includes work on the "paradigm wars," structuration theory, feminist and poststructuralist perspectives, and the communicative constitution of organizations; and
- Managerial Communication, with a critical as well as functional focus, and with special emphases on the impact of communication technology, communication network and formal structure formation, and management of organizational culture change.

In addition to the core “organizational readings” graduate course, our faculty offers an innovative selection of organizational communication graduate seminars. Recent seminars include:

- Structuration Theory and Research
- Identity in Organizations
- Emotions in Organizations: Communication, Control & Commodification of Work Feeling
- Communicative Constitution of Organizations
- Organizational Socialization
- Organizing Health
- Workplace Conflict and Bullying

In addition to Organizational Communication seminars (COM 691), possible courses that may be listed on a plan of study in this area include, but are not limited to, the following:

- MGT 502 Organization Theory and Behavior
- PAF 508 Organization Behavior
- PAF 521 Organization Theory
- PAF 529 Organization Change and Development
- PAF 550 Information Management
- PAF 603 Organization and Behavior in the Public Sector

### **Performance Studies**

Performance Studies focuses on activism and advocacy through performance with special emphasis on contemporary issues related to diversity, justice, sexuality, health and other social and cultural concerns. The graduate program in performance studies emphasizes creative and embodied scholarship geared toward enacting social change. Graduate students in performance studies are encouraged to engage in human communication research and creative scholarship that addresses social/cultural issues of identity, and to explore performance as an efficacious, aesthetic, social, and cultural act. Students may apply to adapt, direct, and compose public performances and/or participate in outreach activities in the Phoenix metro area or the School’s “Empty Space Theatre.” Current research and performance interests of faculty include:

- Advocating performative writing as scholarship;
- Audience-interactive community performance forms;
- Performance as persuasive argument;
- Performance and technology;
- Performance ethnography;
- Racial and ethnic survivor narratives;
- African-American feminist and womanist studies of discourse;
- Performance communication for and about incarcerated women;
- Bodies as textual knowledge; and
- Spaces of performative resistance.

The interdisciplinary nature of the program allows students to complement course work with other communication areas as well as courses in theatre, dance, justice and social inquiry,

American Indian studies, African American studies, Chicana and Chicano studies, Asian Pacific American studies, literary studies, and studies related to women and gender.

In addition to Performance Studies seminars (COM 691), possible courses of relevance in this area include, but are not limited to, the following:

- ENG 560 Studies in Dramatic Forms
- REL 591 Collective Memory
- THE 598 Creative Process
- THP 502 Performance: Aesthetics of Theatre Art
- THP 503 Performance: The Ensemble
- THP 598 Storytelling

### **Rhetoric and Public Communication**

The graduate program in Rhetoric and Public Communication at ASU focuses on understanding issues at the social level, including popular culture, social movements, and political communication. The area of Rhetoric emphasizes critical, historical and theoretical study of public communication, including U.S. public address, rhetorical criticism, argumentation, rhetorical theory, cultural theory, feminist rhetoric and popular culture. The courses focus on understanding how various public discourses shape culture and politics across many cultural communities. Important research issues in this concentration include:

- Construction & deconstruction of gender, race, ethnicity, & sexual orientation;
- Representation of marginalized groups in public discourse;
- Pragmatics of legal and political argument; and
- Discursive formation of subjectivity and personal identity.

The interdisciplinary nature of the Ph.D. program encourages students to pursue coursework in English, Political Science, Justice Studies, Women's Studies, Humanities, Religious Studies, History, Chicano/a Studies, African American Studies, Sustainability, and others. In addition to Rhetoric and Public Communication seminars (COM 691), courses that have content of possible interest to rhetorical scholars include, but are not limited to, the following:

- ENG 502 Contemporary Critical Theory
- ENG 517 Contemporary Rhetorical Theory
- ENG 530 Classical Rhetoric and Written Composition
- ENG 531 Rhetorical Theory and Literary Criticism
- LIN 510 English Linguistics
- LIN 591 Language Play
- PHI 591 Seminar on J. L. Austin

### **Research Collaboratives**

Our faculty are well known for their cutting-edge methodologies and innovative research, and they have developed transdisciplinary strategic research collaboratives to address the most pressing global communication issues of our time. Faculty and doctoral students are invited to

join and participate in any of our research collaboratives to connect with like-minded scholars and collaborate on research projects. Brief overviews of each research collaborative are included below, as well as hyperlinks to their website for more information.

