

**The Interdisciplinary
Doctor of Philosophy
Degree Program in Communication
2019–2020**

DOCTORAL STUDENT HANDBOOK

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Arizona State University vigorously pursues affirmative action and equal opportunity in its employment, activities, and programs.

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Arizona State University

Arizona State University (ASU) was founded in 1885 by the Legislative Assembly of the Arizona Territory as a 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 four years in a row, ASU offers over 450 graduate degree options for over 21,000 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 is renowned for its [natural beauty](#), including the Grand Canyon, the Painted Desert, the Mogollon Rim country, and the vast Sonoran Desert filled with giant saguaro and other cacti. Elevations range from near sea level in the southwest corner of the state to over 12,500 feet northwest of Flagstaff. 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 very 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. Arizona has a rich cultural heritage – it is home to 22 sovereign American Indian communities, and the Hispanic and Latinx populations make up more than one-quarter of the state's people. There are many vibrant and diverse cultural communities in Arizona, including African American, Asian American, and many ethnic and religious groups.

Our Ph.D. program is located on the Tempe campus of ASU. Tempe is a suburb in the eastern region of the Phoenix metropolitan area. Phoenix is located in a large, flat valley surrounded by desert mountain ranges. It is located on the ancestral lands of Pima and Hohokam people, who farmed near the Salt and Gila Rivers. They developed an extensive irrigation canal system that still define the waterways in the Valley. Today, there are several Native American Tribes in the Phoenix area, including the Gila River Indian Community, Salt River Pima-Maricopa Indian Community, Ft. McDowell Yavapai Nation, and the Ak Chin Indian Community. The name Phoenix was suggested in 1870 by Darrell Duppa who predicted that “here on the old, a new city will arise.”

The Phoenix metropolitan area (also known as Valley of the Sun), with a population of over four million people, 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. The performing arts are represented by ASU's School of Music, as well as the Departments of

Dance and Theatre. [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.

Nature of the Degree Program

The Interdisciplinary Ph.D. program in Communication is designed to prepare scholars for research-oriented careers both in and out of academia. The program provides students with training in communication theory, research methods, and a specialization in one of five areas of concentration. The areas of concentration include interpersonal communication, performance studies, rhetoric, intercultural communication, and organizational communication. Our strategic research collaboratives include [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.

Admission

Admission to the Program is very competitive. Applications are considered once a year in January for fall (i.e., August) admission. The Program's Admissions Committee evaluates each application based upon various forms of 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.

Information regarding the application process and the online application can be found on the Arizona State University [Graduate Admission](#) website. Applicants must submit all of the following materials in order for the Admissions Committee to consider their applications:

- (1) Applicants must send the following items to Graduate Admissions:
 - (a) Completed Graduate Admissions application (submitted [online](#)).
 - (b) Official transcripts from all colleges and universities attended. The official transcripts must be sent directly from the institutions. If the student attended ASU, transcripts do not need to be sent.
 - (d) \$70 (\$115 for international applicants) application fee.

- (e) International students also must submit scores from the TOEFL (score of at least 80 on iBT) or IELTS (minimum overall band score of 6.5). International students who receive a teaching assistantship must also achieve a minimum score of 55 on the SPEAK Test (to be taken when students arrive at ASU).
- (2) Applicants must submit the following items via the supplemental online application:
- (a) Formal *curriculum vitae* (or résumé).
 - (b) Personal statement of career goals and the relevance of this degree program to those goals.
 - (c) A sample of writing, preferably scholarly writing (e.g., Master's thesis chapter, undergraduate honors thesis, or course paper).
 - (d) Indication of interest in a Graduate Teaching Assistantship (if an assistantship is desired) on the supplemental online application (a separate TA/RA application form is not necessary).
- (3) Applicants must send (or arrange to have sent) the following items to The Hugh Downs School of Human Communication via email to PHDCOMAPP@asu.edu:
- (a) Copy of transcripts from all colleges and universities attended. (Send official copies to Graduate Admissions and unofficial copies to The Hugh Downs School at PHDCOMAPP@asu.edu).
 - (b) Three letters of recommendation prepared within the preceding twelve months. For example, these letters could be from instructors in institutions where applicants have received their degrees. Letters must be sent directly from the recommenders via email to PHDCOMAPP@asu.edu.

