

Handbook

Department of Communication

Doctoral Program

2017-2018

This document explains the operations and regulations governing the Doctoral Program in Communication at the University of Wisconsin-Milwaukee. It should be thoroughly read and frequently consulted by all doctoral students.

All students are encouraged to seek the advice of faculty advisers in developing study plans and discussing opportunities for effectively using the resources of the graduate program.

The requirements outlined in the Handbook apply to all students entering the program in the Fall of 2017.

On behalf of the faculty, we welcome you and wish you success in achieving your goals in undertaking advanced study in the Doctoral Program in Communication.

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Goals and Objectives

The Doctor of Philosophy in Communication provides study and training for entry into academic or professional careers that would necessitate theory-driven applied research on communication practices and outcomes. The curriculum of the Doctoral Program in Communication consists of courses in *Communication Theory and Research with emphasis on Rhetoric and/or Social Science*.

Application Process

Applicants should apply for admission using the application system found on the UWM Graduate School's website.

Application Materials

The following items are required:

1. Online Application
2. Application Fee
3. Official Transcripts (sent directly to the graduate school from each institution attended)
4. Reasons Statement
5. Graduate Record Examination Scores (sent directly from Educational Testing Services)
6. Three letters of recommendation
7. Writing Sample
8. Curriculum Vitae

Admission

For regular status admission, a student must meet both the requirements of the UWM Graduate School, and all of the following Doctoral Program in Communication requirements—as applicable:

1. Applicants possessing the Master of Arts/Science degree in Communication (or an equivalent degree) are eligible to be admitted in good standing if: (a) they possess a cumulative GPA in course work for the Master's degree of at least a 3.33 (B+). Applicants lacking the requisite GPA may be admitted on probation.

2. Reapplication/Readmission. UW-Milwaukee students who have received a Master's degree in Communication must reapply for admission to the UW-Milwaukee Graduate School in order to continue studies toward the PhD degree.
3. Any student admitted into the doctoral program who fails to maintain continuous enrollment in the program of studies – prior to reaching dissertator status – must obtain the approval of the program's Graduate committee, and the UW-Milwaukee Graduate School, before being permitted to reenter the program and continue course work.
4. International students, in addition to satisfying The Graduate School's requirements for English language proficiency, must submit TOEFL scores prior to admission in good standing. This requirement may be waived if: the student received one or more degrees from an institution at which English was the predominant language of instruction or the student presents evidence of significant mastery of written and oral English.

Administration

The Doctoral Program in Communication at UW-Milwaukee is a degree program offered by the Department of Communication. The program's structure, requirements and curricular content represent decisions by the graduate faculty concerning graduate study in communication at UW-Milwaukee. The program is administered by the Graduate Affairs Committee, composed of graduate faculty members, including the Graduate Director and student representatives.

Graduate Affairs Committee

The administration of the Graduate Program in Communication is invested in the Graduate Affairs Committee [GAC]. The GAC is composed of the: Graduate Director, a minimum of two additional graduate faculty, and one graduate student from the MA and PhD programs, respectively, actively pursuing graduate degrees as recommended to the department chair by graduate program students. Student participation on the GAC is limited to actions regarding general policies and procedure of the graduate program; student members may not be involved in any GAC actions involving student assessment. The Graduate Director serves as the Chair of the GAC from year to year and should call the first meetings during each academic year. In the absence of a Graduate Director, the Department Chair will appoint a member of the GAC as an interim Chair until a time when a Graduate Director is selected.

The Graduate Affairs Committee (GAC) is charged with the responsibility of coordinating the Graduate Program in Communication. The GAC represents, for students and faculty, a direct link to the ongoing operation of the department's graduate degree programs. Students, for example, can request that the GAC (through its Chair) reconsider decisions about admission, program requirements attendant to a program of study, academic probation, or dismissal from the program for academic performance. The

faculty can address its concerns or suggestions for the program by forwarding suggestions, recommendations or proposals for review and action to the GAC. The GAC, on an annual basis, may designate membership on subcommittees focused on program administration. As with all department matters, GAC changes to policy or procedure are subject to review and approval by the Graduate Faculty Committee.

With regard to the doctoral program, the GAC is also charged with the responsibility of auditing PhD students' progress in the program by attending and participating in an annual "portfolio review meeting." During the fall and early part of the spring semester, the Graduate Director will notify PhD students that they must complete and submit a Doctoral Portfolio. The deadline for the portfolios to be submitted is March 15th. The Graduate Director will share portfolio documents with the committee, and determine a date/time when the committee can meet for the reviews.

Graduate Director

The Graduate Director is charged with the normal responsibilities associated with administration of the program and chairing the GAC. The Graduate Director is expected to process information and direct it to the GAC when appropriate. The Chair calls committee meetings, sets meeting agendas, maintains committee records and files, and corresponds for the committee in its relationships with campus administration and faculty governance systems. The GAC can, and does, delegate certain tasks associated with the ongoing operations of the program to the Graduate Director.