### **Health Communication Initiative (HCI)**

The [Health Communication Initiative \(HCI\)](#) collaborates to inspire the health and wellness of individuals and communities through innovative communication research and advocacy. Our mission considers the complexities of health in an increasingly global world and provides guidance and locally-specific solutions that advocate for healthy individuals and societies.

### **The Transformation Project**

The [Transformation Project](#) focuses on communicatively transforming lives and relationships at all levels of human interaction. We are a consortium of faculty, students, and community members who seek to discover and promote creative change processes that encourage healthy communication patterns, collaborative group behavior, and equitable forms of social organization. Our work centers on harnessing the energy and urgency inherent in problematic situations and directing it toward empowering individuals, nurturing relationships, enriching organizations, and cultivating community.

### **Intersections of Civil, Critical, and Creative Communication (I-4C)**

The [I-4C Collective](#) mobilizes resources from rhetoric, performance, and critical-cultural studies to explore the intersections of civil, critical, and creative communication. Through our collaborations, faculty members and graduate students generate research that illuminates our understanding of the human experience in its cultural, contextual, and sociopolitical dimensions. We strive to create knowledge by engaging with communities and catalyzing social change through innovative and critical research methods of inquiry and presentation.

### **Center for Strategic Communication (CSC)**

The [Center for Strategic Communication \(CSC\)](#) promotes advanced research, teaching and public discussions of the role of strategic communication in the public sector. As approached by the CSC, strategic communication is the production, transmission and exchange of messages (communication) in the service of an organization's specific goals (strategic). The CSC's focus has been on countering violent extremism, promoting national security, and successfully engaging in public diplomacy worldwide. The Center is composed of a multidisciplinary group of scholars at ASU and partner institutions.

### **Intercultural Communication and Global Engagement Interest Group (ICGlobal)**

The [Intercultural Communication and Global Engagement Interest Group \(ICGlobal\)](#) promotes communication research, teaching, and practice that advance knowledge and competencies for living and working in our increasingly diverse and connected world. We are dedicated to achieving our mission by creating a sense of identity and community among those who work in the intercultural/global arena (across all the content areas of communication and HDSHC research initiatives); providing a conversation space for those who focus on culture and

communication; encouraging collaboration among faculty and students with interests in culture and communication; and supporting teaching and research that utilizes an intercultural/global perspective.

## **Student Responsibilities**

### **Graduate College Policies and Procedures**

Graduate students are responsible for familiarizing themselves with all university and [graduate policies and procedures](#). Each student should also communicate directly with their academic unit to be clear on its expectations for program completion. Information is provided to students via My ASU. Students should frequently check their My ASU page for the most up-to-date information regarding their status, holds, items to attend to, and other important information.

The Graduate College establishes policies that are consistent for all graduate students throughout the university. These policies include, but are not limited to:

- Maintaining continuous enrollment
- Completion of the interactive Plan of Study
- Maximum time limit for completing degrees
- Preadmission credit
- Academic progress
- Graduate degree requirements

Students are responsible for understanding the policies set by the Graduate College. Complete policies and procedures for graduate students can be found on the [Graduate College website](#).

### **ASU's Policy on Discrimination, Harassment, & Retaliation**

ASU is committed to providing an environment free of discrimination, harassment or retaliation for the entire university community. ASU expressly prohibits discrimination, harassment and retaliation by employees, students, contractors or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity and genetic information. Please click the following link for more information on [ASU's policy on discrimination, harassment, and retaliation](#).

### **Title IX**

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary,

or both. Contact [titleixcoordinator@asu.edu](mailto:titleixcoordinator@asu.edu) or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to [www.asu.edu/reportit/](http://www.asu.edu/reportit/).

### **Academic Integrity**

All graduate students admitted to the doctoral program are subject to University standards of academic honesty, integrity, and professionalism in their relations with undergraduate students, graduate student peers, staff, and faculty. Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. ASU students and faculty are expected to act with integrity in their educational pursuits. The ASU student [Academic Integrity Policy](#) lists violations in detail. These violations fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignment
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding academic integrity policy violations and inappropriately collaborating
- Falsifying academic records

In addition to and overlapping with these five general areas, there are general rules for conducting responsible research. To learn more, review ASU's [misconduct in research](#) policy. Because doctoral students are placed in positions of dealing with the public, they must also demonstrate the requisite qualifications for successful professional performance, including sound interpersonal skills, communication skills, and appropriate, civil conduct in professional and research environments. Students who violate University standards of academic honesty, integrity, and professionalism are potentially liable to be recommended for dismissal from the program.