All application materials must be received in The Hugh Downs School Program office by **January 5th** to be considered for Fall admission. Materials sent to Graduate Admissions might take several weeks to be processed, so students should try to submit materials as early as possible. Applicants should note that the number of funded new admissions each year will be small (approximately 8 to 10) relative to the number of completed applications. Meeting the minimum requirements, therefore, does not guarantee admission or funding. Questions about the application process should be sent to PHDCOMAPP@asu.edu.

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.

Students who apply to the doctoral program while completing an M.A. (or other degree) may be admitted provisionally. The conditional admission requires the student to complete the in-progress degree (i.e., M.A. or other) within one year of entering the Ph.D. program. Failure to do so may result in removal from the program.

Student Responsibilities

All graduate students are responsible for familiarizing themselves with all university and [graduate policies and procedures](#). Each student should also communicate directly with his/her academic unit to be clear on its expectations for degree completion.

Registration and Continuous Enrollment

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 register through MyASU at the time they are assigned an enrollment appointment. 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 [Request to Maintain Continuous Enrollment form](#). This request must be submitted and approved before the anticipated semester of non-registration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program. Students who do not register for a fall or spring semester without formal approval are considered withdrawn 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.

Academic Progress

Graduate students must maintain a minimum 3.00 grade point average (GPA) to maintain satisfactory academic progress and graduate. No grades lower than a B- may appear on a Ph.D. student's Plan of Study (see "Plan of Study" section on page 6). 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. It is expected that students will complete the program in 4 years.

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](#).

Advising

All new students will meet as a cohort during their first year with the Director or a designated faculty member, who serves as temporary advisor. These meetings allow students to become oriented to PhD studies and the Hugh Downs School, learn from one another, gain tips from current graduate students, and get advice from members of the Graduate Faculty in Communication and learn about their research interests. At the end of the first year, the student and the temporary advisor jointly will identify a principal advisor (i.e., the Chair of the Supervisory Committee) for the student.

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 on the last page of this handbook.

The Supervisory Committee consists of a chair and at least two other members appointed by the Graduate College based upon the Director's recommendation (based on information from the

student and the principal advisor). The chair of the Supervisory Committee, who serves as the student's principal advisor, must be knowledgeable in the student's area of concentration, must have an active and ongoing research agenda, must publish regularly in appropriate refereed academic journals, must have some prior experience serving on graduate committees, and be a member of the Graduate Faculty in Communication (GFC) who is approved to serve as chair (see faculty list on page 18). The Ph.D. Supervisory Committee must meet all of the following requirements:

- a. At least one member must be from the tenure-track faculty of The Hugh Downs School of Human Communication;
- b. At least two members of the committee must be members of The Graduate Faculty in Communication (GFC);
- c. At least one member must NOT be a full-time member of The Hugh Downs School of Human Communication.

Degree Requirements

The Program consists of two stages; the pre-dissertation stage and the dissertation stage. In the pre-dissertation stage, the student is provided with a core of theoretical foundations and perspectives of the field, as well as a command of an independent experience using relevant analytical research methods. Each student will develop an individualized program of study based upon professional interests and goals. During the pre-dissertation stage, students are expected to obtain a variety of experiences that will lead up to and prepare them for the dissertation. They will begin with the theory and methodology sequence, take doctoral seminars (and other coursework both inside Communication and across campus), and conduct preliminary research that is increasingly independent (i.e., initially conduct research with faculty, then engage in independent work) leading up to the dissertation. In the dissertation stage, the student's study will apply the obtained theoretical and practical knowledge and analytical methods in conducting independent research.

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 assigned temporary 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:	9 hours
Seminars, method modules & theory intensives (COM 691 & 692):	24 hours
Interdisciplinary Coursework (courses outside of Communication):	6 hours
Other Coursework (exclusive of COM 799/792):	9 hours
Dissertation (COM 799) and Research (COM 792):	18 hours
	66 hours

A required core sequence of a theory and methodology course(s) will be taken early in each student's program. To complete the core, all students entering the program must take:

COM 604: Theory Construction in Communication

All students must also take **two or more** 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 one-unit method modules and introductory classes (e.g., COM 507: Qualitative Research Methods in Communication, COM 508: Quantitative Research Methods in Communication).