The Graduate Director is the Doctoral program's liaison with students, profession, and the community. In this role, the Graduate Director acts as the intake officer for student applications for entry into the program. The Director responds to inquiries about the program, leads recruitment efforts, manages information, responses and filings related to requests for admission, organizes applicant materials for review and decisions about doctoral admissions by the Graduate Faculty, executes student admissions for the program, and interacts with the Graduate School on admissions and other related matters. The Graduate Director also assigns the student's interim advisor unless the student notifies them that an advisor has already been selected.

Advising

Initial and Temporary Adviser

At the time of admission to the doctoral program an "initial adviser" will be assigned to all students entering the program prior to selection of a major professor. An admitted student may select an adviser at any point after admission and should notify the Graduate Director by filling out the form in this handbook. A student must select a temporary adviser by March 15th of the first year in the doctoral program.

Major Professor

The student must have a major professor (also referred to as the adviser) to advise and supervise the student's studies as specified in Graduate School regulations. A temporary major professor should be designated by returning the appropriate signed form to the Director of Doctoral Program by March 15th of the first year. During the second year, the selection of a permanent major professor is part of the course of study form completion.

The major professor must be a graduate faculty member in the Department of Communication at UW-Milwaukee. No professor is required to serve as an adviser for a particular student, and conflicts of interest (e.g., familial or professional) should be avoided.

The major professor should serve as an adviser and mentor to the doctoral student during the degree process, and provide guidance on several issues:

- Annual portfolio construction—the adviser should provide instructions and guidance on the materials to be included and feedback on materials
- Course of Study—the adviser should provide guidance on the selection of courses that will prepare the students for successful completion of comprehensive examinations and dissertation writing and research. This form is due on March 15th of the second year of study
- Guidance Committee—the adviser should help the student identify and gain consent of additional members necessary for graduate committee formation
- Comprehensive Examination—the adviser is responsible, in conjunction with the committee, for overseeing completion of the comprehensive examination process, scheduling of oral defense, and communicating results to the Graduate Director and Graduate School
- Dissertation—the adviser is the primary faculty member responsible for supervising the dissertation writing and research

Changes in the choice of a major professor can be made by submitting a new adviser form that provides the name of the new adviser to the Director of Doctoral Program. This can be done at any time without justification, by either party, except after a comprehensive examination or dissertation process has been started. Changes to a major professor need to be approved during exams or during the dissertation need to be approved by a majority vote of the GAC.

Doctoral students should note that faculty do not have a contractual obligation to perform advising duties during summer, a leave, or a sabbatical.

Guidance Committee Membership

The student should be advised by a guidance committee consisting of at least four members (including the major adviser). Each member of the guidance committee must be

a member of the graduate faculty at UW-Milwaukee (or approved by the Department of Communication Executive Committee and the Graduate School). Three members of the guidance committee must be from the Department of Communication. The guidance committee must be formed by March 15th of the second year so that the course of study form can be completed

The guidance committee is responsible for the following:

- Approval of the course of study—due March 15th of the second year of study
- Approval of the Comprehensive Examination
- Approval of the Dissertation

The specifics of the process for each of these elements of the doctoral degree are spelled out in the relevant sections and the accompanying forms for those actions.

Doctoral students should note that faculty do not have a contractual obligation to perform advising duties during summer, a leave, or a sabbatical.

Program of Study

To obtain a Ph.D. degree in Communication, a student must complete at least 54 credit hours numbered 700 and above, beyond the Master's degree; a minimum of 30 credits must be earned in doctoral status while in residence at UWM; 33 credit hours must be taken from the Communication Department, no more than 6 credits outside the department can be U/G credit courses. Courses taken at UW-Milwaukee applied to the Master's degree will not apply to the doctoral program of studies. A course of study form should be filed with the Director of Doctoral Program by March 15th of the second year in the program

Doctoral Program Requirements

The 54 credit hours for the doctoral program of studies must be completed from courses numbered 700 or above, and reflect the following minimum distribution of credits:

- A minimum of 6 credits of course work from communication research tools, one of the courses must be Communication 900 (students will determine additional research tool credits in consultation with their adviser, so as to demonstrate methodological competence in their chosen area of study);
- A minimum of 18 credits reflecting the student designing a thematic program of study, combining theory and praxis in the study of

communication processes (a course may be used for the thematic program of study or the communication research tools, but not both);

- A minimum of 24 additional elective credits;
- Up to 12 credits allocated for completion of the doctoral dissertation [Commun 990]. These 990 credits may only be used toward completion of the dissertation, and cannot be used as thematic program of study credits or elective credits.
- A maximum of 19 transfer credits may be applied to the 48 required credits for the doctoral degree. Of these, a maximum of 6 transfer credits may be applied to the 15 credit thematic program of study required for the degree. Both the Graduate School and the Department of Communication Graduate Affairs Committee must approve all transfer credits.

