

GRADUATE STUDENT HANDBOOK 2020-2021

Department of Communication

University of California, Davis

<http://communication.ucdavis.edu/>





The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including pregnancy, childbirth, and related medical conditions), disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

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OUR PERSPECTIVE

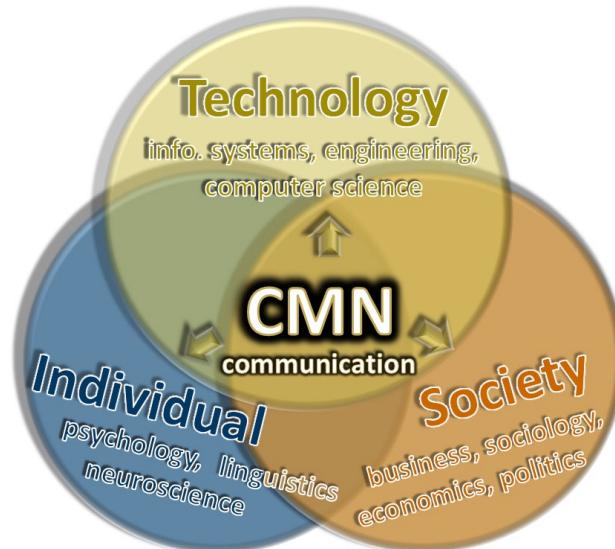
The graduate program in Communication at the University of California, Davis is distinguished by the excellence of our faculty and the clarity of our vision. We do not attempt to be all things to all people. Rather, our objective is to offer a program of distinction that focuses on the quantitative study of mediated communication in the increasingly digitized society in which we live.

OUR VISION

We consider communication to be the thread that holds the social quilt together. Bottom-up, communication is what converts collections of individuals into communities and societies, constructs societies' collective identities, and facilitates social evolution. Top-down, communication is what primes people's perception of reality, their social context, and their personal evolution. As communication scholars, we examine the production, distribution, processing, and impact of messages from a bottom-up (micro) and a top-down (macro) perspective in a multidisciplinary context.

The ongoing digital revolution has intensified the role of technology in communication. Digitalization is so powerful that technological systems mediate the majority of human communication. For example, people on average spend 8 of our 11 hours of daily net communication time communicating with or via some kind of technology. The outcome is a dramatic transformation of human communication processes and practices.

We see communication to be at the center among the individual, technology, and society (FIGURE). The communicated message itself is at the center of our approach to understanding reality. From here, communication informs diverse disciplines by contributing a distinctive focus on the messages that link social structures as diverse as interpersonal relationships, businesses, conversations, citizenries, communities, social networks, entertainment audiences, and political systems. As such, our approach is naturally interdisciplinary and especially relevant during the current times of intense technological changes that affect how people and social systems communicate.



MISSION STATEMENT

The mission of our graduate program is to promote research and understanding of human communication and to train qualified students to pursue careers in research and teaching within and beyond higher education. It is through communication that individuals become groups, organizations, communities, and societies. As individuals, communication forms the basis of our perceptions of the physical and social world and allows us to develop personally. As members of collectives, communication cultivates shared identities, is used to make decisions and coordinate actions, and

enables social evolution. Our graduate program offers students the opportunity to understand communication through multiple levels of analysis. We offer coursework that examines the production, distribution, processing, and impact of messages from a macro and micro perspective.

Our program's main focus is on the study of mediated communication and digital society. The digital revolution has transformed the nature of communication. We maintain many of our friendships through social media and a growing number of us find our lifelong mate using online dating tools. We can now watch our favorite news channel on television or any of a number of mobile devices. We can even have breaking news on selected topics "pushed" to us through alerts that appear on these devices. We can view our favorite movies almost whenever and wherever we want through streaming. Most of us will work at some point in geographically dispersed workgroups, with members spread across the nation or even the globe; online collaborative technologies make this possible. On a daily basis we influence (and are influenced) through persuasive technologies, including educational games, blogs, smartphone applications, and database-driven message-tailoring platforms. Digital communication systems now mediate the majority of human communication. The resulting global socio-technological ecosystem constitutes the primary driving force of social, political and economic evolution today.

Our graduate program emphasizes the social scientific study of human communication using quantitative methods. Our students receive training in the traditional methods of social research, including experimental methods, survey research, network analysis, and content analysis. In addition, we require our students to complete a sequence of courses in statistics, selected in consultation with the student's major professor. We also provide training in a growing array of emerging methods in computational social sciences, including "big data" analytical methods, modeling, and simulations. It is important to note that we do not object to qualitative and humanistic methodological orientations, but our program best serves students who wish to understand human communication through the prism of quantitative approaches.

We believe that students can learn about research in classes but can only truly learn how to do research through collaborative projects with their professors and other students. For this reason, all of our graduate students are expected to engage in collaborative projects from their very first quarter of graduate study. Our students take an increasingly independent role in these projects as they gain experience in research and complete their coursework in methods and statistics. We help our students develop their presentation skills by providing them with opportunities to present their research findings in the Department's weekly colloquia and offering them travel support to attend national and international conferences.

Although most of the students in our graduate program intend to pursue positions as teachers and researchers in academia, we anticipate that a growing number of students will seek research positions in industry and government in the future. The training we provide will enable them to pursue such opportunities, and we intend to cultivate strong program-industry collaborations in the near term that could provide students with research internships in information and communication technology.

Our ultimate objective is to produce well-rounded scholars who are effective in both research and teaching. Most of our students obtain teaching experience in one or both of our two lower-division communication classes (CMN1 and CMN3) during the regular academic year and often during summer sessions. As students master their substantive area of emphasis (e.g., political communication, social

media, health communication, computer-mediated communication), most of them are given the opportunity to work as a teaching assistant for upper-division undergraduate courses in their area of specialization and some senior students get to teach one or more of those courses as the primary instructor. We also offer ongoing instruction in pedagogy, as well as classroom visits by an experienced teacher, leading to personalized coaching. We believe that such skills are invaluable to all our students, even those who do not intend to pursue an academic career.

THE UNIVERSITY

THE UC DAVIS ADVANTAGE

Students admitted to our graduate program have a wealth of intellectual resources to draw upon that extend far beyond our program and faculty. The University of California, Davis is an amazing place, ranked by *the Wall Street Journal* as the nation's 5th best public university. We are proud to be a part of the world's most renowned institution of higher education, the University of California, which has 6 of the top 15 public universities in the U.S.!

Here are a few other highlights about UC Davis:

- More than 35,000 students attend UC Davis. Of these, about 7,000 are graduate students.
- First in the world in veterinarian medicine (US News & World Report)
- First in the nation in agriculture (US News & World Report)
- First in the nation for diversity and internationalization (QS World Rankings)
- Tied for 1st place among research universities for the honor of top producer of U.S. Fulbright Scholars
- Ranked as the top program in the world with regard to life and earth sciences research impact
- Ranked by *Sierra* magazine as the 2nd "coolest" university for its environmental concern
- Ranked 1st in the U.S. for campus sustainability practices (2019 UI GreenMetric World University Rankings)
- Ranked in the top 10 universities promoting public good through social mobility, research, and service by *Washington Monthly*

For more highlights about our University and the accomplishments of its faculty and students, please visit this webpage:

<http://ucdavis.edu/about/facts/rankings/reputation-value.html>

PRINCIPLES OF COMMUNITY

Upon admission to the program, our graduate students become a member of the larger UC Davis community and are expected to live up to the principles of our community. These principles are available at the university's website (<http://occr.ucdavis.edu/poc/pocreaffirmed042015.pdf>). The history of the development of these principles is described on the Office of Campus Community Relations website (<http://occr.ucdavis.edu/poc/what-are-the-principles.html>). The core idea behind these principles is that we must always strive to interact with each other in a spirit of mutual respect and caring.

PLANNED EDUCATIONAL LEAVE PROGRAM (PELP)

Life happens. Students and their loved ones occasionally get sick or injured. Some students decide to start a family. The University's Planned Educational Leave Program (PELP) allows students to temporarily suspend their student activities at UC Davis for up to one year with guaranteed readmission. Application for the program is made through the Department. The Graduate Adviser and Graduate Coordinator can provide more information about this program. For more information, including deadlines and the application process, visit the PELP website at this location:

<https://registrar.ucdavis.edu/registration/leave/pelp.cfm>

If you are an international student with F-1 or J-1 status, your immigration status may be adversely affected by a planned educational leave. You should obtain guidance from the Services for International Students & Scholars (SISS) office before submitting a PELP application.

People

PROGRAM ADMINISTRATIVE PERSONNEL

Department and Program Chair Laramie Taylor
Graduate Adviser Jaeho Cho
Executive Committee Jaeho Cho (Chair), Bo Feng , Jorge Peña
Graduate Program Coordinator Stephanie Fallas
Department Chief Administrative Officer Jessie Singh Murray

PROGRAM FACULTY

JAEHO CHO, Professor (Ph.D., University of Wisconsin—Madison, 2005)

Political communication, focusing on how people process campaign messages and under what conditions information and communication contribute to an informed citizenry and a vibrant democracy.