### **Student Code of Conduct**

The Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions in order to promote their own personal development, to protect the university community, and to maintain order and stability on campus. All students are expected to adhere to the [ABOR Student Code of Conduct](#).

### **Registration and Continuous Enrollment Requirements**

Once admitted to the program, students must be registered for a minimum of one graduate-level credit hour during all phases of their graduate education, including the term in which they graduate. Registration every fall semester and spring semester is required. Summer registration is required for summer TAs as well as students taking comprehensive exams, defending their prospectus, defending their dissertation, or graduating from the degree program in the summer.

Graduate students may register through MyASU after they are assigned an enrollment appointment date. Details regarding registration and course drop/add procedures are provided in the [Registration and Tuition Payment Guide](#).

Students planning to discontinue registration for a semester must submit a Leave of Absence/Enrollment Exception petition via their iPOS. This request must be submitted and approved before the anticipated semester of non-registration. Students may request leave of absence for a maximum of two semesters during their entire program. Students who do not register for a fall or spring semester without formal approval will be dismissed from the university under the assumption that they have decided to discontinue their program. Students removed for this reason may reapply for admission to resume their degree program; the application will be considered along with all other new applications to the degree program.

There are sometimes circumstances when students may need to withdraw from the university (i.e. medical withdrawal, compassionate leave). The [policies](#) for such withdrawals are the same for both undergraduate and graduate students.

### **Satisfactory Academic Progress**

Graduate students must maintain a minimum 3.00 (scale is 4.00 = "A") grade point average (GPA) to maintain satisfactory academic progress and graduate. The minimum 3.00 GPA must be maintained on all GPAs (Plan of Study (iPOS) GPA, Overall Graduate GPA, and Cumulative GPA). No grades lower than a B- may appear on a Ph.D. student's Plan of Study (see "Plan of Study" section on page 12). Grades of B- will be permitted only in non-core classes. In some graduate courses, it is appropriate to receive a grade of "Y" (Satisfactory/Pass) or "Z" (Course in progress). Courses with an "I" (Incomplete) grade cannot appear on the plan of study. Persistent "W" (Withdrawal) and "I" grades during multiple semesters on a plan of study or transcript may reflect lack of academic progress. There is a formal process for any student wishing to [appeal](#) a grade (see below). The faculty expect doctoral students to be available on campus during their entire degree program so that they can interact with faculty and fellow students on a regular basis. It is expected that students will complete the program in four years.

### **Academic Appeal Process**

Specific steps must be followed by any student seeking to appeal a grade. This process does not address academic integrity allegations, faculty misconduct, or discrimination. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless of whether the student is enrolled at the university. There are two stages to the [Academic Grievance Process](#), the informal process and the formal process.

### **Student Email and Communication**

Email is a primary form of communication between staff, faculty, and students in the program. Students are expected to check their ASU student email account regularly to ensure timely receipt of information from faculty and staff.



## Annual Progress Review

### Overview

Each year, the Director of Doctoral Studies will review the progress of each student in the program based upon conditions of deficient progress (below) as well as annual report materials submitted by the student and advisor. Based upon information received during the review process, the Director of Doctoral Studies, in consultation with the Executive Committee of Graduate Faculty in Communication (GFC), will make a recommendation regarding the continuation, probation, or dismissal of each student in the program. It is the committee's expectation that this process will benefit students by providing opportunities to:

- Reflect upon the successes of the academic year and record achievements annually.
- Develop and improve their vita annually through faculty input.
- Ensure that the student's current course of study, as reflected by the unofficial transcript, is in alignment with the student's future goals and with program requirements.

### Conditions of Deficient Progress

In addition to following the Graduate College satisfactory progress policies, students must also meet our departmental academic requirements. Students must maintain a 3.0 overall grade point average during their Ph.D. course of study. A maximum of two incompletes at any given time is allowed. No grades lower than a B- may appear on a Ph.D. student's Plan of Study. Grades of B- will be permitted only in non-core classes, but not grades of C+ or lower. In all core classes (COM 604, COM 607, COM 608, & COM 609), Ph.D. students must achieve a grade of at least a B. If students fail to adhere to these requirements, they will be put on academic probation and may be recommended for dismissal from the program.