Doctoral Courses

1. Research Tools

- Commun 700: Quantitative Research in Communication (3 cr.)
 Commun 701: Critical Analysis of Communication (3 cr.)
 Commun 702: Qualitative Research in Communication (3 cr.)
 Commun 770: Measurement and Evaluation in Speech Communication (3 cr.)
 Commun 900: Philosophy and Practice of Communication (3 cr.)
 Commun 965: The Discourse of Conflict (3 cr.)
 Commun 971: Meta-Analysis: Practice and Application (3 cr.)
 Commun 972: Methods in Communication Research: [subtitle] (3 cr.; may be repeatable up to 9 cr. with change of topic).
 Commun 973: Topics in Rhetorical Research: [subtitle] (3 cr.; may be repeatable up to 9 cr. with change of topic).
 Commun ###: Other special topics courses specifically designated as “Research Tools” courses by the Graduate Faculty

2. Focal Courses

- Commun 710: Managerial Communication (3 cr.)
 Commun 727: Seminar in Communication and E Learning (3 cr.)
 Commun 735: Theories of Rhetorical Communication (3 cr.)
 Commun 762: Argumentation in Theory and Practice (3 cr.)
 Commun 768: Seminar in Theories of Speech Communication (3 cr.)
 Commun 772: Rhetorical Leadership and Ethics (3 cr.)
 Commun 801: Seminar in Interpersonal Communication (3 cr.)
 Commun 802: Marital and Family Communication (3 cr.)
 Commun 803: Gender and Communication (3 cr.)
 Commun 804: Seminar on Sexuality and Communication (3 cr.)
 Commun 805: Topics in Interpersonal Communication (3 cr.; repeatable up to 9 cr. with change in topic)

- Commun 806: Understudied Close Relationships (3 cr.)
 Commun 807: Dark Side of Close Relationships (3 cr.)
 Commun 810: Studies of Communication in Organization (3 cr.)
 Commun 813: Seminar in Mediated Communication (3 cr.)
 Commun 815: Communication Technologies in Organizations (3 cr.)
 Commun 820: Communication in Customer Service Settings (3 cr.)
 Commun 823: Seminar in Small Group Communication (3 cr.)
 Commun 827: Seminar in Instructional Communication (3 cr.)
 Commun 830: Negotiation (3 cr.)
 Commun 835: Seminar in Contemporary Public Address (3 cr.)
 Commun 837: Instructional Communication in the College Classroom
 Commun 850: Seminar in Intercultural Communication (3 cr.)
 Commun 860: Seminar: Issues in Communication (3 cr.; repeatable up to
 9 cr. with change in topic) (3 cr.; repeatable up to 9 cr. with change
 in topic)
 Commun 862: Public Deliberation (3 cr.)
 Commun 864: Communication and Social Influence (3 cr.)
 Commun 865: Theory and Practice of Mediation (3 cr.)
 Commun 872: Rhetorics of Constituting Community and Social
 Controversy (3 cr.)
 Commun 873: The Digital Mirror (3 cr.)
 Commun 874: 874 Rhetoric of Women's Rights in the US (3 cr.)
 Commun 881: Interpersonal Health Communication
 Commun 882: Rhetoric of Kenneth Burke (3 cr.)
 Commun 893: Rhetoric of/and the Internet (3 cr.)
 Commun 965: The Discourse of Conflict (3 cr.)
 Commun 981: Communication and HIV/AIDS
 Commun 998: Internship (1-3 cr.; repeatable up to 3 cr.)
 Commun 999: Independent Study (1-3 cr.; repeatable up to 9 cr. with
 change in topic)
*English 855: Seminar in Theories of Business and Technical Writing:
 [Subtitle] (3 cr.; repeatable with change in topic up to 6 cr.)
 crosslisted.*

Policy for Independent Study (999)

Independent Study (999) offerings are designed to promote student involvement in faculty supervised research. Student work on such projects represents an opportunity to acquire additional insights and skills through direct, monitored participation. Knowledge gains can be recognized as the addition to one's substantive information about a subject area (obtained while preparing for work on a project), acquiring new skills related to methods of communication inquiry, and insights stimulated through participation in the development of scholarly products.

Participating students and faculty members must establish a plan for supervision and an agreed-upon definition of responsibilities associated with research work prior to the

end of the second week of the semester of enrollment. The form must be approved by the Graduate Director (for 999) as well as the Department Chair. These agreements are negotiated between faculty and students but are required to include:

1. Explanation and justification of the independent course work. The justification should clarify the nature of the research experience being sought by the student and explain how the work to be completed is either not covered by other available communication courses or that the independent study will proceed at a level of sophistication beyond that found in other courses.
2. Allocation of course hours. In accordance with university requirements, the explanation and justification should identify the approximate time requirements for completion of tasks. A one-credit course must equate with no less than 48 hours of class contact (e.g. meeting, reading, writing). A three-credit course requires no less than 144 hours.
3. Assignment of primary preparatory materials necessary for effective participation (e.g., a reading list, article reprints, training manuals, etc.);
4. Definition and assignment of tasks and/or other responsibilities;
5. Specification of performance evaluation criteria.