DREW CINGEL, Associate Professor (Ph.D., Northwestern University, 2016)

Adolescent socio-emotional development and social media use, children's learning from tablet computers, and the impact of television on children's moral reasoning.

BO FENG, Professor (Ph.D., Purdue University, 2006)

Supportive communication in face-to-face and virtual environments, physician-patient communication, cross-cultural communication.

SETH FREY, Assistant Professor (Ph.D., Indiana University, 2013)

Communication and human decision behavior in complex systems; data science; computational social science, including agent-based modeling; web science research methods.

HEATHER J. HETHER, Associate Professor of Teaching in Communication (Ph.D., University of Southern California, 2009)

Process and impacts of health-related communication in new media, including peer-to-peer and organization-public communication; digital tools; experiential learning; higher education outcomes.

MARTIN HILBERT, Professor (Ph.D., University of Southern California, 2012; Ph.D., Friedrich-Alexander-Universität Erlangen-Nürnberg, 2006)

Complex social systems and computational social science in the digital age; digital communication and international development (ICT4D); mathematical theory of communication and information theory; social evolution; big data.

RICHARD HUSKEY, Assistant Professor (Ph.D., University of California, Santa Barbara, 2016)

The intersection of media psychology and cognitive neuroscience with a particular focus on how media content influence human cognition and behavior.

WANG LIAO, Assistant Professor (Ph.D., Cornell University, 2018)

Communication and sociality, particularly solidarity and hierarchy in interpersonal and group processes; social functionality of affect; socio-psychological effects of communication technologies; quantitative methods.

JORGE PEÑA, Associate Professor (Ph.D., Cornell University, 2007)

Computer-mediated communication, cognition and behavior in video games and virtual worlds, online impression formation, content and automated linguistic analysis.

JEANETTE BARAJAS RUIZ, Assistant Professor of Teaching in Communication (Ph.D., University of California, Davis, 2015)

Strategic communication and public relations; media advocacy; analysis of international Internet, social, and semantic networks; innovations in pedagogy.

CUIHUA (CINDY) SHEN, Professor (Ph.D., University of Southern California, 2010)

The structure, evolution and impact of social networks in virtual worlds and online communities. Digital social research using behavioral log data ("big data") along with survey and experimental data.

LARAMIE D. TAYLOR, Chair and Professor (Ph.D., University of Michigan, 2005)

Media processes and effects, particularly those pertaining to social interaction, including gender roles, sexual and romantic relationships, and fanship for fictional texts.

NARINE S. YEGIYAN, Associate Professor (Ph.D., Indiana University, 2008)

Biological foundation of mediated message processing; cognition and emotion interactions; encoding and retrieval of central and peripheral details of mediated messages.

MAGDALENA WOJCIESZAK, Professor (Ph.D., University of Pennsylvania, 2009)

Political communication, public opinion, and the effects of mass and new media on citizens' attitudes, behaviors, and perceptions.

JINGWEN ZHANG, Assistant Professor (Ph.D., University of Pennsylvania, 2016)

Health promotion, youth sexual health education, and HIV/AIDS prevention utilizing innovative online communication platforms; social influence process; computational approaches in health communication.

AFFILIATED FACULTY

The program's capabilities are enhanced by the involvement of scholars from other disciplines who also conduct communication-related research. These affiliated faculty members often guide student research and serve on qualifying examination and dissertation committees. Currently, the following scholars are affiliated with the graduate program in Communication:

AMBER E. BOYDSTUN, Ph.D., Professor, Department of Political Science.

DIANA CASSADY, Dr.PH, Professor, Department of Public Health Sciences.

STEPHEN G. HENRY, MD, M.Sci, Assistant Professor, Department of Internal Medicine.

RICHARD L. KRAVITZ, MSPH, MD. Professor, Department of Internal Medicine; Founding Director, Center for Healthcare Policy and Research; Director, UC Center Sacramento.

MICHAEL NEFF, Ph.D., Professor, Department of Computer Science; Director & Associate Professor of Cinema and Digital Media

JEFF SHERMAN, Ph.D., Professor, Department of Psychology.

XIAOLING SHU, Ph.D., Professor, Department of Sociology.

LISA SOEDERBERG MILLER, Ph.D., Professor of Human Development.

MENTORING

Graduate students develop into productive scholars in the context of mentoring relationships with the faculty. Mentoring is not something that the faculty member does for the student. It is a collaboration that places responsibility on both the faculty member and the student. We have adopted the mentoring policy of the University of California, Davis as our Department's statement on this important issue:

Graduate Council recognizes that the mentoring of graduate students by faculty is an integral part of the graduate experience for both. Faculty mentoring is broader than advising a student as to the program of study to fulfill coursework requirements and is distinct from formal instruction in a given discipline.

Mentoring encompasses more than serving as a role model. Because of the uncertainty as to the nature of mentoring, the UC-Davis Graduate Council has outlined the following mentoring roles to guide the relationship between faculty and graduate students. Faculty and graduate students must realize that, while the major professor will be the primary mentor during a student's career at UCD, many of the mentoring "functions" defined below may be performed by program faculty other than the major professor. An important corollary to this recognition is that faculty members must realize that much of their interaction with all students has an important mentoring component to it.

Graduate students also have responsibilities to ensure successful mentoring and these are also indicated below.

Faculty members have a responsibility to mentor graduate students. Mentoring has been defined as:

- I. Guiding students through degree requirements. This means:
 1. Providing a clear map of program requirements from the beginning, making clear the nature of the coursework requirements and qualifying examination, and defining a timeline for their completion.
 2. Providing clear guidelines for starting and finishing dissertation or thesis work, including encouraging the timely initiation of the dissertation or thesis research.
- II. Guiding students through thesis or dissertation research. This means:
 1. Evaluating clearly the strengths and weaknesses of the student's research.
 2. Encouraging an open exchange of ideas, including pursuit of the student's ideas.
 3. Checking regularly on progress.
 4. Critiquing written work.
 5. Providing and discussing clear criteria for authorship of collaborative research.
 6. Assisting in finding sources to support dissertation research; such as, teaching assistantships, research assistantships, fellowships, etc.
 7. Being aware of student's research needs and providing assistance in obtaining required resources. For example, serve as the student's advocate for necessary desk and/or laboratory space.
- III. Guiding students through professional development. This means:
 1. Providing guidance and serving as a role model for upholding the highest ethical standards.
 2. Treating students respectfully.
 3. Encouraging and critiquing oral and written presentations.
 4. Encouraging participation in professional meetings of regional groups as well as of learned societies.
 5. Facilitating interactions with other scholars, on campus and in the wider professional community.
 6. Assistance with applications for research funding, fellowship applications, and other applications as appropriate for the respective discipline.

7. Being the student's advocate in academic and professional communities.
8. Providing career guidance, specifically assistance in preparation of CV and job interviews, and writing letters of recommendation in a timely manner.
9. Recognizing and giving value to the idea that there are a variety of career options available to the student in her/his/your field of interest and accepting that the student's choice of career options is worthy of your support. For example, guiding the student to teaching opportunities when appropriate for the student's goals.

As partners in the mentoring relationship, graduate students have responsibilities. As mentees, students should:

- I. Be aware of their own mentoring needs and how they change through their graduate tenure. Graduate students should discuss these changing needs with their mentors.
- II. Recognize that one faculty member may not be able to satisfy all of a student's mentoring needs. Seek assistance from multiple individuals/organizations to fulfill the mentoring roles described above.
- III. Recognize that their mentoring needs must respect their mentor's other responsibilities and time commitments.
- IV. Maintain and seek regular communication with their mentors, especially their major professor.

While we have tried to provide examples of what mentoring means, we recognize that each discipline will provide its own special set of mentoring needs and challenges. We recommend that each graduate program meet to define what "good mentoring" means to and for its faculty and graduate students.

Approved by UC Davis Graduate Council
June 24, 1999

The Mentoring Expectations Checklist

Acknowledging different mentoring styles and expectations, each graduate student is encouraged to complete the mentoring expectation checklist with potential major professors, and consider repeating the exercise at key junctions in the program (e.g., before the QE process starts, after advancement to candidacy). The mentoring expectations checklist can be found in the Appendix.

The Student Progress Assessment

From the Graduate Studies web site:

The Student Progress Assessment (SPA) is an online tool that communicates and documents an evaluation of a graduate student's progress in their degree program. The tool promotes productive discussions and the setting of clear goals and expectations for graduate students. Graduate Council expects that the assessment will be completed during an in-person meeting between the mentor and the mentee. The online Student Progress Assessment content and format has been developed and approved by Graduate Council, in collaboration with the Graduate Student Association and Graduate Studies.

<https://grad.ucdavis.edu/academics/progress-and-academic-probation/student-progress-assessment>

Each graduate student must complete an annual assessment between April 1 and June 30. The results of that assessment are that the student is determined to be making satisfactory, marginal, or unsatisfactory progress towards the degree. We encourage students to complete these in conversation with their major professor.

