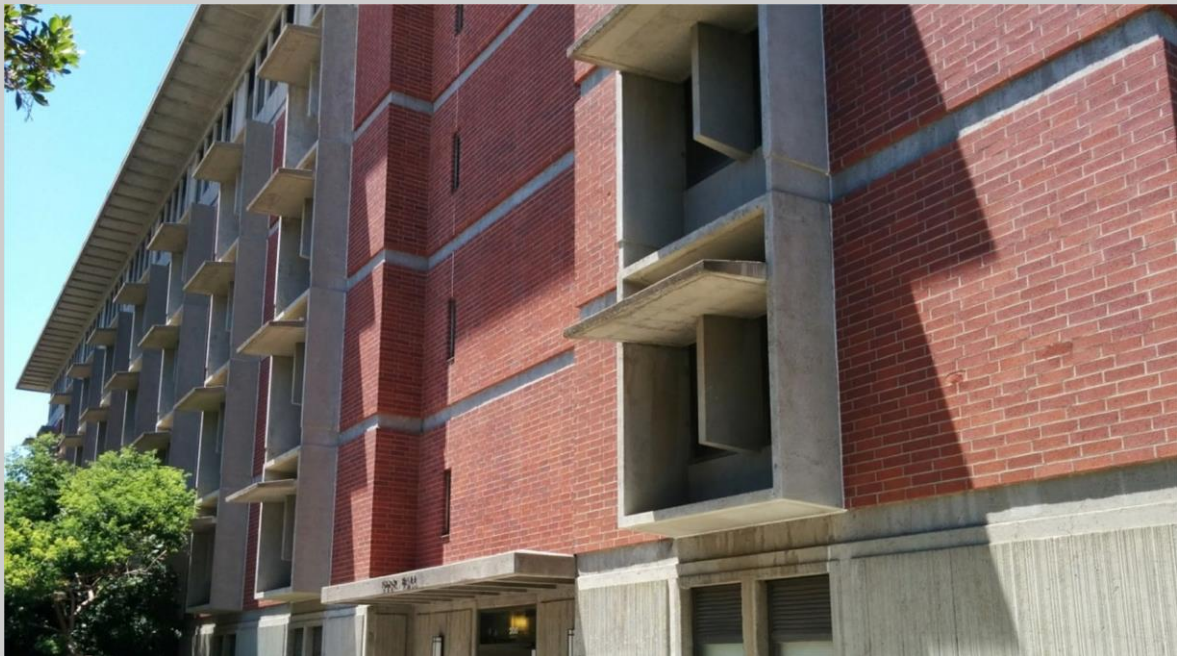


GRADUATE STUDENT HANDBOOK 2026-2027

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

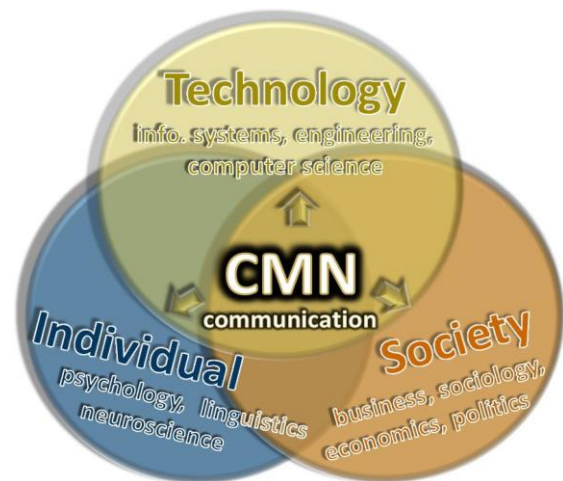
The graduate program in Communication at the University of California, Davis is distinguished by the excellence of our faculty and the clarity of our vision. We do not attempt to be all things to all people. Rather, our objective is to offer a program of distinction that focuses on the quantitative study 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) or 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 most human communication. 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 study of communication processes as dynamic and interactive exchanges of messages 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

We are dedicated to fostering understanding, collaboration, and change in a diverse and interconnected world. Our departmental mission is to advance communication science and empower students and communities through transformative curriculum, innovative research, and community-oriented service. Aligned with the department's overarching vision and mission, the graduate program advances the study of human communication, with a specific focus on mediated communication and emerging technologies. Through rigorous scholarship and interdisciplinary collaboration, we prepare graduate students to become leaders and innovators in both academia and industry. Our program empowers students to confront the evolving communication challenges of a digitally connected world, while fostering critical thinking, research excellence, and meaningful societal contributions.