Students typically take two to three courses each semester (with a course 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 will be 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. 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. 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 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. Students who do not maintain these standards will face "conditions of deficient progress" described below.

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 program of study is submitted online, but the student must have their committee chair and Director of PhD program sign the printed approval page.

The program is 66 credits for the Ph.D. course work 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 27 of the 48 credits required for the degree must be at the 600 or 700 level and no more than 6 of

these 42 credits may be transferred. A maximum of 15 credits can be at the 500-level. No course work at the 400 or below equivalent level at Arizona State University or 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 count together to substitute one 3-unit COM 691 seminar. This may only be done once in a student's program. Typically, 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 Ph.D. Director. 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.

We strongly recommend that students take the core courses in sequence as offered. Any deviation from this sequence must be discussed with the supervisory committee chair or the director of the program. Additional courses beyond these requirements may be taken as requested by the Supervisory Committee or at the discretion of the student, but will not be listed on the plan of study.

Comprehensive Examinations

Upon completion of at least 36 hours of coursework including all core courses, and prior to the formal approval of the dissertation prospectus, the student will be examined in the relevant areas of concentration and research methods. The examination will consist of both written and oral components and will be conducted by the student's Supervisory Committee, augmented as requested by the Chair of the Supervisory Committee. Detailed information concerning the comprehensive examinations is available from the Director. 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 or summer session 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, approval of dissertation chair, and submission of the appropriate form signed by student, dissertation chair, and Director of Ph.D. program.

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.

Admission to Candidacy

After the student has passed both the written and oral portions of the Comprehensive Examinations, and the student's Supervisory/Dissertation Committee has formally approved the student's dissertation subject and title (at their Prospectus Defense), the student will be notified by the Graduate College about their admission to candidacy. 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.

Dissertation (including Prospectus and Data/Analysis Meeting)

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.

A Data/Analysis meeting is 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 chapters). 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.

The writing of the dissertation must conform to standards established by the Graduate College. Style guides and additional information about format guidelines are available at the Graduate College [site](#). The Format Manual is a comprehensive guide to formatting a thesis, dissertation or equivalent document and it always overrides a Style Guide if the two conflict. Students must use the Format Manual to prepare their thesis/dissertation. The Graduate College's Formatting Tool uses the Format Manual guidelines to generate a template into which you insert your document's text. The formatting tool is designed to help students with the basic format requirements such as margins and spacing, and greatly improves the format review process for students.

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. It is expected that the advisor will be provided with a hard bound copy and other Committee members will be given copies (these could be either hard bound or spiral bound).

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 examination 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 provide 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 graduate. The graduation application and fee are required through the University Registrar's Office.

The application for graduation should be submitted no later than the specified deadlines (October 1st for Fall graduation, February 15th for Spring graduation, and June 15th for Summer graduation). Graduate students must maintain a minimum 3.00 (scale is 4.00 = "A") grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPA's (Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA). Students must meet all University and Graduate College degree requirements prior to the conferral of their degree.

Areas of Emphasis

The Hugh Downs School of Human Communication offers five areas of emphasis at the Ph.D. level: Interpersonal Communication, Intercultural Communication, Organizational Communication, Performance Studies, and Rhetoric. This section contains brief descriptions of these areas.

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 interculturally 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) courses, 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
HUM 513	Interpretation of Cultures

HUM 598	Cultures of Ethnic Minorities
HUM 598	Non-Western Cultures
MGT 559	International Management
MGT 791	Short (1credit 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 I
SWG 502	Human Behavior in the Social Environment II

Organizational Communication

The Hugh Downs School 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:

- Communication, Terrorism and National Security
- Negotiating Work and Family in the 21st Century
- Structuration Theory and Research

- Identity in Organizations
- Emotions in Organizations: Communication, Control and 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
MGT 791	Short (1 credit hour) modules on various topics
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
HUM 511	Structures of Knowledge
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 the:

- 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.