In addition to the annual progress assessment, a periodic assessment is used to address specific issues. Any student who, on a Student Progress Assessment, is found to be making less than satisfactory progress will be required to complete a Student Progress Assessment on a quarterly basis until they have had two consecutive 'satisfactory progress' assessments. In addition, any student still enrolled in the program after 15 quarters will be required to complete a quarterly periodic assessment to ensure continuing, effective progress toward the degree.

FUNDING YOUR EDUCATION

DEPARTMENT FINANCIAL SUPPORT

Teaching Assistantships

We are fortunate to be able to fund almost all of our graduate students through teaching assistantships. Beginning teaching assistants typically lead discussion sections in Public Speaking (CMN 1) or online discussion sections of Interpersonal Communication (CMN 3). As our students gain experience in teaching, they may be assigned to work as a teaching assistant for upper-division or fully-online classes. We are sometimes able to give our more skilled and advanced students the opportunity to teach their own stand-alone upper-division class.

Teaching assistantships are awarded on the basis of promise (in the case of new students) and performance as a student and teacher (in the case of continuing students). A teaching assistantship will NOT be renewed in any of the following conditions: (a) the student's GPA has fallen below 3.4; (b) the student has eight or more units of incomplete grades outstanding; (c) the student is not making satisfactory progress toward the degree; (d) the student has performed unsatisfactorily in teaching-related assignments; (e) a departmental financial exigency occurs, making funds unavailable.

Readerships

"Readers" are students appointed for the ability to render diverse services as a "course assistant," which will normally include the grading of student papers and examinations. A Reader will not be assigned the responsibilities of leading discussion or laboratory sections. Readers may not be paid for time spent attending lectures. Readers are never used to evaluate the work of other graduate students. Nor can a student be a reader in a class in which he or she is enrolled.

Conference Travel Support

The Department funds graduate student conference travel when it has the resources to do so. The student must be a presenting author or co-author on a paper or poster to receive travel support.

Small Grants Awards

M.A. and Ph.D. students in Communication who have not yet advanced to candidacy may apply for up to \$600 in funding for research in the 2021-2022 academic year. Students who have advanced to candidacy are not eligible because their dissertation research is supported through a different mechanism. These funds are meant to support a specific research project under the supervision of (or in collaboration with) a member of the graduate program faculty. These grants will typically be used to fund supplies, materials, specialized software, photocopying, and/or online respondent samples (e.g., Mturk). Conference travel is not funded by this grant, nor are software licenses (e.g., SPSS, Adobe). The application form can be found in the GRADUATE section of the Department's website:

<http://communication.ucdavis.edu/graduate/program/grad-small-grants>

Dissertation Research

In recent years the Department has been able to provide students who have advanced to candidacy support for their dissertation research through funds provided by a variety of sources. These awards have been approximately \$1000 per student. Although there are no guarantees, we are optimistic that these funds will be available in the future.

Funding Through Faculty Grants

Members of the faculty often obtain funds for research through extramural grants from the National Institutes of Health, the National Science Foundation, private foundations, and other sources. These grants sometimes include funds for graduate student research assistants. The faculty member with such resources typically selects a graduate student to receive these resources based on the particular requirements of the funded project and the skills and training of the student.

GRADUATE STUDIES FINANCIAL SUPPORT

Graduate Fellowships

The Graduate Studies Office offers a variety of fellowships of varying amounts. Information about these fellowships can be found on the Graduate Studies fellowship webpage:

<https://gradstudies.sf.ucdavis.edu/internal-fellowships>

UC Davis Graduate Student Travel Awards

The Graduate Studies office accepts applications for grants in support of graduate student travel to professional meetings. There are application deadlines for fall and spring. Consult the Travel Awards

website for details:

<https://gradstudies.sf.ucdavis.edu/travel-awards>

Financial Aid Office

The Financial Aid Office at UC Davis has an Emergency and Short-Term Loans program for graduate students. Their office is 1100 Dutton Hall.

<http://financialaid.ucdavis.edu/graduate/apply.html>

PH.D. PROGRAM

ADMISSIONS REQUIREMENTS

Admission into the Ph.D. program is highly competitive. Decisions are based on a review of each applicant's preparation and past academic records. Applications are submitted online through the Office of Graduate Studies:

<https://gradstudies.ucdavis.edu/prospective-students/apply-online>

Students may apply to the doctoral program without a Master's degree. The students we admit into the doctoral program that hold only a bachelor's degree will typically petition for the M.A. degree once all requirements of the Master's program (thesis track) have been satisfied.

When reviewing applications, we consider the following factors:

- Grade Point Average (GPA).
 - UC Davis requires a minimum GPA of 3.0 on a 4.0 scale. The GPA of the students we admit has been considerably higher than this minimum requirement, however.
 - We consider the GPA of any graduate-level work that a student has undertaken.
- Graduate Record Examination (GRE) Scores (general test). The Department expects applicants to score at least in the 50th percentile in both Verbal and Quantitative portions of the GRE. (Note that the requirement for GRE scores was temporarily suspended for applicants for matriculation in Fall of 2021 and 2022.)
- Three letters of recommendation, which should be submitted online during the application process.
- Samples of written work (at least one original essay).
- A personal statement that includes:
 - An applicant's description of her or his background and why she or he wishes to pursue advanced studies in Communication.
 - A description of why the applicant wishes to study Communication in our program.

- A description of the kinds of issues the applicant wishes to explore (or, at minimum, the area upon which she or he would like to focus). Where possible, applicants are asked to identify the specific faculty member(s) whose work comes closest to their interests.
- Students will sometimes be asked to have a phone or Skype interview with a member of the faculty when we feel we need more information about the student's interests or background.
- The Test of English as a Foreign Language (TOEFL) exam is required if English is not the applicant's native language, unless she or he has received or will be receiving a degree from a university at which the primary language of instruction (through the entire school) is English. The minimum TOEFL score for admission is 100 out of a possible 120, counting all four sections of the iBT TOEFL (Internet-based TOEFL). TOEFL scores expire after two years.

Remedial Work Requirements

Applicants' transcripts will be reviewed by the Program's Executive Committee to identify any deficiencies in training. If admitted, the student will be notified of any remedial coursework that must be taken during the course of his or her first year of study. Accomplished students who did not major in Communication as an undergraduate are strongly encouraged to apply, but may be required to take undergraduate courses at Davis prior to enrolling in our graduate courses.

Please note that all students are expected to have completed an undergraduate course in inferential statistics prior to enrolling in the program's required graduate-level methodology courses. Students who did not complete such a course as an undergraduate will be expected to correct this deficiency in the first quarter of residency.

On occasion, a deficiency may be identified after the student has begun the program. An example would be the case of an international student in need of additional ESL instruction. The program will work with students in these kinds of situations to develop a strategy to address such issues.

Full-Time Status

Success in graduate school is a full-time endeavor. We do not usually admit part-time students into the program. Full-time status requires continuous enrollment in no less than 12 units of coursework each quarter.

COURSE REQUIREMENTS

The doctoral program requires no less than 56 units of core and elective coursework, as described below (updated as of 31 October, 2018).

Core Courses (8 Units)

All students must complete the following communication theory courses:

CMN 201 *Theoretical Perspectives on Strategic Communication* (4 units)
CMN 202 *Communication Theory Construction* (4 units)

Elective Courses (48 Units)

GROUP 1: TAKE TWO OF THE FOLLOWING THEORY COURSES (8 UNITS)

- CMN 204 *Biological Foundations of Communication* (4 units)
- CMN 220 *Persuasion Theories and Message Design* (4 units)
- CMN 221 *Communication and Cognition* (4 units)
- CMN 230 *Social Interaction Theory and Research* (4 units)
- CMN 244 *Organizational Communication* (4 units)
- CMN 250 *Mediated Communication Theory and Research* (4 units)
- CMN 251 *Digital Technology and Social Change* (4 units)

GROUP 2: TAKE TWO OF THE FOLLOWING RESEARCH METHODS COURSES (8 UNITS)

- CMN 210 *Experimental Methods and Analysis in Communication* (4 units)
- CMN 211 *Survey Research Methods in Communication* (4 units)
- CMN 212 *Web Science Research Methods* (4 units)
- CMN 213 *Simulation Methods in Communication Research* (4 units)
- CMN 214 *Analysis of Communication Networks* (4 units)

GROUP 3: STATISTICS REQUIREMENT (12 UNITS)

Take three graduate-level (200 series) statistics and/or advanced mathematics course of at least four units, selected in consultation with the major professor.

GROUP 4: GENERAL ELECTIVE (20 UNITS)

Take five graduate level elective (200 series only, ≥ 4 units) from within or outside of the Department, selected in consultation with the major professor.