### Suggested Timeline

Additionally, the following timeline is recognized as the norm for sufficient progress. Students should:

- Select a principal advisor by the time they have earned 18-27 credit hours (e.g., by the end of their first year or beginning of their second year).
- form a supervisory committee by the time they have earned 27-33 credit hours
- finish their doctoral coursework within three years.
- complete comprehensive examinations during the final semester of coursework or the following semester.
- defend their dissertation prospectus by the first semester of their 4th year of study.
- complete or demonstrate significant progress toward dissertation completion by the end of their 4th year in the program.

We recognize that this schedule may not be appropriate in all situations. If students do not adhere to this timeline, they should be in consistent communication with their advisors and the Director of Doctoral Studies about their progress. Deviation from this timeline without



documentation of extenuating circumstances may result in academic probation or recommendation for dismissal from the program.

### Annual Review Process

The annual review process is designed to bring doctoral students and their advisors together to determine whether or not the student is on track to meet their academic and professional goals. The annual progress review process includes the following steps:

1. Each year, the Director of the doctoral program will request yearly progress materials from students (e.g., which may include vita, annual reports, teaching evaluations, or other materials). Progress materials should be sent to the advisor, graduate support staff, and Director of Doctoral Studies. If students do not submit progress materials as requested by the program, they may be put on academic probation.

The Advisor of each student, in consultation with the student's Advisory Committee, will then give a summary appraisal of the development and quality of the student's coursework and overall record. Among the guidelines to be considered by the Advisor are:

- The student's record of coursework completed and grades
- The student's selection of an advisor, formation of an examination committee, and completion of a plan of study
- The student's record of comprehensive examinations
- The student's progress toward completion of prospectus and/or dissertation
- The student's overall participation in research, teaching, and service activities
- Other course requirements or deficiencies as described in this manual

These are to be treated as guidelines only, reasonably adaptable to each student's life contingencies; other information may also be considered. Information about these factors may be obtained from School staff, the Director of Doctoral Studies, and/or the student.

2. The advisor will include a statement about the student's progress, stating in particular whether or not that progress is deficient, and describing the deficiency in question and evidence for it. A deficiency may exist with respect to any of the issues specifically discussed in this manual, and would be a marked departure from required or normative progress or performance, unexplained by the student's life contingencies. The advisor's statement may include additional information and judgments. **Advisors who do not receive annual progress materials from their advisee may, de facto, evaluate that student as deficient.**
3. The advisor may circulate the report for feedback and discussion among the student's committee (if one exists) or to the Director of Doctoral Studies. The advisor should then present the review to the student, and the student will have the right to append a response to the document if they wish.
4. The Director of Doctoral Studies shall schedule a meeting of the Executive Committee. Prior to that meeting, Committee members may review the progress reports of all students. In the

meeting, the Executive Committee will discuss students who are reported as deficient. The committee shall vote whether to confirm judgments of deficiency; if it does not, no action by the School on the student's case shall be taken. The Executive Committee shall also have the power to submit questions about the written review to the Advisor or student.

5. The Director of Doctoral Studies will make annual progress reports available for review by members of the Executive Committee of the Graduate Faculty in Communication. If a student's report and confirmation by the GFC Executive Committee concludes that the student's progress has been deficient, the GFC will discuss the student's case. The GFC may then vote on whether to put the student on Academic Probation.

## **Academic Probation**

### ***Right to Appeal***

If the GFC votes to recommend the student for Academic Probation, the student has the right to appeal that judgment to the Executive Committee of the GFC. If the student chooses to exercise that right, the Director of Doctoral Studies will call a special meeting of the Executive Committee, at which the student may present his/her appeal and any other interested parties may be asked to give information (at the request of the student, Advisor, or any member of the Executive Committee). The Executive Committee will then vote on whether to remove the student from academic probation.

### ***Probation Timeline***

Students on probation will be asked to meet with the Director of Doctoral Studies and their Advisor to construct a timeline of expected goals and quality of achievement (taking into account the discussion in the GFC) required to be removed from Academic Probation. Students who do not attend this meeting are liable to be recommended for dismissal from the program.

After six months (or some other period determined by the Advisor and Director of Doctoral Studies), the Director will consult the Advisor, and if satisfactory progress has been made, the student will formally be removed from Academic Probation. If satisfactory progress has not been made, the Advisor or the Director of Doctoral Studies may recommend dismissal of the student from the program.