In addition, 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:

HUM 501	Introduction to Cultural Theory
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
POS 530	American Politics

Research Methods

In addition to the required core courses and courses in the area of concentration, students are required to demonstrate competence in at least one research methodology. The research methods courses listed below emphasize methods that are applicable in all areas of concentration. 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 508	Quantitative Research Methods in Communication
COM 507	Qualitative 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

Research Collaboratives

In addition to our areas of emphasis, we also have the following strategic research collaboratives:

[Health Communication Transformation Project](#)
[Intersections of Civil, Critical, and Creative Communication \(I4C Collective\)](#)
[Center for Strategic Communication](#)
[Intercultural Communication and Global Engagement \(ICGlobal Interest Group\)](#)

Financial Support

Financial assistance in the form of graduate assistantships, scholarships, fellowships, and loans are available to qualified doctoral students who have been admitted to ASU. Consult the [Graduate College](#), and the [Financial Aid and Scholarship Services Office](#) for additional pertinent information.

If a student receiving regular admission wishes to be considered for appointment as a Teaching Assistant, they should indicate their interest on the online application. 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 Handbook](#).

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 is contingent upon favorable evaluation of your performance and adequate progress toward your degree.

Conditions of Deficient Progress

Graduate students are responsible for familiarizing themselves with all university and graduate policies and procedures. 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 terminated from the program.

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

- form a supervisory committee by the time they have earned 30 hours of credit (by the end of their first year or beginning of their second year).
- finish their doctoral coursework within three years.
- complete comprehensive examinations during the final semester of coursework or the following semester.
- defend dissertation proposal by the first semester of their 4th year of study.
- report significant progress toward dissertation completion by the end of their 4th year of study.

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 touch with their advisors and the doctoral director about their progress. Deviation from this timeline without documentation of extenuating circumstances may result in academic probation or termination from the program.

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, and faculty. All students must adhere to the [university academic integrity 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 mental health, 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 liable to academic probation or termination from the program.

Annual Evaluation

During each year of enrollment, the Executive Committee of Graduate Faculty in Communication (GFC) will evaluate the progress of each student in the program based upon conditions of deficient progress (above) as well as yearly annual report materials submitted by the student and advisor. Based upon information received during the evaluation, the Committee will make a recommendation to the Director regarding the continuation, probation, or termination of the student in the Program. The evaluation 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) via the graduate student email listserv. Progress materials should be given to the advisor, graduate secretary, 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 or Temporary 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 on 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 the student's life contingencies; other information may also be considered. Information about these factors may be obtained from School staff, the Ph.D. Program Director, and/or the student.

2. The written evaluation from the advisor will include an evaluative 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. It may include additional information and judgments. **Advisors who do not receive annual evaluation materials from their advisee may, de facto, evaluate that student as deficient.**

3. The advisor may circulate the evaluation for feedback and discussion among the student's committee (if one exists) or to the Ph.D. Program Director. The Advisor should then present the evaluation to the student for signature, and the student will have the right to append a one-page response to the document if he/she wishes.

4. The Ph.D. Program Director shall schedule a meeting of the Executive Committee. Prior to that meeting, Committee members may review the written evaluations of all students. In the meeting, the Executive Committee will discuss evaluations that conclude that a student's progress is deficient. Furthermore, they will discuss any student who has failed to submit annual report materials (which may be judged, de facto, 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 evaluation to the Advisor or student.

5. The Ph.D. Program Director will make evaluations available for review by members of the Graduate Faculty in Communication. If the written evaluation 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.

If the GFC votes the student onto Probation, the student shall have the right to appeal that judgment to the Executive Committee. If the student chooses to exercise that right, the Ph.D. Program Director 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 probation

6. Students on probation will be asked to meet with the Ph.D. Program Director and 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 termination from the program.

After six months (or some other period determined by the Advisor and Ph.D. Program Director), 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 Ph.D. Program Director may recommend dismissal of the student from the program.

7. If the Advisor or Ph.D. Program Director 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 termination from the program, that recommendation shall be transmitted to the Dean of the Graduate College. 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.

8. Decisions about probation and dismissal may be further appealed by the student to the Dean of The College of Liberal Arts and Sciences.

Masters in Passing

For students admitted with only a Bachelor's degree, we have a Masters in Passing. To receive an MA in passing, a student 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. Masters in passing students must take 30 graduate credits, including at least 12 graduate credits in COM.