Every student enrolled in 999 should receive a copy of this form when it is completed. Both the supervising faculty member and the student are responsible for making sure the agreement contains the five above criteria.

The agreement should be signed by both parties (instructor and student) and submitted to the Director of the Graduate Program (999) and the Chair of the Department of Communication. A copy of the agreement will be kept on file in the Department of Communication.

Failure to complete all forms and receive approvals by the end of the third week of the semester may result in a student being administratively dropped from the course.

Annual Appraisal and Continuation

Continuation in the Program

You may assume that you are maintaining adequate progress toward completion of a degree if:

- A. You have a cumulative grade point average (GPA) of 3.00.
- B. You have accumulated sufficient credits (approximately 12 to 18 per

Reviewed and approved by Department of Communication Graduate Faculty, 5/3/17

year for full-time students) to complete a program of study within four years. All students must meet the Graduate School requirement to complete 8 to 12 graduate credits in each of two consecutive semesters, or 6 or more graduate credits in each of three consecutive semesters, exclusive of summer sessions.

- C. Your Comprehensive Examination format and testing date are agreed on by a guidance committee during or before the first few weeks of the term in which 48 credits will be completed.
- D. Your dissertation proposal has been approved by a faculty committee by the end of your first semester after completing 48 credits.

The Graduate School will automatically place any student whose semester GPA falls below a 3.00 on academic probation. The Graduate School will automatically require any student whose cumulative GPA falls below a 3.00 to submit an Exception Form that outlines why they should be allowed to remain in the graduate program. The GC will be responsible for determining whether the student will be allowed to remain in the program, or be asked to leave. Any student with two consecutive semesters of probationary status will be dropped from the program.

If you hold a Teaching Assistantship, Research Assistantship, or Fellowship, consult your contract or award documents for additional requirements associated with continuing financial support.

Requesting an Exception from Graduate School Requirements

In order to request an exception to a Graduate School policy, a graduate student must submit documentation to the Graduate Affairs Committee for review. This documentation must include (a) a completed Graduate School Request for Exception form, (b) a justification for the exception, and (c) evidence of extenuating circumstances to support the request for exception. Upon review, the Graduate Affairs Committee will provide a letter addressing the issues raised by the student and outlining the Committee's recommendations regarding the request. If the Committee recommends moving forward with the request, a completed Graduate School Request for Exception form and the supporting documentation will be forwarded to the Graduate School for consideration.

Annual Assessment of Doctoral Portfolios

Portfolio assessment is intended to evaluate the preparation of students to achieve professional goals. The assessment of portfolios provides feedback to students as they work toward the development and achievement of professional goals. This annual assessment does not impact the student in terms of continuation in the program or for the purposes of funding; those determinations are made by different bodies. Faculty recognize that any evaluation must be based on the flexibility of professional opportunities and requirements sometimes dictated by the circumstances of the situation.

This exercise should be viewed as a means to provide advice to students in achieving goals chosen by the students. Goals may evolve over time and with experience. One aspect of this process should be to provide a means to evaluate the suitability of the choices made by the student toward achieving those goals.

A portfolio is also an assessment of the program's ability to meet the expectations of professional training. Part of the assessment of the portfolios should involve a reflection by the faculty on the opportunities available for students to achieve their goals. The faculty should view the portfolios as a means of providing feedback on the ability of the doctoral program to meet the goals sought by students.

Process

Each year by March 15th, after consultation with the adviser, every doctoral student shall submit an electronic copy of the following to the Graduate Director a portfolio containing: (a) their curriculum vita, (b) teaching materials and evaluations, (c) research materials, (d) service participation information, and (e) a current statement of career goals and plans to achieve those goals. Students who are a dissertator or plan to become one by the end of the academic year AND do not seek any assistantship in the forthcoming year are excluded from the assessment.

The GAC, the student's major adviser, and (if applicable) the research supervisor or course director for the student shall meet to evaluate the progress of the student. The evaluation will examine the portfolio as well as the academic transcript.

Based on that evaluation, the Graduate Director will send the student a letter, no later than May 1st, detailing the evaluation of the student's progress based on the portfolio materials. The letter may provide suggestions for improvement and expectations for continued progress towards degree completion. The letter will be provided to the adviser to be delivered to the student and the contents discussed in person during a meeting with the adviser. This meeting should occur before the end of the Spring Semester. The student will be given the opportunity to meet with the Graduate Director Program and/or GAC to discuss the contents of the letter.