Our graduate program centers on the social scientific study of human communication through quantitative methods. Students receive training in core social science research techniques, including experimental

methods, survey research, and content analysis. We also require a sequence of statistics courses, which can be completed through Psychology, Political Science, or Sociology. Additionally, our faculty provide advanced training in computational social science methodologies, including "big data" analytics, modeling, and simulations. While the program is best suited for students interested in understanding communication through quantitative approaches, we also support specialized research that draws on diverse methodological and theoretical traditions. For example, we have one faculty member who integrates biological and neuroscientific perspectives, using tools such as state-of-the-art EEG and functional neuroimaging to investigate the neural foundations of communication. This methodological breadth enhances the program's capacity to address a wide range of communication phenomena across multiple levels of analysis.

We believe that while students can gain research knowledge through coursework, true mastery of research comes through hands-on experience in collaborative projects with faculty and peers. To this end, all graduate students are expected to engage in collaborative research from the outset of their studies, with faculty providing opportunities and guidance to facilitate their active involvement in research projects. As students advance, they assume increasing independence in these projects, refining their research skills as they progress through their coursework. We also prioritize the development of students' presentation abilities by offering students opportunities to present their research at the Department's colloquia and by providing travel support for them to attend national and international conferences.

Approximately half of the students in our graduate program aim to pursue academic careers as teachers and researchers, while the other half target positions in non-academic sectors, including non-profits, the public sector, as well as private industry. Our ultimate goal is to produce well-rounded scholars who excel in both research and teaching. To prepare students for academic roles, we offer teaching experience during the academic year and summer sessions in the form of teaching assistantships and associate instructor positions. As students gain expertise in their areas of emphasis (e.g., political communication, social media, computer-mediated communication), they are given opportunities to teach or assist in upper-division courses aligned with their specialization.

For students pursuing non-academic careers, particularly in the private sector, we emphasize the development of transferable skills. Our program equips students with strong research abilities, critical thinking, and data analysis skills, which are highly sought after in industries such as technology, marketing, media, and communication consultancy. Additionally, we offer career support, including workshops on job search strategies and professional networking, ensuring our graduates are well-prepared for successful careers in both inside and outside of academia.

THE UNIVERSITY

THE UC DAVIS ADVANTAGE

We are proud to be a part of the world's most renowned institution of higher education, the University of California. The University of California, Davis is an amazing place, ranked by *the Washington Monthly* as the nation's second-best public university. Students admitted to our graduate program have a wealth of intellectual resources to draw upon that extend far beyond our program and faculty.

Here are a few other highlights about UC Davis:

- Ranked second in the world in veterinarian medicine
- Ranked first in the U.S. in agriculture
- Ranked first in the U.S. for diversity, inclusiveness, and internationalization

- Ranked first in the U.S. for campus sustainability practices

For more highlights about our university and the accomplishments of its faculty and students, please visit this webpage: [Rankings \(ucdavis.edu\)](https://rankings.ucdavis.edu)

PRINCIPLES OF COMMUNITY

Upon admission to the program, our graduate students become members of the larger UC Davis community and are expected to live up to the principles of our community. These principles are available on the university's website ([Principles of Community | Diversity, Equity & Inclusion \(www.ucdavis.edu\)](https://www.ucdavis.edu/principles-of-community)). 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.

People

PROGRAM ADMINISTRATIVE PERSONNEL

Department and Program Chair Bo Feng
 Graduate AdviserJingwen Zhang
 Executive Committee.....Jingwen Zhang (Chair), Drew Cingel, Narine Yeghiyan
 Graduate Program CoordinatorStephanie Fallas
 Department Chief Administrative OfficerJessie 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, Chair and Professor (Ph.D., Purdue University, 2006)

Interpersonal communication in face-to-face and technologically mediated environments, physician-patient communication, cross-cultural communication, and human-artificial agent communication.

SETH FREY, Associate 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; AI agents and multi-agent system communication; international development (ICT4D); mathematical theory of communication and information theory; social evolution; big data.

JUNWEN HU, Assistant Professor (Ph.D., Michigan State University, 2026)

Media and message designs that produce and sustain effective relationships, which regulate personal cognition, emotion, and behavior; interpersonal communication; media technology.

RICHARD HUSKEY, Associate 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.

SOOJONG KIM, Assistant Professor (Ph.D., University of Pennsylvania, 2020)

Computational social science, AI and society, social media, computer-mediated communication, health and science communication, and political communication.