## **Dismissal from the program**

If a student fails to satisfy the requirements of their degree program and/or the benchmarks outlined [in this handbook], the student may be dismissed from their program based on the Academic Unit's recommendation to Graduate College. The Associate Dean for Academic Affairs in the Graduate College makes the final determination. Only the Associate Dean for Graduate College, or his/her designee, can dismiss a graduate student from their degree program.

### ***Right to Appeal***

If the Advisor or Director of Doctoral Studies recommends dismissal, the student will be notified and the GFC will meet to discuss and vote on the dismissal. The student has the right to make a

15-minute presentation to the GFC prior to the vote, responding to the recommendation. If the GFC votes to recommend dismissal from the program, that recommendation shall be transmitted to the Graduate College. Decisions about probation and dismissal may be further appealed by the student to the Dean of The College of Liberal Arts and Sciences. Dismissed students can reapply after one year. A student dismissed from the program may be readmitted only after a favorable vote of the GFC, upon provision of evidence of very substantial changes in the student's work record.

## Student Support Resources

### Academic and Professional Development Resources

#### *Graduate and Professional Student Association*

The [Graduate and Professional Student Association \(GPSA\)](#) is the graduate student government for Arizona State University. GPSA provides services and resources that facilitate and empower student success in all aspects of academic life, and advocate for students not only on a university level but also in all levels of government. Opportunities to apply for grants, awards, and other funding are available.

#### *Communication Graduate Student Association*

The purpose of the [Communication Graduate Student Association \(CGSA\)](#) is to foster community among graduate students in The Hugh Downs School interdisciplinary doctoral program and any other ASU graduate student on any campus interested in the Communication discipline. The CGSA also promotes interest in the academic, professional, and social well-being of all organizations' members in an effort to prepare for post-graduate school careers. The organization also represents the graduate students' needs and wants concerning their experience in the HDSHC, the Graduate and Professional Student Association (GPSA), the ASU administration, and other groups in the University and/or the local community.

#### *ASU Libraries*

The [Arizona State University Libraries](#), among the top 40 research libraries in North America, give you access to more than 32,000 electronic journals, 281,000 electronic books and 300 research databases online. Library support in person, through email, phone and chat is also available. You are encouraged to explore the resources offered by the ASU libraries including:

- [What Grad Students Need to Know about the Library](#)
- [Library tutoring and workshops](#)
- [Education subject course guide](#)
- [Research databases](#)
- [Resources for online students library guide](#)

### ***ASU Writing Center***

[University Academic Success Programs \(UASP\)](#) support is available to currently enrolled ASU graduate students and offers a dynamic, supportive learning environment and programs across graduate certificates and graduate degree programs. Some of their resources include: graduate writing tutoring, graduate statistics tutoring, graduate workshops, and graduate writing camps.

### ***ASU Career Services***

Students are encouraged to explore resources available through the [ASU Career and Professional Development Services Office](#). Services and events offered:

- Resume workshops and critique
- Job search strategies

### ***Center for the Integration of Research Teaching and Learning (CIRTL)***

[CIRTL](#) uses graduate education as the leverage point to develop faculty in all disciplines by implementing and advancing effective teaching practices for diverse student audiences as part of successful professional careers. Benefits include access to hundreds of teaching and learning resources in and outside of ASU. Free CIRTL professionalization credentials are available.

### ***Preparing Future Faculty and Scholars (PFx) Program***

A nationally recognized professional development program, [Preparing Future Faculty and Scholars](#) (PFx) helps graduate students explore careers in and outside of academia, build career readiness confidence, consider the value and future of higher education, and critically engage with an interdisciplinary group of peers and mentors through seminars, workshops, events, and other opportunities.

### ***Interdisciplinary Solutions for Social Impact***

Inaugurated in 2020, the [Interdisciplinary Solutions for Social Impact \(ISSI\)](#) program brings together a disciplinarily diverse group of faculty and students to consider and act on wicked problems in the real world. ISSI consists of a collaborative workshop in the fall and faculty-led, team-taught lab spaces in the spring, all centered around a common theme.

### ***University Academic Success Programs***

The [Graduate Academic Support Center](#) offers graduate statistics tutoring and peer guidance on the quantitative analysis portion of research projects. Graduate writing tutoring is available including drop-in waiting rooms and peer writing group assistance. Workshops on publishing, funding, and data analysis are offered throughout the year, with a dissertation writing camp offered during the summer.