Portfolio Content

1. Updated/current **statement of career goals**, including an outline for your plans to achieve those goals.
2. Your most recent/current **program of study** form.
3. **Summary sheet of activity since the previous year's exercise** (or since beginning the program, if you are in your first year). This document should contain publications, conference papers, service activities, and so on that have occurred in the time since we last reviewed your portfolio. It can be formatted much the same as your

vita, but it will just contain one year's worth of activity so that we can see "what's new" since we last reviewed your progress.

4. **Curriculum vita.** Your vita is considered a comprehensive document and should contain the following: (a) contact information, (b) educational achievements, (c) research efforts including publications, conference papers, and/or presentations, (d) teaching background including specific courses taught, (e) honors and/or awards, (f) service involvement, (g) professional development activities, (h) membership in professional organizations, and (i) a list of references.

5. **Evidence of research involvement.** The goal of this section of the portfolio is to evaluate the degree to which the student is maintaining an active and growing research program. To illustrate your involvement in scholarship, please include a list of sole authored or co-authored publications, conference papers, and so forth (for this part, you might find it easiest to just copy/paste from that portion of your vita). Following the list of completed research activities, please list any projects currently underway by noting the title of the paper, any co-authors you may be working with, and a brief abstract of the project. As part of this section, you might also include letters from editors, reviewers, and so on, as appropriate. Please **DO NOT** include full copies of any manuscripts.

6. **Representative teaching materials.** This section should contain your teaching philosophy, accompanied by a list of courses you have taught thus far (including when and where), a summary table of your quantitative teaching evaluation scores, and a sampling of your qualitative comments from students. If you have developed original material (e.g., created an assignment, designed an in-class activity, etc.) that you are particularly proud of, include it as well. Please **DO NOT** include syllabi (especially if you did not develop them), Keynote/Powerpoint slides, lecture notes, etc. This section of the portfolio is not meant to be an exhaustive representation of your teaching efforts; rather, it is a summary and place to showcase a few of your teaching innovations if you so choose.

7. **Evidence of service & professional development.** Service contributions are unpaid efforts that assist the department, university, community, and professional societies conduct business and improve. Performing service activities can function as a learning experience about how the academy operates internally and with the community, and as such it is highly recommended. While all efforts at service are appreciated, the committee will examine the connection between the academic expertise of the student and the particular service provided.

Participation in professional development activities include attendance at seminars, workshops, and other functions with an aim to improve one's knowledge or skills in their chosen field. Attendance at departmental colloquia, professional development seminars, research presentations, teaching workshops, and the like would be considered professional development, and are considered distinct from service contributions.

Portfolio Format

Please compile all materials *in the order listed above*, in **one single document**. In other words, your first page will be your statement of career goals, and so on down the line until you finish with your evidence of service & professional development. Please do not upload several separate documents, and please do not upload zipped files or folders.

On the top of the first page (your career goals statement), make sure to list your name and also your current year in the doctoral program.

Save your document as a .pdf file, and then provide it to your advisor and the director of doctoral studies.

Annual Departmental Awards

The Graduate Committee will select the winners for the graduate awards based on the portfolios submitted by the students each year.

1. Teaching Awards

The Mel Miller award shall recognize the top PhD student for teaching in the previous calendar year at UW-Milwaukee. The award will be based on quantitative teaching evaluations, peer evaluations, course director recommendations and other information.

The Department of Communication Teaching Recognition Award will go to the next highest rated doctoral student teacher. The recipient of this award will receive a one-year student membership to a professional association chosen by the department.

Other persons may be honored based on their record, and receive a Departmental recognition.

2. Research Award

The Mel Miller award will recognize the top student for research presentations and publications in the previous calendar year. The committee will consider the quantity and quality of the work, contribution of the student to that work, and other factors to establish research excellence.

The Department of Communication Research Recognition Award will go to the next highest rated doctoral student. The recipient of this award will receive a one-year student membership to a professional association chosen by the department.

Other persons may be honored based on their record, and receive a Departmental recognition.

3. Service Award

The Mel Miller award will recognize the top students for service contributions to the department, university, profession, and/or community. The committee will consider the quantity and quality of these contributions along with appropriate supporting documents. In addition to the Mel Miller award, one doctoral student will receive the student membership in the National Communication Association, preference will be given to a student submitting a paper to the conference.

The Department of Communication Service Recognition Award will go to the next highest evaluated doctoral student. The recipient of this award will receive a one-year student membership to a professional association chosen by the department.

Other persons may be honored based on their record, and receive a Departmental recognition.

Comprehensive Examination

Purpose of the Exam

The comprehensive exam involves 18 hours of test questions (or the equivalent) designed to provide answers to three questions:

1. Does the doctoral student exhibit sufficient understanding of the area of concentrated study, (including ability to identify applications and problems)?
2. Does the doctoral student exhibit a broad understanding of the general field of communication and/or other disciplines and how they contribute to an understanding of the concentrated area of study?
3. Does the doctoral student exhibit sufficient understanding of appropriate methods to conduct independent research?