JORGE PEÑA, 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 B. RUIZ, Professor of Teaching in Communication (Ph.D., University of California, Davis, 2015)

Online media use on public health promotion; social and semantic networks; the influence of exposure to stereotypical racial/ethnic and gender content in the media on perceptions of self and others.

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, 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 messages, multitasking, online learning and ethnic minorities and media.

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, Associate Professor (Ph.D., University of Pennsylvania, 2016)

Health communication, persuasive technologies, artificial intelligence, chatbot, AI-human communication, 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.

STEPHEN G. HENRY, MD, M.Sci, Associate Professor, Department of General Medicine, Geriatrics, and Bioethics.

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 & Professor of Cinema and Digital Media

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

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

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:

Mentoring is defined as a close relationship between a graduate student and a faculty member who provides guidance, support, and research advice in an individualized manner.

Graduate Council recognizes that the mentoring of graduate students by faculty is an integral part of the graduate experience for both. The responsibilities of the faculty mentor are broad and diverse. They include but are not limited to serving as a role model, advising a student as to course work requirements, and providing formal instruction in each discipline as well as helping students identify and achieve their individual short and long-term educational goals. While the major professor usually acts as a student's primary mentor, many of the mentoring "functions" described below, may also be performed by other program/group faculty and staff over the course of a student's graduate experience. A corollary to this recognition is that much of the interaction of faculty with all students includes important mentoring components. Similarly, graduate students have important responsibilities to ensure they are open to and accepting of faculty mentoring and articulate their needs effectively. Thus, it is together that faculty and students identify and discuss their goals and expectations for each other, and outline approaches to reach those goals and satisfy those expectations.

Basic mentoring practices include guiding students through program expectations, protocols of academic

conduct, degree requirements, research and teaching, capstone work (such as thesis or dissertation research), and professional development. Mentors and/or the advising system should provide, and students should acquire, a clear map of program requirements from the beginning, making clear the coursework requirements, and expected timelines for completion of all required examinations and capstone requirements.

Mentors are responsible for

1. Respecting their student, including the student's identity including race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people.
2. Assisting students in the identification of support networks (people who can help the student with different aspects of their tenure at UCD).
3. Being a student's advocate and assisting the student promptly in finding sources to support dissertation research (teaching assistantships, research assistantships, fellowships, research needs, and required resources, including desk and/or laboratory space).
4. Addressing problems or challenges that could affect completion of the degree as soon as they become aware of them.
5. Tailoring, modifying, or adjusting the faculty member's mentoring style to the particular needs of each graduate student, to a reasonable extent.
6. Encouraging an open exchange of ideas, including empowering students to independently follow research ideas of their own whenever feasible.
7. Checking regularly on progress. Graduate Council recognizes each graduate program/group, mentor and mentee should agree upon a reasonable frequency of meetings and communications, which may vary widely by discipline, but should not usually occur less than at least once per quarter.
8. Encouraging and giving feedback on written work, oral presentations, and experimental work promptly within a mutually agreed upon time frame, and consistent with Graduate Council policies.
9. Providing and discussing clear criteria for authorship of collaborative research, consistent with Graduate Council policies on co-authorship.
10. Encouraging participation in professional meetings of regional groups as well as of learned societies and facilitating interactions and networking with other scholars, on campus and within the wider professional community.
11. Helping the student in identifying appropriate resources for career guidance, providing help with preparations of CV and job interviews, as well as writing letters of recommendation in a timely manner.
12. Empowering and encouraging the students in seeking their career paths and supporting the student independent of the chosen career paths they identify.
13. Participating regularly in mentorship training.

As partners in the mentoring relationship, graduate students have responsibilities. These responsibilities include:

1. Respecting their mentor, including their mentor's identity including race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people
2. Seeking assistance from multiple individuals/organizations to fulfill the mentoring roles described above, because one faculty member may not be able to satisfy all of a student's mentoring needs.

3. Understanding and clearly articulating to their mentors their own mentoring needs and how they change through their graduate tenure.
4. Respecting their mentor's other responsibilities and time commitments.
5. Communicating regularly with their mentors, especially their major professor, including updates on progress, challenges, needs, goals, and expected completion timelines.
6. Completing tasks in a timely fashion, following mutually agreed-upon timelines, and informing mentors about expected absences and delays before they occur.
7. Participating in departmental and graduate program/group community including attending activities, lectures, and events.
8. Acting in a manner that will encourage professors to see them as colleagues. Seeking constructive criticism and feedback on academic work.
9. Seeking information, exploring career options, and developing clear career goals.
10. Participating regularly in mentee-ship training.