Summary of Course Requirements

Requirements include 8 units of required theory coursework, 8 units of theory electives, 8 units of methods electives, 12 units of statistics, and 20 units of general electives from within or external to the Department, for a total of 56 units. All coursework must be graduate-level (200 series). Full-time students must enroll for 12 units per quarter including research, academic and seminar units. Courses that fulfill any of the program course requirements may not be taken as Satisfactory (S) or Unsatisfactory (U) unless the course is normally graded S/U. Once course requirements are completed, students can take additional classes as needed, although the 12 units per quarter are generally fulfilled with a research class (299R) and seminars. Per UC regulations students cannot enroll in more than 12 units of graduate level courses (200) or more than 16 units of combined undergraduate and graduate level (100, 200, 300) courses per quarter.

Special Course Requirements

Any student hired as a TA or AI is required to take CMN 396 prior to or concurrent with their initial employment as TA or AI (or an equivalent teacher preparation course, as specified by the program's

Executive Committee). Students who are not funded as TAs or AIs are strongly encouraged to take this course as well to become eligible to teach in the program. CMN 396 credits do not satisfy the unit requirements for the degree.

QUALIFYING EXAMINATION

Qualifying Examination Committee

After verifying that all required coursework has been completed satisfactorily (i.e., with a minimum GPA of 3.0), or that all coursework will have been completed by the end of the quarter in which the qualifying exam will be taken, the Graduate Adviser (in consultation with the student and the student's Major Professor) will recommend a Qualifying Examination committee to the Office of Graduate Studies for approval (<http://gradstudies.ucdavis.edu/forms/gs319-qualifying-exam-app-phd.pdf>). The QE Committee will consist of four or five members, with at least three members from the program's faculty and at least one member external to the program's faculty. Affiliated faculty members can serve as the external committee member. The QE Committee will have a Chair that is from the program's faculty but is not the student's intended Dissertation Chair (also known as the Major Professor). The intended Dissertation Chair should, however, reside on students' QE Committee. The suggested QE Committee must be finalized no later than the first week of the Fall quarter of the student's third year.

Because required coursework should be completed before engaging in the QE, students should have all coursework finished by the end of their seventh quarter of enrollment, after which the Graduate Adviser will submit the completed QE application. Students not conforming to this schedule must meet with the Graduate Adviser and Department Chair to discuss and provide an explanation for their deviation from the expected schedule timeline. Such students will be considered on a case-by-case basis but likely deemed as not making satisfactory academic progress and as either progressing marginally or unsatisfactorily. This status will be reflected in students' Graduate Student Progress Assessment that is conducted annually in the Spring quarter.

Qualifying Examination

General Information. The Qualifying Exam (QE) in Communication is intended to confirm and certify that students are academically qualified to generate a theoretically derived research project, effectively engage in independent research, and successfully complete a Dissertation required for a doctoral degree. The QE also provides an opportunity for the Committee to provide important guidance to the student regarding his or her Dissertation work and future academic and professional development. The QE will consist of a written exam and an oral exam with the QE committee. Along with the written exam, the student is also required to assemble and submit an academic portfolio as supplementary materials. Because the Communication QE policy is meant to reinforce and provide details to the general UC Davis QE policy, students should be familiar with the graduate council policy that applies to all QEs:

https://gradstudies.ucdavis.edu/sites/default/files/upload/files/grad-council/qe_policy_approved_4-1-2011.pdf

Written Portion of the Exam. The written portion consists of a carefully-written and researched answer to a question that concerns the student's specialized area of study and is directly related to their Dissertation objectives. The question, which may include sub-questions, will be written by the QE Committee Chair in consultation with the student and the student's Major Professor and will need to be

approved by the remainder of the Committee. While students can start preparing for the written exam as early as they can (e.g., consulting with the QE committee to determine the focus of the written question and constructing the relevant reading list), they will be given 4 weeks from the time they receive the exact question from the Committee Chair to complete the written QE.

The QE Chair, in consultation with the committee, will determine and make available to students no later than the 2nd week of the quarter in which the QE is taken (Fall or Winter quarter of the student's third year) the exact dates, timing, and procedures for making the written QE question available and receiving students' responses. For example, students may have access to a question via the Internet or email at a set time on a scheduled date and have exactly 4 weeks to submit their response to the question via the Internet or email. Students can access whatever materials they wish during the 4-week period, but should maintain academic integrity and uphold the University's code of academic conduct. The QE Chair should also provide the student with guidelines regarding the length and format of response to the written QE question.

Oral Portion of the Exam. The oral portion of the qualifying exam will be 2-3 hours in length and is intended to assess the student's critical thinking ability, powers of synthesis and application, and broad knowledge of the field of study.

The oral portion is a verbal exam that interactively assesses students' command of the concepts and research germane to the written portion of the qualifying exam, as well as the student's command of the discipline more broadly. The QE Committee members should, in the course of the oral examination, address issues of mastery of fundamental knowledge of communication theory and research, especially that relates to the student's area of research.

The oral exam will take place approximately two weeks after the student submits the written exam. Students should schedule the oral exam in a manner that accommodates all Committee members' schedules and allows at least two weeks for the committee to read the written response. Committee member selection should also consider possible schedule conflicts. The oral portion of the exam should be completed before the end of the eighth (8th) quarter of enrollment, typically Winter quarter of the third year.

Portfolio Portion of the Exam. The student will submit, by the due date of the written portion of the qualifying exam, a portfolio including the student's CV, graduate transcripts, and research publications and writings. The portfolio is a required element of the qualifying exam, and is intended to provide the QE Committee with a complete view of the student's accomplishments and abilities that relate to eligibility as a doctoral candidate and likelihood of success as a PhD professional.

Outcome of the Exam. The committee will reach a decision on the student's performance immediately after the oral exam. The committee, having reached a unanimous decision, shall inform the student of its decision to:

- "Pass" (no conditions may be appended to this decision), or
- "Not Pass" (the Chair's report should specify whether the student is required to retake all or part of the examination, list any additional requirements, and state the exact timeline for completion of requirements to achieve a "Pass"), or
- "Fail".

If a unanimous decision takes the form of “Not Pass” or “Fail”, the Chair of the QE committee must include in its report a specific statement, agreed to by all members of the committee, explaining its decision and must inform the student of its decision. Having received a “Not Pass” the student may attempt the QE one additional time; the QE report must list the specific conditions and timing for the second exam. After a second examination, a vote of “Not Pass” is unacceptable; only “Pass” or “Fail” is recognized. Only one retake of the qualifying examination is allowed, and only on condition of an initial “Not Pass”. Should the student receive a “Fail” on the first or second attempt at the exam, the student will be recommended for disqualification from the program to the Dean of Graduate Studies.

In the event of a split Committee vote, the Chair of the QE Committee will submit to Graduate Studies, with a copy to the student’s file, a written summary of the Committee vote and decision, accompanied by letters supporting the majority and minority viewpoints, and any documentation offered by the student. The letters from Committee members should address the student’s performance in the individual areas of the examination, as well as performance overall. Graduate Studies will render the final decision, as described in the Graduate Advisers Handbook.

In evaluating the student’s performance, no single aspect of the student’s QE or the portfolio should be taken as a determining factor, but rather an attempt should be made to consider all strengths and weaknesses and to determine whether, overall, the student may reasonably be expected to succeed in the PhD program.

Advancement to Candidacy

Before advancing to candidacy for a doctoral degree, a student must have satisfied all requirements set by the graduate program, must have maintained a minimum GPA of 3.0 in every course taken in fulfillment of program requirements (except those courses graded S or U), and must have passed the Qualifying Examination. Normally, students advance by the end of the 7th quarter. A student who has not advanced to candidacy by the end of the 8th quarter will likely be judged to not be making sufficient progress towards the degree. The student must file the appropriate paperwork with the Office of Graduate Studies and pay the Candidacy Fee in order to be officially promoted to Ph.D. Candidacy. Refer to the Graduate Council website for additional details regarding the Doctoral Qualifying Examination at this location:

<http://gradstudies.ucdavis.edu/gradcouncil/policiesall.html>

The student will file for advancement to candidacy for the degree of Doctor of Philosophy immediately after passing the Qualifying Examination. Filing for candidacy should take place as soon as the requirements for candidacy are satisfied and no later than the end of the student’s third year of study. At this point, the student and his or her major professor will submit the membership of the student’s dissertation committee to the Graduate Adviser for approval. Upon approval, the Graduate Adviser will forward the committee nomination to the Dean of Graduate Studies for final approval.

https://grad.ucdavis.edu/sites/default/files/upload/files/current-students/gs322_phd_candidacyc.pdf

DISSERTATION AND FINAL ORAL EXAMINATION

The Ph.D. in Communication is a “Plan C” degree. This plan requires a written dissertation and a final oral examination. These requirements are overseen by a dissertation committee composed of no less than three faculty members. The Graduate Council describes Plan C as follows:

Plan C. The Graduate Council shall appoint a committee of a minimum of 3 members, including its Chair. This committee will be designated as the Dissertation and Final Examination Committee and the Chair of this committee will be the candidate’s major professor. This Committee shall determine whether the candidate has met the requirements for the degree, in accordance with the following procedure:

- (a) The committee members shall guide the candidate in his or her research and shall pass upon the merits of the dissertation. The committee and the candidate shall arrange for such conferences as may be necessary for the complete elucidation of the subject treated in the dissertation.
- (b) A final oral examination, as described below in section (E), shall be required.
- (c) There is no exit seminar requirement for this plan.