## **Health and Counseling Resources**

### ***ASU Health Services***

[ASU Health Services](#) is dedicated to the well-being and educational success of each student by providing high-quality health care that is accessible, affordable and compassionate. Students can access health services by appointment or by walk-in for immediate concerns.

### ***ASU Counseling Services***

Counseling and mental health services are provided at ASU's Downtown, Polytechnic, Tempe and West campuses. ASU students may seek services at any campus counseling center regardless of their college affiliation. Visit [ASU Counseling Services](#) for complete information regarding these services, including after-hours and weekend support. Support is available 24/7. For life threatening emergencies, call 911.

### ***Graduate Wellness Resources***

Your wellbeing is important. Please refer to [this flyer](#) for a list of resources to support your financial, emotional, physical, and social wellness.

### ***10 Best Practices in Graduate Student Wellbeing***

[Here](#) is a list of the 10 best practices in graduate student wellbeing, provided by ASU's Graduate College. As the flyer states, "Graduate school necessarily stretches us. When we strive to achieve experiences, content and context expertise, and professional mastery, we rely on every part of our intellectual, emotional, physical and purposeful self." Thus, it is important to create space in your life to take care of yourself.

### ***Student Accessibility and Inclusive Learning Resources***

The HDSHC is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the [Student Accessibility and Inclusive Learning Services \(SAILS\)](#). Admitted students who believe they need an accommodation should register with SAILS prior to enrolling. Please also notify the [program](#) about your needs.

### ***International Student Resources***

The ASU [International Student and Scholars Center \(ISSC\)](#) provides a number of services and resources to [international students](#). Appointments with ISSC advisors can be made via the website.

### ***Veteran and Military Resources***

The HDSHC values the exceptional contributions of our veterans, and welcomes current and former members of the military as students in our program. The [Pat Tillman Veterans Center](#) is available to student veterans and their dependents with locations on four campuses and online.

### ***Business and Finance Resources***

#### ***Parking and Transit***

The [ASU Transportation website](#) has complete information about policies and procedures related to parking and transit, including parking passes, public transit and campus shuttle information.

### ***Student Business Services***

[Student Business Services](#) offers a variety of student account services including tuition and billing, student refunds (including financial aid), receipt and payment processing, support for past-due accounts, third-party sponsorship assistance and Perkins Loan repayment.

### ***Sun Devil Card Services***

ASU students may choose between the Pitchfork ID and the basic Sun Card to use as an official university ID card. For more information, contact [ASU Sun Devil Card Services](#).

## **Other Support Resources**

### ***IT Support/Digital Backpack***

Every student gets an [ASU Digital Backpack](#) loaded with technologies that Sun Devils are using to bring their learning and work to life, including:

- [Dropbox](#) (An unlimited storage drive to save documents, photos, and other files in the cloud. It automatically backs up your files and can sync to your computer. Use it to store and share your work in one place. ASU Dropbox for Education accounts have even more storage & advanced security features, but should only be used for business and educational purposes.)
- [Google Workspace](#) (A cloud-based office suite for creating and editing documents, spreadsheets, presentations, drawings, forms and more. Use it to collaborate on files and projects and get feedback.)
- [Adobe Creative Cloud](#) (A suite of world-class apps and services for video, design, photography and the web including Acrobat Pro, Photoshop, Dreamweaver, Illustrator, and more. It's easy to create, edit and sign PDF documents and get started with built-in tutorials and templates. ASU students can access Adobe Creative Cloud for free.)
- [Zoom](#) (This video conferencing tool provides one consistent experience for courses, meetings and webinars. Use it for study groups and working on team projects.)
- [Slack](#) (The equivalent of ASU's digital campus - a collaboration hub that enables real-time messaging and content sharing in a searchable platform. Use it in class and to connect with peers and instructors.)

The [University Technology Office](#) (UTO) provides high-quality IT services that contribute to ASU's academic, research, and business technology mission. Students can access the service center from their My ASU page.

### ***ASU Safety and Security***

ASU provides a safe, healthy and secure environment. Maintaining a healthy and secure campus community for students, staff and faculty means knowing what to do in the event of an emergency and having the right tools to respond. For information related to ASU safety practices and policies, visit [ASU Safety](#). For information related to the ASU police department, visit [ASU Police Department](#).