Essentially, the comprehensive examination is an assessment of the depth of knowledge in an area, a broad understanding of other relevant fields/disciplines, methodological competence, and the ability to integrate material in the application to communication issues.

Process of the Exam

1. At least 30 days prior to the exam, the committee, adviser, and student must meet to discuss the plan for the examination. At that time, a plan must be formulated and then submitted to the Graduate Director. The committee shall have at least four members of the graduate faculty, who would presumably serve as members of the doctoral dissertation committee. This should occur at the same time that the

- application for doctoral preliminary examination is filed with the Graduate School. No exam can be taken until the Graduate School has approved the application.
2. The plan for the comprehensive plan exam must provide for 18 hours (or the equivalent) of questions/papers. The plan must specify the format of the exam and expectations for what the products of the exam will demonstrate. The exam should be designed to provide information permitting an assessment of the three qualities to be evaluated.
 3. The plan will provide a date for the beginning of the exam, and a final completion date.
 4. The student and committee will schedule an oral defense of the exam materials. The defense meeting must take place no later than three weeks after the final day of completion of the exam. Such an oral defense is contingent on the student passing the written portion of the exam. At least three days prior to the scheduled oral examination, committee members must send to the adviser, in writing, an evaluation indicating whether the oral defense should or should not take place. Failure to respond will be taken as a response in favor of holding the oral defense.
 5. Passing the exam requires a vote of pass by each member of the committee for all three elements of the exam.

Evaluation of the Exam

After the oral defense of the exam the committee will address the questions of the exam and provide one of the following answers for each question separately: (a) pass, (b) remediation required, or (c) fail.

A pass indicates successful completion of that portion of the exam. A pass requires that all members of the committee present must pass the student on that portion. A committee member must be present during the defense and deliberation in order to participate in the evaluation.

Remediation required indicates that the student must rewrite some portion of their exams. Any remediation must be specifically articulated to identify the requirements for the student (e.g., what specifically needs to be rewritten), the evaluation process (including time frame), and whether or not evaluation will require another oral examination. All members of the committee must agree to this outcome for any part of the examination.

A fail indicates that the student must retake that portion of the exam the student failed. The committee should provide a recommendation for appropriate preparation to the student for any subsequent reexamination. A student may only retake any portion of the examination only once.

After passing the oral exam, the doctoral student is considered a candidate for the doctoral degree and may begin the dissertation process.

Doctoral Dissertation Process

The candidate, under the supervision of the major professor and in collaboration with a dissertation committee, must write a dissertation that demonstrates the ability to formulate a research topic and pursue an independent and original investigation of the chosen topic. The practices for the dissertation will conform to the guidelines established by the UW-Milwaukee Graduate School. The dissertation committee shall be composed of the major professor and three additional graduate faculty members (at least two of whom must be from the Communication Department's graduate faculty). The dissertation committee is responsible for assessing the dissertation project, which involves approving the dissertation prospectus proposal, reviewing working drafts of research in progress, and, finally, evaluating the candidate's ability to defend decisions made during the course of research.

After submission of a reading copy of the dissertation to the faculty committee, the candidate and the major professor will schedule a committee meeting for the purpose of undertaking an oral defense of the dissertation work by the candidate. At the conclusion of the candidate's oral remarks, the dissertation committee will vote on passing the candidate's dissertation work. A majority of the committee members must vote to approve the dissertation and recommend granting of the Doctor of Philosophy degree. A committee member must be present during the defense and deliberation to vote on the dissertation.

Financial Support

Some students admitted to the program may obtain financial support through one of the following mechanisms: Graduate School Fellowships, Advanced Opportunity Fellowships, Research Assistantships, Departmental Teaching Assistantships, or Research Assistantships. Students interested in financial support should so indicate on their Graduate School application forms. Requests for Teaching and Research Assistantships must be made directly to the Graduate Director. All other financial aid requests should be made directly to the Graduate School.

University Fellowships. Fellowships are competitively awarded tax-free, grants-in-aid offered to a selected few entering or continuing UWM graduate students. Awards are typically made for an academic year or summer session. The qualitative standards for selection and the limited monies available restrict fellowship awards to only a top few graduate students across campus. Application materials for University Fellowships are available online in the Graduate School.

Advanced Opportunity Program Fellowships. The Advanced Opportunity Program Fellowships are tax free grants-in-aid offered in accordance with university guidelines for assisting minority and economically disadvantaged

students on a year-to-year basis. Subject to the availability of funds, deserving students recommended by their respective programs can obtain fellowship support. Application materials for Advanced Opportunity Program Fellowships are available online as part of the Graduate School.

Research Assistantships. A Research Assistantship employs the student to aid faculty in conducting research projects. Most Research Assistantships are supported by funds from research grants and contracts, and, therefore, do not represent a predictable source of graduate student employment. Students may be informed about opportunities for Research Assistantships as they become available.