The Dissertation

General Requirements. Filing of a Ph.D. dissertation with the Office of Graduate Studies is normally the last requirement satisfied by the candidate. The deadlines for completing this requirement are listed each quarter in the campus General Catalog (available online at the website of the Office of the Registrar or from the Bookstore). A candidate must be a registered student or in Filing Fee status at the time of filing a dissertation, with the exception of the summer period between the end of the Spring Quarter and the beginning of Fall Quarter. The PhD. Dissertation will be prepared, submitted and filed according to regulations instituted by the Office of Graduate Studies. Satisfaction of this requirement must be verified by the Dissertation Committee Chair. The Office of Graduate Studies offers more information at this site: <http://gradstudies.ucdavis.edu/students/filing.html>.

Dissertation Proposal. Students must submit a dissertation proposal, developed with guidance from the major professor, to the Dissertation Reading Committee for its approval. Data may not be collected prior to committee approval of the dissertation research project, with the exception of pilot research designed to develop measures and/or stimulus materials.

Dissertation Reading Committee. The Dissertation Committee is a three-member committee identified by the student in consultation with the Major Professor. The majority of the committee should be from the program. The composition of the dissertation committee is entered on the Advancement to Candidacy Form and submitted to Graduate Studies for formal appointment in accordance with Graduate Council policy. The role of the Dissertation Committee is to advise the doctoral student on the research topic and methods, and then to review the final completed dissertation for acceptance. The Committee Chairperson (usually the Major Professor) should determine the desires of the individual members regarding assistance with the research and dissertation review at the time the dissertation committee is constituted. Students are expected to meet with the Chair of their dissertation committee

regularly. Dissertation committee members are expected to read and comment on a dissertation within four weeks from its submission. This time limit policy does not apply to summer periods for faculty holding nine-month appointments. The student and faculty will coordinate a time-line for the student to present the thesis to the dissertation committee. This timeline must allow all dissertation committee members enough time to fulfill their responsibilities within the four-week deadline.

Dissertation. The research conducted by the student must be of such character as to show ability to pursue independent research. The dissertation reports a scholarly piece of work of publishable quality that solves a significant scientific problem in the field and is carried out under the supervision of a member of program while the student is enrolled in the program. The Chair of the dissertation committee must be a member of the program and must be immediately involved with the planning and execution of the work done to formulate the dissertation. The Department requires that all dissertations be prepared according to the requirements of the American Psychological Association (i.e., "APA style").

Students should meet regularly with their dissertation committee. The dissertation must be submitted to each member of the dissertation committee at least one month before the scheduled oral examination; committee members are expected to respond within 4 weeks, not including summer months for nine-month faculty. Informing committee members of progress as writing proceeds helps the members to plan to read the dissertation and provide feedback within this time frame. The dissertation must be approved and signed by the dissertation committee before it is submitted to Graduate Studies for final approval.

The Final Oral Examination

Procedures for the Final Oral Examination are established by the Graduate Council as reported verbatim here:

- (1) All members of the Dissertation and Final Examination Committee shall conduct a final oral examination of the candidate. This examination shall be held after oral presentation of the dissertation to the Dissertation Committee but before final action has been taken on it. The final oral examination shall consist primarily of questions arising out of the relationship of the dissertation to the general field of study in which the subject of the dissertation lies.
- (2) Admission to the final oral examination may be restricted, wholly or in part, at the discretion of the Graduate Program. If admission is restricted, it shall include all members of the Dissertation and Final Examination Committee and may include other members of the Academic Senate and/or guests of equivalent rank at other institutions.

Source: <https://gradstudies.ucdavis.edu/sites/default/files/upload/files/grad-council/c.4.davis-division-reg-520c-2008.pdf>

The Department of Communication does restrict admission to the oral examination. In addition to the candidate being examined and the Dissertation Committee, attendance shall be limited to individuals invited by the candidate being examined; invited guests may attend the presentation of the dissertation to the dissertation committee. The question-and-answer portion of the oral examination shall be limited to the candidate being examined and the Dissertation Committee.

ADVISING STRUCTURE AND MENTORING

Advising is provided by the student's major professor and committee, as well as by the program's Graduate Adviser. Guidance on administrative procedures can also be obtained from the program's Graduate Coordinator.

To help new students acclimate to the program, each is assigned a *temporary* academic adviser upon admission into the program. This appointment is made by the program's Graduate Adviser in consultation with the student. An effort is made to match each student with the faculty member whose interests best converge with the student's goals and objectives. A permanent academic adviser (major professor) will typically be selected by the student no later than the end of the fall quarter of his or her first year of study.

The major professor assists the student with a plan of study and supervises the student's research and progress toward satisfying degree requirements. The major professor also serves as Chair of the student's Dissertation and Final Oral Examination Committee.

It is not unusual for a student's interests to evolve, even after a major professor has been selected, such that a change of advisers is indicated. A change can be made with the approval of the program's Graduate Adviser.

NORMATIVE TIME TO DEGREE

Normative time *to* candidacy is 7 quarters. Normative time *in* candidacy is 5-8 quarters. Normative time to degree is generally 4 years for students who enter the program with an M.A. and 5 years for students who enter without an M.A.

Students should normally complete the degree in four academic years of full-time study. To be making adequate progress toward the degree, the following should be completed:

- By the end of the first quarter in the program, select a major professor.
- By the beginning of the fourth quarter in the program, select your Committee.
- By the beginning of the fourth quarter in the program, create a Plan of Study outlining the program of graduate study.
- By the end of the 8th quarter in the program, pass the qualifying examinations and advance to candidacy.

TYPICAL TIMELINE AND SEQUENCE OF EVENTS

Every student's program of study will be unique. Below we provide a typical timeline and sequence of events for a doctoral student in the program. In reviewing this timeline, please note that CMN 396 and CMN 299R do not satisfy unit requirements. Students who enter the program without an M.A. may be expected to take more coursework, leading to a longer normative time in candidacy, and potentially increasing time to degree to 5 years.

	Fall	Winter	Spring
Year 1	CMN 201 <i>Theoretical Perspectives on Strategic Communication</i> (4 units) PSC 204A <i>Statistical Analysis of Psychological Experiments</i> (4 units) CMN 396 <i>Teaching Assistant Training Practicum</i> (4 units)	CMN 202 <i>Communication Theory Construction</i> (4 units) PSC 204B <i>Causal Modeling of Correlational Data</i> (4 units) CMN 299R <i>Thesis/Dissertation Research and Writing</i> (4 units)	CMN 230 <i>Social Interaction Theory and Research</i> (4 units) PSC 205C <i>Structural Equation Modeling</i> (4 units) CMN 299R <i>Thesis/Dissertation Research and Writing</i> (4 units)
Year 2	CMN 211 <i>Survey Research Methods in Communication</i> (4 units) CMN 250 <i>Mediated Communication Theory and Research</i> (4 units) CMN 299R <i>Thesis/Dissertation Research and Writing</i> (4 units)	CMN 271 <i>Communication Networks</i> (4 units) CMN 251 <i>Digital Technology and Social Change</i> (4 units) CMN 299R <i>Thesis/Dissertation Research and Writing</i> (4 units)	CMN 252 <i>Computer-mediated Communication</i> (4 units) <i>200 Series Elective</i> (4 units) CMN 299R <i>Thesis/Dissertation Research and Writing</i> (4 units)
Year 3	CMN 255 <i>Social Media</i> (4 units) CMN 256 <i>Communication Perspective on Video Games</i> (4 units) CMN 299R <i>Thesis/Dissertation Research and Writing</i> (4 units) Qualifying Examination will typically be conducted in this quarter, leading to Advancement to Candidacy.	CMN 299R <i>Thesis/Dissertation Research and Writing</i> (12 units)	CMN 299R <i>Thesis/Dissertation Research and Writing</i> (12 units)
Year 4	CMN 299R <i>Thesis/Dissertation Research and Writing</i> (12 units)	CMN 299R <i>Thesis/Dissertation Research and Writing</i> (12 units)	CMN 299R <i>Thesis/Dissertation Research and Writing</i> (12 units) Submission and approval of Dissertation.

LEAVING THE PROGRAM PRIOR TO COMPLETION OF THE PHD REQUIREMENTS

Should a student leave the program prior to completing the requirements for the PhD, they may still be eligible to receive the Master's if they have fulfilled all the requirements (see Master's section). Students can use the Change of Degree Objective form available from the Registrar's Office:

http://registrar.ucdavis.edu/local_resources/forms/D065-graduate-major-degree-change.pdf

M.A. PROGRAM

ADMISSIONS REQUIREMENTS

Admissions requirements for the M.A. and Ph.D. program are identical.