### ***Provost's Office***

The [Office of the University Provost](#) provides leadership to all of the university's campuses and academic programs, fostering excellence in teaching, research and service to the community.

### ***Dining***

[Sun Devil Dining](#) offers quality, value, variety and convenience with more than 60 dining locations, including dining halls, fast-casual restaurants, cafes and on-campus markets.

### ***Off-Campus Housing***

ASU's [Off-Campus Housing](#) resource helps students learn about the housing options available off-campus, get connected to roommates, find and list subleases, and receive tips and resources for living off-campus.

## **Graduate Faculty in Communication**

### **Overview**

The faculty members in this section constitute the Graduate Faculty in Communication (GFC). The asterisk (\*) denotes faculty who have been authorized by the Graduate College to Chair Supervisory/Dissertation Committees in our program. The diamond (◇) denotes faculty who are authorized to Co-Chair Supervisory/Dissertation Committees. The remaining affiliated faculty members are authorized to serve as members of Supervisory/Dissertation Committees.

### **List of Graduate Faculty**

| <b>Name</b>          | <b>Affiliation</b>   |
|----------------------|--|
| * Bradley Adame      | Associate Professor, Human Communication                                       |
| * Elissa Adame       | Assistant Professor, Human Communication                                       |
| Christine Buzinde    | Professor, School of Community Resources & Development, Downtown campus        |
| * A. Cheree Carlson  | Professor, College of Integrative Sciences and Arts, Downtown Campus           |
| Stephen Carradini    | Assistant Professor, College of Integrative Sciences and Arts, Poly campus     |
| * Pauline Cheong     | Professor, Human Communication   |
| * Steven R. Corman   | Professor, Human Communication   |
| Marivel Danielson    | Associate Professor, School of Transborder Studies                             |
| * Uttaran Dutta      | Associate Professor, Human Communication                                       |
| * Serap Erincin      | Assistant Professor, Human Communication                                       |
| * Laura K. Guerrero  | Herberger Professor, Human Communication                                       |
| * Jenna Hanchey      | Assistant Professor, Human Communication                                       |
| Mark Hannah          | Associate Professor, Department of English                                     |
| * Aaron Hess         | Associate Professor, College of Integrative Sciences and Arts, Downtown Campus |
| * Jeffrey W. Kassing | Professor, School of Social and Behavioral Sciences, West campus               |
| * Heewon Kim         | Associate Professor, Human Communication                                       |
| Jaime Lee Kirtz      | Assistant Professor, School of Arts, Media, and Engineering                    |
| Nicole M. Lee        | Associate Professor, School of Social and Behavioral Sciences, West campus     |

|                          |  |
|--------------------------|--|
| * Loretta LeMaster       | Associate Professor, Human Communication                                   |
| * Jacqueline M. Martinez | Professor, College of Integrative Sciences and Arts, Downtown Campus       |
| * Lindsey Meân           | Associate Professor, School of Social and Behavioral Sciences, West campus |
| * Paul A. Mongeau        | Professor, Human Communication   |
| Majia Nadesan            | Professor, School of Social and Behavioral Sciences, West campus           |
| Gyan Nyaupane            | Professor, School of Community Resources & Development, Downtown campus    |
| * Brendan O'Connor       | Associate Professor, School of Transborder Studies                         |
| Tomide Oluruntobi        | Assistant Professor, Human Communication                                   |
| * Jonathan Pettigrew     | Director of Doctoral Studies and Professor, Human Communication            |
| ◇ Ashley K. Randall      | Associate Professor, Counseling and Counseling Psychology                  |
| * Anthony J. Roberto     | Professor, Human Communication   |
| * Liesel Sharabi         | Associate Professor, Human Communication                                   |
| * Sarah J. Tracy         | Director and Professor, Human Communication                                |
| * Joris Van Ouytsel      | Associate Professor, Human Communication                                   |
| * Vincent Waldron        | Professor, School of Social and Behavioral Sciences, West Campus           |
| * Greg Wise              | Professor, School of Social and Behavioral Sciences, West Campus           |
| * Alaina Zanin           | Associate Professor, Human Communication                                   |

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\* Authorized by Graduate College to Chair Supervisory/Dissertation Committees for the Ph.D. program.

◇ Authorized by Graduate College to Co-Chair Supervisory/Dissertation Committees for the Ph.D. program.