Student Resources/Helpful Links

[Graduate & Professional Student Association](#)

[Arizona State University Libraries](#)

[Writing Centers](#)

Health/Counseling Services

[ASU Health Services](#)

[ASU Counseling Services](#)

Disability Resources

[ASU Disability Resource Center](#)

Student Rights and Responsibilities

[Office of Student Rights and Responsibilities](#)

[Office of Equity and Inclusion](#)

[Title IX](#)

Resources for International Students

[International Students and Scholars Center](#)

[ASU International Students](#)

Resources for Veterans and Military

[Pat Tillman Veterans Center](#)

Graduate Faculty in Communication

The faculty members named in Table 1 constitute the Graduate Faculty in Communication (GFC) who offer the degree program. The asterisk (*) before the names denotes faculty who have been authorized by the Graduate College to Chair Supervisory/Dissertation Committees in our program. The diamond (◊) before the names denotes faculty who are authorized to Co-Chair Supervisory/Dissertation Committees. The remaining affiliate faculty members are authorized to serve as members of Supervisory/Dissertation Committees.

**Table 1. Graduate Faculty in Communication
Interdisciplinary Ph.D. Program in Communication, 2019–2020**

Name	Affiliation
* Bradley Adame	Associate Professor, Human Communication
◇ Elissa Adame	Assistant Research Professor, Human Communication
* Janet K. Alberts	President's Professor, Human Communication
* Benjamin J. Broome	Professor and Director of Doctoral Studies, Human Communication
* Daniel C. Brouwer	Associate Professor, Human Communication
* A. Cheree Carlson	Professor, School of Letters and Sciences, Downtown Campus
Stephen Carradini	Assistant Professor, College of Integrative Sciences and Arts
* Pauline Cheong	Associate Professor, Human Communication
* Frederick C. Corey	Professor, Human Communication & Vice Provost for Undergraduate Education
* Steven R. Corman	Professor, Human Communication
Marivel Danielson	Associate Professor, School of Transborder Studies
* Olga I. Davis	Professor, Human Communication
* Sarah Amira De la Garza	Associate Professor, Human Communication
Uttaran Dutta	Assistant Professor, Human Communication
David Foster	Regents Professor, School of International Letters and Cultures
* Laura K. Guerrero	Professor, Human Communication
Mark Hannah	Assistant Professor, Department of English
* Aaron Hess	Assistant Professor, School of Letters and Sciences, Downtown Campus
Nancy Jurik	Professor, Justice and Social Inquiry
* Jeffrey W. Kassing	Professor, Communication Studies, West campus
* Heewon Kim	Assistant Professor, Human Communication
K. Hazel Kwon	Assistant Professor, Walter Cronkite School of Journalism and Mass Communication
* Linda C. Lederman	Professor, Human Communication
◇ Benjamin LeMaster	Assistant Professor, Human Communication
* Jacqueline M. Martinez	Associate Professor, School of Letters and Sciences, Downtown Campus
* Lindsey Mean	Assistant Professor, Communication Studies, West campus
Keith D. Miller	Professor, Department of English
* Paul A. Mongeau	Professor, Human Communication
Majia Nadesan	Professor, School of Social and Behavioral Sciences
* Jonathan Pettigrew	Assistant Professor, Human Communication
Ashley K. Randall	Associate Professor, Counseling and Counseling Psychology
* Anthony J. Roberto	Professor, Human Communication
Duane H. Roen	Professor, Department of English & Vice Provost, Polytechnic Campus
Mary Romero	Professor, Justice and Social Inquiry
◇ Thomas Seager	Associate Professor, School of Sustainable Engineering & The Built Environment
* YoungJu Shin	Associate Professor, Human Communication
◇ Robert Shuter	Research Professor, Human Communication
* Sarah J. Tracy	Herberger Professor, Human Communication
Vincent Waldron	Professor & Director of Graduate Studies, Communication Studies, West Campus
Greg Wise	Professor, Communication Studies, West Campus
◇ Alaina Zanin	Assistant Professor, Human Communication

* Authorized by Graduate College to Chair Supervisory/Dissertation Committees for the PhD program.

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