Prerequisites

All students are expected to have completed an undergraduate course in inferential statistics (a course equivalent to STA 13) prior to enrolling in the program's required graduate-level methodology courses. Students who did not major in Communication as an undergraduate may also be required by the graduate program's Executive Committee to take other undergraduate courses at Davis prior to enrolling in graduate courses.

Deficiencies

Course work deficiencies should be made up by the end of the first academic year following initial enrollment by earning a letter grade of "B" or better in every course taken.

Full-Time Status

Success in graduate school is a full-time endeavor. We do not usually admit part-time students into the program. Full-time status requires continuous enrollment in no less than 12 units of coursework a quarter.

M.A., PLANS I AND II

Plan I

This plan requires a minimum of 32 units of graduate courses (200 series only). In addition, a thesis is required. The thesis serves as the capstone requirement. (Please note that Plan I requires more units than the UC Davis minimum, which are as follows: 30 units of graduate and upper division courses (the 100 and 200 series only), at least 12 of which must be graduate work in the major field.)

Plan II

This plan requires a minimum of 40 units of graduate courses. Research (CMN 299R) may not be used to satisfy the 40-unit requirement. A comprehensive final examination in the major subject is required of

each candidate. No thesis is required. (Please note that Plan II requires more units than the UC Davis minimum, which are as follows: 36 units of graduate and upper division courses, of which at least 18 units must be graduate courses in the major field. Not more than 9 units of research (299 or equivalent) may be used to satisfy the 18-unit requirement.)

COURSE REQUIREMENTS – CORE AND ELECTIVES (32-40 UNITS, DEPENDING ON PLAN)

Plan I Coursework (32 Units)

Core Courses (8 Units)

CMN 201 *Theoretical Perspectives on Strategic Communication* (4 units)
CMN 202 *Communication Theory Construction* (4 units)

Elective Courses (24 Units)

GROUP 1: TAKE TWO OF THE FOLLOWING THEORY COURSES (8 UNITS)

CMN 204 *Biological Foundations of Communication* (4 units)
CMN 220 *Persuasion Theories and Message Design* (4 units)
CMN 221 *Communication and Cognition* (4 units)
CMN 230 *Social Interaction Theory and Research* (4 units)
CMN 244 *Organizational Communication* (4 units)
CMN 250 *Mediated Communication Theory and Research* (4 units)
CMN 251 *Digital Technology and Social Change* (4 units)

GROUP 2: TAKE TWO OF THE FOLLOWING RESEARCH METHODS COURSES (8 UNITS)

CMN 210 *Experimental Methods and Analysis in Communication* (4 units)
CMN 211 *Survey Research Methods in Communication* (4 units)
CMN 212 *Web Science Research Methods* (4 units)
CMN 213 *Simulation Methods in Communication Research* (4 units)
CMN 214 *Analysis of Communication Networks* (4 units)

GROUP 3: STATISTICS REQUIREMENT (4 UNITS)

Take one graduate-level (200 series) statistics and/or advanced mathematics course of at least four units, selected in consultation with the major professor.

GROUP 4: GENERAL ELECTIVE (4 UNITS)

Take one graduate level elective (200 series only, ≥ 4 units) from within or outside of the Department, selected in consultation with the major professor.

Other Considerations:

Full-time students must enroll for 12 units per quarter including research, academic and seminar units. Courses that fulfill any of the program course requirements may not be taken as Satisfactory (S) or

Unsatisfactory (U) unless the course is normally graded S/U. Once course requirements are completed, students can take additional classes as needed, although the 12 units per quarter are generally fulfilled with a research class (299) and seminars. Per UC regulations students cannot enroll in more than 12 units of graduate level courses (200) or more than 16 units of combined undergraduate and graduate level (100, 200, 300) courses per quarter.

Plan II Coursework (40 Units)

Core Courses (8 Units)

CMN 201 *Theoretical Perspectives on Strategic Communication* (4 units)

CMN 202 *Communication Theory Construction* (4 units)

Elective Courses (32 Units)

GROUP 1: TAKE TWO OF THE FOLLOWING THEORY COURSES (8 UNITS)

CMN 204 *Biological Foundations of Communication* (4 units)

CMN 220 *Persuasion Theories and Message Design* (4 units)

CMN 221 *Communication and Cognition* (4 units)

CMN 230 *Social Interaction Theory and Research* (4 units)

CMN 244 *Organizational Communication* (4 units)

CMN 250 *Mediated Communication Theory and Research* (4 units)

CMN 251 *Digital Technology and Social Change* (4 units)

GROUP 2: TAKE TWO OF THE FOLLOWING METHODS COURSES (8 UNITS)

CMN 210 *Experimental Methods and Analysis in Communication* (4 units)

CMN 211 *Survey Research Methods in Communication* (4 units)

CMN 212 *Web Science Research Methods* (4 units)

CMN 213 *Simulation Methods in Communication Research* (4 units)

CMN 214 *Analysis of Communication Networks* (4 units)

GROUP 3: STATISTICS REQUIREMENT (4 UNITS)

Take one graduate-level (200 series) statistics and/or advanced mathematics course of at least four units, selected in consultation with the major professor.

GROUP 4: GENERAL ELECTIVE (12 UNITS)

Take three graduate level elective (200 series only, ≥ 4 units) from within or outside of the Department, selected in consultation with the major professor.

Other Considerations:

Full-time students must enroll for 12 units per quarter including research, academic and seminar units. Courses that fulfill any of the program course requirements may not be taken as Satisfactory (S) or Unsatisfactory (U) unless the course is normally graded S/U. Once course requirements are completed,

students can take additional classes as needed, although the 12 units per quarter are generally fulfilled with a research class (299) and seminars. Per UC regulations students cannot enroll in more than 12 units of graduate level courses (200) or more than 16 units of combined undergraduate and graduate level (100, 200, 300) courses per quarter.

Special Requirements (Plan I and Plan II)

Any student hired as a TA or AI is required to take CMN 396 (or an equivalent teacher preparation course, as specified by the program's Executive Committee) during (or prior to) their first quarter of teaching. Students who are not funded as TAs or AIs are encouraged to take this course as well to become eligible to teach in the program. CMN 396 credits do not satisfy the unit requirements for the degree.

THESIS COMMITTEE OR COMPREHENSIVE EXAMINATION COMMITTEE

Thesis Committee (Plan I)

The student, in consultation with his/her major professor and Graduate Adviser, nominate no less than 3 faculty members to serve on the Thesis Committee. The committee may (but is not required to) include one faculty member from outside the program. Affiliated faculty of the program may serve as the external faculty member. These nominations are submitted to the Office of Graduate Studies for formal appointment in accordance with Graduate Council policy. The major professor serves as Chair of the committee.

Comprehensive Examination Committee (Plan II)

The student, in consultation with the major professor and graduate adviser, nominate no less than 3 faculty members to serve on the Comprehensive Examination Committee. The committee may (but is not required to) include one faculty member from outside the program. These nominations are submitted to the Office of Graduate Studies for formal appointment in accordance with Graduate Council policy. The major professor serves as Chair of the committee.

ADVISING STRUCTURE AND MENTORING

Each student is assigned a *Temporary Adviser* upon admission into the program. This appointment is made by the program's Graduate Adviser in consultation with the student. An effort is made to match each student with the faculty member whose interests best converge with the student's goals and objectives. The student must select his or her Major Professor no later than the end of the fall quarter of his or her first year of study. The Major Professor is the faculty member who supervises the student's thesis research; this person serves as the Chair of the Thesis (Plan I) or Comprehensive Examination (Plan II) Committee.

Graduate Advisors, who are appointed by Graduate Studies, are a resource for information on academic requirements, policies and procedures, and registration information. The head of the executive committee is generally a graduate advisor, and usually one additional member of the executive committee is as well.

The *Graduate Program Coordinator* (staff) assists students with identifying a major professor, identifying appointments, and general university policies. The Mentoring Guidelines can be found in the graduate student handbook and on the Department's website.

<http://communication.ucdavis.edu/graduate/handbook-and-guidance/grad-mentor-guidelines>

ADVANCEMENT TO CANDIDACY

Every student must file an official application for Candidacy for the Degree of Master of Communication and pay the Candidacy Fee after completing one-half of their course requirements and at least one quarter before completing all degree requirements; this is typically the fourth or fifth quarter of study. The Candidacy for the Degree of Master form can be found online at this location:

<http://www.gradstudies.ucdavis.edu/forms/>

A completed form includes a list of courses the student will take to complete degree requirements.

If changes must be made to the student's course plan after s/he has advanced to candidacy, the Graduate Adviser must recommend these changes to Graduate Studies. Students must have their Graduate Adviser and committee Chair sign the candidacy form before it can be submitted to Graduate Studies. If the candidacy is approved, the Office of Graduate Studies will send a copy to the appropriate Graduate Program Coordinator and the student; the Thesis Committee Chair will also receive a copy, if applicable. If the Office of Graduate Studies determines that a student is not eligible for advancement, the program and the student will be told the reasons for the application's deferral. Some reasons for deferring an application include: grade point average below 3.0, outstanding "I" grades in required courses, or insufficient units.