Approved by UC Davis Graduate Council
June 27, 2016

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.

<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 toward 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 quarterly 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 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 teaching assistants for upper-division or fully online classes. We are sometimes able to allow our more skilled and advanced students to teach stand-alone upper-division classes.

Teaching assistantships are awarded based on promise (in the case of new students) and performance as a student and teacher (in the case of continuing students). The department may decide not to renew a student's teaching assistantship under 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.

TA assignments are made quarterly by the Graduate Coordinator, in consultation with the Executive Committee and Department Chair. Decisions on TA assignments for a particular quarter are based on the following considerations:

- The amount of teaching funds the department has determines the total number of TA positions that can be allocated. Most of the teaching funds allocated to the department come from course-specific requests for teaching assistantships. The Department has limited flexibility.
- Undergraduate course schedules change from quarter to quarter. Therefore, TA assignment also varies from quarter to quarter. However, CMN001 (Public Speaking), CMN003 (Interpersonal Communication Competence), and other courses that have discussion sections, such as CMN101 (Communication Theory), CMN102 (Research Methods), CMN10V (Introduction to Communication), will always receive top priority in receiving TA assignment as those courses need TAs to lead/teach individuals sections.
- Assignment of TA positions to undergraduate courses that do not have discussion sections depends on consideration of the following factors:
 - Class enrollment numbers
 - Need of TA assistance in that class (e.g., grading writing assignments)
 - TA requires training in the class (to prepare graduate students for teaching summer sessions as Associate Instructors)

The following factors will be considered when making decisions about who will work as a TA for a given course:

- The student's academic standing (e.g., a minimum GPA of 3.4) and, if applicable, teaching evaluations from previous quarters. Students who have demonstrated teaching effectiveness, for example, have a higher priority in receiving TA assignments in courses that require discussion/teaching. International students must meet the university's requirements for English language speaking to work as a TA.
- The student's seniority. By default, junior graduate students (e.g., first- and/or second-year graduate students) are expected to work as a TA for lower-division undergraduate courses, including CMN1 and CMN3. More senior graduate students are given higher priority to TA for upper-division courses. Having TA experience in upper-division courses will not only diversify and strengthen students' teaching portfolios but also prepare them to teach the course as an Associate Instructor (AI) in the summer. In general, fifth- and sixth-year graduate students, however, do not receive priority consideration in funding.
- The student's major area of interest. Students whose major research interests are in Mass Communication, for example, may be given higher priority to TA for CMN140 (Introduction to Mass Communication).
- The student's preference. Student input will be solicited before making TA assignments and it will be taken into consideration when TA assignment decisions are made.
- The course instructor's preference. If a faculty member has specifically requested to have a particular graduate student work as his/her TA, the request will be taken into consideration.

Although it is almost impossible to devise a TA assignment plan that meets every student and instructor's needs, the Department will strive to achieve balance and equity while making those decisions.

Readerships

"Readers" are students appointed for the ability to render diverse services as "course assistants," 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. For the 26-27 academic year, the Department will provide each graduate student up to a total of \$1500 to support their conference travel. The student must be an author or co-author on a paper or poster to receive travel support.

Small Grants Awards

Graduate students in Communication who have not yet advanced to candidacy may apply for up to \$1000 in funding for research in the 2026-2027 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 (with justification), photocopying, and/or participant recruitment, either online or in person (e.g., Mturk, Prolific). Conference travel is not funded by this grant. However, travel to a research site necessary for data collection or travel for research training will be considered (with justification). The application form can be found in the GRADUATE section of the Department's website:

<https://communication.ucdavis.edu/small-grants-program>

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. For the 26-27 academic year, graduate students who advanced to candidacy will receive an award of \$1500.

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 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 who 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.
- Three letters of recommendation 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 an 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 they have 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. The minimum IELTS score for admission is 7.0 on a 9-point scale.
- In order to qualify to work as a teaching assistant (TA) or associate instructor (AI), an international graduate student must have a minimum score of 26 on the Speaking Subset of the TOEFL iBT test or 7.5 on IELTS.

Remedial Work Requirements

Applicants' transcripts will be reviewed by the Program's Graduate Admissions Committee to identify any deficiencies in training. If admitted, the student may be notified of any remedial coursework that must be taken during 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 before enrolling in our graduate courses.