Graduate Teaching Assistantships. The Department of Communication employs graduate students to assist in its instructional programs at the undergraduate level. Student appointments as Graduate Teaching Assistants are made on the basis of departmental need; students are selected according to their level of scholastic achievement, letters of recommendation supportive of instructional capability, and standing in comparison to others requesting assistantships. Contracts for Teaching Assistants usually extend for an academic year (nine months beginning in the Fall term and ending at the conclusion of the Spring term) and are equivalent to a fifty percent teaching load per semester. This teaching assignment is considered full-time employment, and TAs are strongly discouraged from seeking other employment while employed as TAs in the department.

Summer and Winter Teaching.

Teaching assistants should understand that employment during the winter or summer session is never assured. All decisions about whether to offer summer/winter teaching opportunities will be based upon the department's determination of curricular needs.

Summer teaching assignments will be made jointly following a committee meeting of the Chair, the Graduate Director, and the concerned Course Directors.

Criteria

Should the department be able to hire TAs for winter/summer sessions, TAs will be considered based on:

1. Qualification to teach a given course, as determined by course directors. Such decisions may be made based upon current and prior teaching experience with a course and/or format, faculty observation of the TA's performance teaching a given course, and coursework that would prepare the individual for teaching particular course.
2. Input about appropriateness of the instructional assignment, as based upon the assessment of the student's advisor. Advisors will be asked to provide input

- about whether teaching in summer/winter would have any adverse impact upon the student's academic progression in the program.
3. Seniority in the program. All other things being equal, 3rd year, 2nd year, and then 1st year PhD students receive preference over MA students.
 4. Previous selection and teaching of a winter or summer course. In cases when the first two criteria are met, students who have not taught a winter or summer course previously will be ranked higher than students who have previously taught a course.

Process

During the early portions of the fall semester (for winterim) and spring semester (for summer), the Graduate Director will gather input from all graduate TAs regarding their interest in teaching during winter/summer. Once the list of interested TAs is available, TAs will be considered for winter and summer teaching assignments, dependent on the Department's curricular needs.

Students who are interested in teaching during summer/winter must identify their interest in the course as well as notify their advisor to contact the Graduate Director (via email) to provide notification about whether a summer/winter instructional assignment would be consistent with the student's progression in the program.

Upon identification of interested students and compilation of advisor input, the Graduate Director will schedule a meeting with the Chair and Course Directors to reach decisions about summer/winter teaching assignments.

In consultation with the other individuals present, the committee will first discuss any advisor input prior to making a determination about whether a student should remain on the list of potential winter/summer teaching candidates.

Next, using the criteria identified above, Course Directors will provide an initial list of individuals who they have determined are "qualified" for a given course. If TAs are identified as qualified, they will be rank-ordered according to seniority in the program. Records will be examined to determine if a TA has taught during a previous winter or summer session and, if so, they will be moved to the bottom of the list (and again sorted according by seniority).

Teaching of Upper Division Courses by Doctoral Students

Normally, the assignment of graduate teaching assistants to specific courses will be done by the Chair, Director of Doctoral Program, Director of Undergraduate Studies, and the Directors of the Basic Courses (currently 101, 103, and 105).

For a course to be available for a graduate teaching assistant to teach there needs to be a faculty adviser/course director for that course. Early in the academic year, course directors for the following year's courses should be made known to the graduate students

to permit consultation. Course directorship is not required of faculty and such directorships are expected to rotate among qualified faculty.

The purpose of this practice is to permit graduate students to expand their teaching credentials and improve the quality of education for both graduate and undergraduate students. The course director and graduate student teaching assistant should provide a written agreement on the particulars of the duties and nature of supervision to be provided for the teaching experience.

A graduate student will be assigned to a lower division (100-200) course to teach unless the following conditions are met (or waived by the above committee):

1. Experience teaching two lower division courses (at UW-Milwaukee or documented elsewhere), with at least one of the courses taught at UW-Milwaukee
2. A request to teach an upper division course must be endorsed by the appropriate course director for that course for that year.
3. Evidence of appropriate instructional experience and mastery of the content area of the upper division course
4. Competence in teaching as documented through student, peer, and faculty evaluations

Such opportunities are not guaranteed to exist and are subject to curricular, budgetary, and other institutional constraints.

Independent Study (199), Research Practicum (588/599), Advanced Independent Reading (699), or Independent Study (999) Form/Contract

Student Name (print): _____

Professor/Supervisor (print): _____

Course Number (e.g. 999): _____

[Continue on additional pages, if necessary]

- 1. EXPLANATION/JUSTIFICATION AND WORK-CREDIT EQUIVALENCY:**

- 2. ALLOCATION OF COURSE HOURS (SPECIFY 1, 2, OR 3 CREDITS AND HOW HOURS ARE ASSIGNED):**

- 3. PRIMARY PREPARATORY MATERIALS:**

- 4. DEFINITION AND ASSIGNMENT OF TASKS AND/OR OTHER RESPONSIBILITIES:**

- 5. PERFORMANCE EVALUATION CRITERIA**

Signature of Student

Date

Signature of Professor

Date

Signature of Graduate or Undergraduate Director

Date

Signature of Department Chair

Date

Request for Appointment of Temporary Chairperson of Doctoral Committee

Due: March 15

I, _____ have selected Dr _____
Please Print Name Please Print Name

to serve as the chairperson of my guidance committee.