COMPREHENSIVE EXAMINATION AND/OR THESIS REQUIREMENTS

Thesis Requirements (Plan I)

Thesis Committee Meetings. Students must submit a thesis proposal, developed with guidance from the major professor, to the thesis committee for its approval. Data may not be collected prior to committee approval of the thesis research project, with the exception of pilot research designed to develop measures and/or stimulus materials.

Thesis. Research for the Master's thesis is to be carried out under the supervision of a faculty member of the program and must represent an original contribution to knowledge in the field. The thesis research must be conducted while the student is enrolled in the program. The thesis, which will consist of an original research report of at least the length and sophistication of a research article appropriate for publication in a peer-reviewed journal in communication or related fields, is submitted to the thesis committee at least one month before the student plans to make requested revisions. This time limit policy does not apply to summer periods for faculty holding nine-month appointments. All committee members must approve the thesis and sign the title page before the thesis is submitted to Graduate Studies for final approval. Should the committee determine that the thesis is unacceptable, even with

substantial revisions, the program may recommend to the Dean of Graduate Studies that the student be disqualified from the program.

The thesis must be filed in a quarter in which the student is registered or on filing fee. Instructions on preparation of the thesis and a schedule of dates for filing the thesis in final form are available from Graduate Studies; the dates are also printed in the UC Davis General Catalog and in the Class Schedule and Registration Guide issued each quarter. A student must have a GPA of 3.0 for the M.A. degree to be awarded.

Comprehensive Examination (Plan II)

The Comprehensive Examination includes written and oral components, as described below.

Written Comprehensive Examination. The format for the written examination can include a “sit down” essay examination, a “take home” essay assignment, or some combination of each format. The student’s major professor and committee, in consultation with the student, will determine the most appropriate format. At minimum, every student’s written examination will cover the core theories and methodologies that define the field of communication. These theories and methodologies are covered in the core classes and other coursework. The student’s examination will go beyond the scope of these courses to include foundational principles of communication theory, research, and research methods, as well as current trends and controversies in the field. These examinations often ask the student to integrate issues covered across courses and apply theories and principles to new situations. Each examination will also address the student’s primary interest area. Evaluation of the written component of the examination will be the responsibility of the student’s comprehensive examination committee.

Oral Comprehensive Examination. The student advances to the oral comprehensive examination only after all written work is judged by his or her M.A. Committee to be of acceptable quality. The oral examination has the format of a cross-examination, in which students are asked to defend or expand upon their written examination answers. Questions will also address foundational principles of communication theory, research, and research methods, as well as current trends and controversies in the field. At the conclusion of the cross-examination, the student will be asked to leave the room. The Committee will then confer and make a determination of whether the student has passed or failed the oral examination. Once a decision has been made, the student will be called back into the room and told of the Committee’s evaluation by the major professor.

Timing. The written component of the comprehensive examination must be administered no later than the last weekday of the month of April of the student’s second year of study. Oral examinations must be scheduled no later than the last weekday of the month of May of the student’s second year of study.

Outcome. All written components of the examination must be acceptable to the Committee. The student’s committee has the option of requiring a rewrite of unacceptable work, but only if the Graduate Adviser concurs with the committee. Only one revision of written work is permitted. A second oral examination may be scheduled if a student fails on the first attempt, but only if the Executive Committee chair concurs. A student who does not pass on the second attempt of the written or oral

component of the comprehensive examination will be recommended for disqualification from further graduate work in the program to the Dean of Graduate Studies.

NORMATIVE TIME TO DEGREE

Normative time *to* advancement to candidacy is four quarters for Plan I and five quarters for Plan II. Normative time *in* candidacy is two quarters for Plan I and one quarter for Plan II. Normative time to degree is two years (six quarters of study) for both Plan I and Plan II.

TYPICAL TIMELINE AND SEQUENCE OF EVENTS

Every student's plan of study is unique. Below is an example study plan for an M.A. student on Plan I (thesis option). Students who must remedy deficiencies will typically be asked to take specified remedial undergraduate courses in the first year of study, in lieu of CMN 299R. The effect is that the student's program of study may extend into the fall quarter of the third year. Please note that CMN 396 and CMN 299R do not satisfy the 32 unit credit requirement for the M.A. degree.

	Fall	Winter	Spring
Year 1	CMN 201 <i>Theoretical Perspectives on Strategic Communication</i> (4 units) PSC 204A <i>Statistical Analysis of Psychological Experiments</i> (4 units) CMN 396 <i>Teaching Assistant Training Practicum</i> (4 units)	CMN 202 <i>Communication Theory Construction</i> (4 units) CMN 230 <i>Social Interaction Theory and Research</i> (4 units) CMN 299R <i>Thesis/Dissertation Research and Writing</i> (4 units)	CMN 251 <i>Digital Technology and Social Change</i> (4 units) CMN 271 <i>Communication Networks</i> (4 units) CMN 299R <i>Thesis/Dissertation Research and Writing</i> (4 units)
Year 2	CMN 211 <i>Survey Research Methods in Communication</i> (4 units) CMN 270 <i>Diffusion of Innovations</i> (4 units) CMN 299R <i>Thesis/Dissertation Research and Writing</i> (4 units) <i>Advancement to M.A. Candidacy</i>	CMN 299R <i>Thesis/Dissertation Research and Writing</i> (12 units)	CMN 299R <i>Thesis/Dissertation Research and Writing</i> (12 units) <i>Thesis submitted, revised, and approved.</i>

Graduate Courses in Communication

What follows is a list of graduate courses in communication currently in the curriculum of the Department of Communication. We offer no guarantees that the courses listed below will necessarily be offered during your residence at UC Davis. Courses are scheduled based on student demand, the availability of faculty, and Department resources.

201. Theoretical Perspectives on Strategic Communication (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Explores the intentional use of discourse and nonverbal behavior to reach goals. Explores theories and models that elucidate the processes that enable the realization of intentions in message plans and discourse.

202. Communication Theory Construction (4)

Seminar—4 hours. Prerequisite: consent of instructor; graduate standing. Alternative meta-theoretical perspectives for theory generation in communication inquiry. Processes of construct explication, operationalization and theory construction. Emphasis on the critique of extant communication theories and the development of theory construction skills. Offered irregularly.

203. Scientific Methods for Communication (4)

Seminar—3 hours; term paper. Prerequisite: 201, 202, Psychology 204A, 204B or equivalent. Social scientific research methods commonly employed in Communication. Topics include research design measurement sampling questionnaire construction survey research experimental design evaluation research content analysis and qualitative field methods.

204. Biological Foundations of Communication (4)

Lecture/Discussion—3 hours; term paper. Communibiological, evolutionary, neuroscience, and neurophysiological perspectives on communication. Methodologies for examining human physiological responses to messages, such as heart rate, skin conductance, electromyography, and cortical activity.

210. Experimental Methods and Analysis in Communication (4)

Lecture—4 hours. Prerequisite: graduate standing; one course in inferential statistics; consent of instructor. Experimental designs in communication. Topics include: causation; threats to validity; conceptualization, operationalization, and measurement; hypothesis testing; ethics; data analysis software focusing on the analysis of variance and planned contrasts; and the practical and effective implementation and writing of experiments.

211. Survey Research Methods in Communication (4)

Seminar—4 hours. Prerequisite: graduate standing; one course in inferential statistics; consent of instructor. Methods for designing personal interview, phone, mail, and web-based surveys in communication. Topics include: sampling strategies, sources of error and bias in survey designs, questionnaire construction, cognitive interviewing, interviewer behavior, and analysis of complex survey data using standard software packages.

212. Web Science Research Methods (4)

Lecture/Discussion—3 hours; term paper. Applications of data science to web-based communication research. Design, implementation, analysis, and reporting of studies using online data. Use of Python to scrape, organize, analyze, and visualize web data.

213. Simulation Methods in Communication Research (4)

Lecture/Discussion—4 hours. Simulation methods for modeling human communication. Single and multiple agent approaches to developing process theories of cooperation, coordination, strategic behavior, information and innovation diffusion, and other aspects of sociality.

214. Analysis of Communication Networks (4)

Lecture/Discussion—3 hours; term paper. Theoretical and analytic issues pertaining to network perspectives on communicating and organizing. Consideration of structural and dynamic features of communication networks. Introduction to network analysis software and various analysis techniques.

220. Persuasion Theories and Message Design (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Major social scientific theories and perspectives on attitude change and persuasion. Application of persuasion theories and principles to persuasive message design in applied contexts.

221. Communication and Cognition (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Explores the cognitive structures and processes that enable the production, comprehension and interpretation of messages in face-to-face and mediated communication contexts. Explores the communication outcomes associated with these processes. Offered in alternate years.

222. Risk Communication (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Theories and models of individual risk information processing. Media depictions of threats and risk-related information and their potential effects on audiences. Implications for the design and implementation of messages concerning threat and risk. Offered irregularly.