Please note that all students are expected to have completed an undergraduate course in inferential statistics before 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 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 electives (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

a) Any student hired as a TA or AI is required to take CMN 396 (Teaching Assistant Training Practicum) before 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.

b) Prior to the conclusion of the second year (sixth quarter) of enrollment, each student will complete a Second Year Project (SYP). The SYP is a research project, which may come out of a required or elective graduate course or CMN299 but does not in itself count as course units, is designed and carried out by the student with a faculty advisor's guidance, resulting in a paper that is suitable for submission to an academic conference. In addition, the SYP will be presented to the department in a departmental meeting such as a research brown bag. Successful completion of the SYP will be judged by the faculty advisor or advisors of the project.

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. The QE Committee will consist of four members, with three members from the program's faculty and 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 who 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 the 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. 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 which 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, during the oral examination, address issues of mastery of fundamental knowledge of communication theory and research, especially those that relate 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 the 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, research publications and writings, including the completed manuscript of the Second Year Project. 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
- "Retake" (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 "Retake" 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 "Retake" 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 "Retake" is unacceptable; only "Pass" or "Fail" is recognized. Only one retake of the qualifying examination is allowed, and only on condition of an initial "Retake." If the student fails the exam on either the first or second attempt, they 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 toward the degree. The student must file the appropriate paperwork with the Office of Graduate Studies and pay the Candidacy Fee 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.

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, per 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 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 UCD Bookstore). A candidate must be a registered student or in Filing Fee status at the time of filing a dissertation, except for the summer period between the end of the Spring Quarter and the beginning of the Fall Quarter. The Ph.D. 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 before committee approval of the dissertation research project, except for 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. Most 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 of 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 timeline 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 the 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 the 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

The 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 of the program, select a major professor.
- By the beginning of the fourth quarter of the program, select your committee.
- By the beginning of the fourth quarter of 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 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) 200 Series Elective (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 before 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

Designated Emphases

A Designated Emphasis (DE) is an area of specialization, such as a new method of inquiry, important field of application, or focus that maps near the edges or overlaps with the traditional disciplinary boundaries that define existing Ph.D. programs. The curriculum of a DE tends to focus on emerging fields or technologies that are interdisciplinary in nature and are relevant to more than one doctoral program. DEs are organized much like a Graduate Group, with Bylaws, a Chair, an Executive Committee, curriculum, admissions policy, and faculty from more than one graduate department. However, the DE exists only in affiliation with existing Ph.D. programs, and not independently. Completion of a Designated Emphasis is reflected with a notation on the diploma: "Ph.D. in X with Emphasis in Y".

Selecting one or more Designated Emphases

A student who applies for a Designated Emphasis must be enrolled in an affiliated doctoral program. Students can review their program page to see the list of DEs affiliated with their program. Each DE has a chair with the authority to admit students to the DE. The DE chair is the sole signing authority for all forms related to DE admission and verification. Students may admit to more than one DE.

Applying for and Completing the Designated Emphasis

1. **The Designated Emphasis Application** must be completed and submitted to Graduate Studies, by the DE Chair or the student's Graduate Coordinator, before or at the same time as the Qualifying Exam Application.
2. **Qualifying Exam** - A DE affiliate faculty member must serve on the Qualifying Exam (QE) committee on behalf of the DE. The member must be indicated on the QE Application. The DE chair will also sign the QE Application to confirm that the student has completed all DE coursework.
3. **Candidacy & Dissertation Committee** - The student must identify a DE affiliate faculty member who will serve on the dissertation committee, read on behalf of the DE, and include the member on their Candidacy Application.
4. **DE Final Verification Form** - When the student files their dissertation with Graduate Studies, they must also submit the DE Final Verification Form signed by the current DE Chair. The student will be placed on the upcoming degree list for the doctoral degree with a designated emphasis.

[Designated Emphases | UC Davis Graduate Studies](#)

The Department of Communication is affiliated with the Designated Emphasis in Computational Social Science (CSS), chaired by Professor Martin Hilbert from Communication. For more information about the Designated Emphasis in CSS, please visit:

[Computational Social Science | UC Davis Graduate Studies](#)

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 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 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 electives (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 pro-gram. 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, nominates 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, nominates 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 this graduate student handbook.

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.

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 a 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 before committee approval of the thesis research project, except for 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 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) Advancement to M.A. Candidacy	CMN 299R <i>Thesis/Dissertation Research and Writing</i> (12 units)	CMN 299R <i>Thesis/Dissertation Research and Writing</i> (12 units) Thesis submitted, revised, and approved.

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.

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 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 interviews, 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 Pubic 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 how people express themselves, form impressions about strangers, develop and maintain relationships, collaborate on group work, and expand social networks, 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.)