Student's Signature

date

Accepted:

Chairperson of Committee Signature

date

Acknowledged:

Director of Doctoral Program

date

Worksheet for Course of Study
Must accompany Doctoral Advising Form

List of Courses Taken Year 1

Projected Courses Year 2

Provide the following:

1. Expected Methods
Courses _____
2. List of Courses for Content
Focus _____

Brief Description of Content Focus:

_____ Approved by Student/Date

_____ Approved by Adviser/Date

_____ Approved by Director of Doctoral Program /Date

Proposed Course of Study for Doctoral Degree
Due 2nd Year, March 15th

Name of Student _____

Name of Adviser _____

List of Two 900 Research Tools Courses

Number _____ Semester Taken _____

Number _____ Semester Taken _____

Methods Courses:

Course #	Department	Semester Completion/Expected
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adviser signature that this course of study should be expected to provide adequate methodological preparation

Theme of Study: Brief Description (100 words)

Courses as part of theme (15 hours)

Course Title/Number	Semester Completed/Expected
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Reviewed and approved by Department of Communication Graduate Faculty, 5/3/17

Elective Credits: List Number and Department (if not a Communication Course) (21 hours)

Course Title/Number	Semester Completed/Expected

_____ Approved by Student/Date

_____ Approved by Adviser/Date

_____ Approved by Member of Committee 1/Date

_____ (print/type name)

_____ Approved by Member of Committee 2/Date

_____ (print/type name)

_____ Approved by Member of Committee 3/Date

_____ (print/type name)

_____ Approved by Member of Committee 4/Date

_____ (print/type name)

_____ Approved by Director of Doctoral Program /Date

COMPREHENSIVE EXAMINATION PLAN

The student and adviser should check the graduate school to make sure all forms are filed. The date of signing this form cannot be earlier than 30 days from the beginning of the two week period for comprehensive exams.

Name of Student (please type)_____

Adviser name (please type)_____

Committee member names and department if not Communication (please type):

A comprehensive examination must involve 18 hours, and provide acceptable evidence to assure the following: (a) knowledge of the focus area, (b) appropriate knowledge of communication outside the focus area, and (c) methodological competence to conduct independent research.

Description of testing methods, breakdown of hours, expected product, and procedures. The plan should provide clear directions about any resources permitted or not permitted as well as time frames or other detailed instructions (attach pages as necessary).

Date of Beginning of Exam Period_____

Date of Ending of Exam Period_____

Date and time of Oral Defense_____

Signatures:

Acknowledged _____ Student, date_____

Approved:

Adviser:_____ date_____

Committee Member_____ date_____

Committee Member_____ date_____

Committee Member_____ date_____

Committee Member_____ date_____

Accepted and Filed:

Director of Doctoral
Program_____ date_____

Reviewed and approved by Department of Communication Graduate Faculty, 5/3/17

RESULTS OF COMPREHENSIVE EXAM ORAL DEFENSE

Date _____

Name of Student _____

A passing exam requires approval to all questions by all members.

Element One— Student displays adequate knowledge in theme area

	Approved	Denied
Adviser	_____	_____
Member	_____	_____

Element Two— Student displays adequate knowledge of Communication outside theme area

	Approved	Denied
Adviser	_____	_____
Member	_____	_____

Element Three— Student displays competency in method to conduct independent research

	Approved	Denied
Adviser	_____	_____
Member	_____	_____

Acknowledged, Director of Doctoral Program _____ date _____

DISSERTATION PROPOSAL MEETING

Student name (please type)_____

Date_____

The student and adviser should check with the graduate school to make sure appropriate forms are filed.

Title of proposed dissertation (please type):

	Approved	Denied	Signature
Adviser (typed)	_____	_____	_____
Member (typed)	_____	_____	_____
Member (typed)	_____	_____	_____
Member (typed)	_____	_____	_____
Member (typed)	_____	_____	_____

A majority approval is required for the dissertation proposal to be approved

Acknowledged:_____Director of Doctoral Program, date_____

DISSERTATION DEFENSE MEETING

Student name (please type)_____

Date_____

The student and adviser should check with the graduate school to make sure appropriate forms are filed.

Title of dissertation (please type):

	Approved	Denied	Signature
Adviser (typed)	_____	_____	_____
Member (typed)	_____	_____	_____
Member (typed)	_____	_____	_____
Member (typed)	_____	_____	_____
Member (typed)	_____	_____	_____

A majority approval is required for the dissertation to be approved

Acknowledged:_____Director of Doctoral Program, date_____