230. Social Interaction Theory and Research (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Survey of theories and research on social interaction and interpersonal communication. Covers communication codes, individual differences in communication, communication and relationship development, family communication, conflict, cognitive and emotional processes underlying social interaction, social influence, intercultural communication, and nonverbal behavior.

231. Tactics of Interpersonal Influence (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Achievement of interpersonal goals in social interaction. Topics include message production; tactics, strategies and planning; anticipating potential obstacles; resisting and thwarting goals; plan recognition; and goal detection. Examined goals include compliance gaining, attitude change, ingratiation, information seeking, comforting, and deception. Offered in alternate years.

232. Health Communication (4)

Seminar—3 hours; term paper. Prerequisite: graduate standing or consent of instructor. Health communication theories and research traditions. Topics include consumer health information seeking; physician-patient interaction; information, social marketing, “edutainment,” and media advocacy campaigns; social networks and

coping; media influences on health; and new communication technologies in health promotion and healthcare delivery. (Same course as Public Health Science 232.) Offered in alternate years.

233. Persuasive Technologies for Health (4)

Lecture/Discussion—3 hours; term paper. Theorizing, designing and evaluating ethical technology-based health communication interventions. Uses of social media, mobile communication apps, wearable devices, computer-generated tailored messages, educational games, and computational approaches in health promotion and healthcare delivery.

234. Intercultural Communication (4)

Seminar—3 hours; term paper. Restricted to graduate standing. Theories and research on intercultural communication. Topics include national, racial, and ethnic similarities and differences in communication practices; cultural beliefs and values; identity and conflict; and technological influences on intercultural communication. Methodological issues in intercultural communication research are also examined.

235. Health Communication Campaigns (4)

Lecture/Discussion—3 hours; term paper. Principles of health communication campaign planning, implementation and evaluation. Strategies for changing health behaviors, shaping policy, and improving healthcare organizations' relations with stakeholders.

243. Media and Health (4)

Seminar—3 hours; term paper. Restricted to graduate standing. Survey of research on media and health. Topics include health news coverage; depictions of health, illness and disability in entertainment; health campaigns; advertising of health products and services; and the influence of gaming and other new media on health behaviors. Offered irregularly.

244. Organizational Communication (4)

Seminar—4 hours. Prerequisite: graduate standing and consent of instructor. Theory and research on communication processes in organizations.

250. Mediated Communication Theory and Research (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Survey of major theories on the intended and unintended effects of mediated communication. Topics include media's effects on learning, political behavior, interpersonal violence, sexual socialization, consumer behavior, race relations, gender socialization, and cultural processes.

251Y. Digital Technology and Social Change (4)

Seminar—4 hours. Discussion and research on how digital technologies transform our lives through social media, mobility, big data, global connectivity, and artificial intelligence; changing business, health, democracy, globalization, families, dating, and education.

252. Computer-Mediated Communication (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. The effects of computer-mediated communication on the ways in which people express themselves, form impressions about strangers, develop and maintain relationships, collaborate on group work, and expand social network, especially in comparison to face-to-face communication. Offered in alternate years.

253. Children, Adolescents, and the Media (4)

Lecture/Discussion – 3 hours; Term Paper. Theory and research on the uses and effects of traditional and new media on children and adolescents, emphasizing social, emotional, cognitive, and physical development. Methodological approaches and ethical issues in studies of underage populations. Parent and family mediation of effects.

254. Communication Campaigns (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Strategic uses of media and interpersonal channels to promote social change through social marketing, information, and media advocacy campaigns. Focus on theory-based interventions in a variety of applied contexts. Offered in alternate years.

255. Social Media (4)

Seminar—3 hours; term paper. Theoretical, conceptual and analytic issues pertaining to social media research. Topics include motivation, participation, virality, and social-technical capital. Examination of social media in various contexts. Introduction to online behavioral data collection and analysis methods.

256. Communication Perspective on Video Games (4)

Seminar—3 hours; term paper. Review of theory and research on the uses and effects of video games and virtual environments developed for entertainment and education. Study of the research methods available for documenting and measuring game use and effects on behavior.

259. Cognitive Approaches to Media (4)

Seminar—3 hours; term paper. Interdisciplinary examination of cognitive approaches to mediated communication. Application of studies on mediated message processing, cognitive and emotional information processing, psychophysiology, and neuroscience to mass communication. Review of media research and methods on attention, memory, motivation, and limited capacity

260. Political Communication (4)

Lecture/Discussion – 3 hours; term paper. Theories and research on the connections between media, politics, and citizens in the digital age. Critical framework for understanding the nature of mediated politics by assessing inter-relationships between production of news, political elites' campaign strategies, and behaviors of citizens.

270. Diffusion of Innovations (4)

Seminar—3 hours; term paper. Communication processes by which information and innovations spread through social systems. Models of diffusion, including spatial, network, time dependent, semantic and cognitive frameworks. Impact of communication technologies on diffusion. Practical application of diffusion models in a variety of contexts.

275y. Computational Social Science (4)

Web Virtual Lecture—1.5 hour(s); Discussion—2 hour(s); Term Paper. Survey of modern computational research methods. Big data, social network analysis, machine learning, Agent-based computer simulations. Online lectures are taught by faculty from all 10 UC campuses. Local face-to-face discussion section. Only 2 units of credit to students who have taken CMN 150V. This course is also required for the designated emphasis in computational social science.

280. Special Topics in Social Interaction (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Reading, discussion, research, and writing on a selected topic in the specialty of social interaction. May be repeated for credit when topic differs. Offered irregularly.

281. Special Topics in Mediated Communication (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Reading, discussion, research, and writing on a selected topic in the specialty of mediated communication. May be repeated for credit when topic differs. Offered irregularly.

282. Special Topics in Health Communication (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Reading, discussion, research and writing on a focused topic in health communication. May be repeated for credit when topic differs. (Same course as Epidemiology and Preventive Medicine 282). Offered irregularly.

283. Special Topics in Organizational Communication (4)

Seminar—4 hours. Prerequisite: graduate standing; consent of instructor. Reading, discussion, research, and writing on a selected topic in the specialty of organizational communication. May be repeated for credit when topic differs. Offered irregularly.

CMN 284—Special Topics in Political Communication (4)

Lecture/Discussion—4 hour(s). Reading, discussion, research, and writing on a selected topic in the specialty of political communication. May be repeated up to 4 time(s) when topic differs.

298. Group Study (1-5)

Lecture—3 hours. (S/U grading only.)

299. Individual Study (1-12)

(S/U grading only.)

299R. Thesis/Dissertation Research and Writing (1-12)

Independent study—3-36 hours. Prerequisite: graduate standing in Communication. (S/U grading only.)

396. Teaching Assistant Training Practicum (1-4)

Prerequisite: graduate standing. May be repeated for credit. (S/U grading only.)

Appendix

ADVISING/MENTORING EXPECTATIONS CHECKLIST¹

Faculty advisors can complete this worksheet and use it as the basis for a discussion with individual students or as a group. Students can complete the worksheet to explore their own academic development and their personal philosophy on mentoring others. If students and advisors differ on an aspect by 2 or more points, this is an item that should be discussed.

Directions: Read each pair of statements describing end points on a continuum of advising philosophies. Estimate your position and mark it on the scale: 3 = both parties share equal responsibility, 1 = advisor has sole responsibility, 5 = student has sole responsibility.

It is the advisor's responsibility to select a dissertation research topic.	1 2 3 4 5	The student is solely responsible for selecting the dissertation topic.
The advisor should determine how often and when to meet with the student, and the meeting format.	1 2 3 4 5	The student should decide how often and when to meet with the advisor, and the format of the meeting.
The advisor should check regularly that the student works consistently on tasks.	1 2 3 4 5	Students should work independently without external management.
The advisor should be the first place to turn when the student has problems with the research project.	1 2 3 4 5	Students should try to resolve problems on their own/with others, before bringing a research problem to the advisor.
The advisor is responsible for providing emotional support and/or encouragement to the student.	1 2 3 4 5	Emotional support and/or encouragement are not the responsibility of the advisor, and students should look elsewhere.
The advisor should inspect all drafts of work to ensure that the student is on the right track, and assist in the writing.	1 2 3 4 5	Students should submit drafts of work only when they want input and feedback from the advisor, and should be the sole author.
The advisor should determine when and where to present or publish the research.	1 2 3 4 5	The student should decide when and where to present or publish the research.
The advisor should decide when the dissertation is ready to be submitted.	1 2 3 4 5	The student should decide when the dissertation is ready to be submitted.
The advisor is responsible for providing career advice and preparation to the student, and introducing the student to others in the field.	1 2 3 4 5	Students are responsible for finding career advice and preparation, and for building their own networks without the help of the advisor.

¹ Original from Ingrid Moses, 1985, Higher Education Research and Development Society of Australasia. Adapted by Margaret Kiley and Kate Cadman, 1997, Centre for Learning & Teaching, Univ. of Technology, Sydney. Further adapted by Chris M. Golde, 2010, Stanford University and by the Department of Physics and Astronomy at UC Davis, and finally adapted here.