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**THE OHIO STATE UNIVERSITY  
SCHOOL OF COMMUNICATION**

**GRADUATE STUDY POLICY AND PROCEDURES MANUAL  
2017-2018**

OCTOBER 2017

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## I. GENERAL INFORMATION

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### A. Overview of the Graduate School at The Ohio State University and the Graduate Program in Communication

The Graduate Faculty of the School of Communication offer two graduate degrees: the M.A. in Communication and the Ph.D. in Communication. There are two major documents that contain rules, procedures and guidelines for graduate students in the School of Communication. The first of these documents is the Graduate School Handbook. The [Graduate School Handbook](#) contains the rules and procedures of the Graduate School of The Ohio State University. These are rules that are applied across the university.

The second document is the one you are currently reading, the School of Communication Policy and Procedures Manual (usually called the Graduate Student Manual). The Graduate Student Manual is intended to provide graduate students in the School of Communication with guidance in pursuing an advanced program of study in the School.

In this manual are statements of the requirements, procedures, and policies for various fields of study and degree programs offered by the School. In addition, rules related to graduate studies and adopted by the Graduate Studies Committee are included. The formal mandate of the Graduate Studies Committee is defined in Section XIV of the Graduate School Handbook, which reads:

Each graduate program authorized to offer a graduate degree must have a Graduate Studies Committee. The Graduate Studies Committee oversees and administers its graduate programs and is the liaison between the Graduate School and the Graduate Faculty members in the graduate program.

To assure the high quality of the student experience and the graduate program itself, the graduate faculty of the School of Communication operates under the related rules, regulations, and policies established by the School, the Graduate School, and the university. Where applicable, and to reduce confusion, some of the material in this Manual is verbatim repetition of material in the Graduate School Handbook. Other portions apply only to graduate students in the School of Communication. Students are advised to familiarize themselves with the relevant portions of these documents, as many University and Graduate School requirements are not repeated in this manual. In the case of differences in the requirements of the Graduate School and the School of Communication, the stricter of the requirements takes precedence. The Graduate Studies Committee encourages you to bring any conflicting rules or information to the attention of the Committee or the Director of Graduate Studies. In the case of any conflicts within the manual or School of Communication rules or procedures, the Graduate Studies Committee will determine the appropriate solution.

## **B. Graduate Faculty**

As a graduate student, you are enrolled in the Graduate School, not in any of the other university enrollment units. The Graduate Studies Committee in the School of Communication also comes within the jurisdiction of the Graduate School and the Council on Research and Graduate Studies.

Not all people who teach classes at The Ohio State University are members of the Graduate Faculty. Those who are members of the Graduate Faculty can be designated as holding either Category M status (able to serve on master's examination committees and serve as advisor for master's degree students – and with prior GSC approval, on Ph.D. committees), or Category P status (able to serve on master's or doctoral examination committees, and serve as advisor for master's and doctoral degree students).

Faculty members receive graduate faculty membership only upon the recommendation of the Graduate Studies Committee of a particular unit of the University, such as the School of Communication. Faculty members recognized by the appropriate graduate studies committee thus become members of the graduate faculty of that unit. They do not necessarily have to teach in that unit to be considered part of the unit's graduate faculty. Table 1 provides a list of the graduate faculty members of the School of Communication, as well as listing their graduate faculty status (M or P).

## **C. The Graduate Studies Committee**

The Graduate Studies Committee (GSC) of the School of Communication consists of the Director of Graduate Studies, who is Chair of the Graduate Studies Committee, and five faculty members selected (four by vote of the faculty, one appointed by the School's director) from the School's graduate faculty.

In brief, the committee has responsibility for the conduct and administration of the graduate program of the School. Included are responsibility for curriculum, admission to the program, evaluation of academic progress, and general oversight of the requirements and rules of the program. The committee also has two representatives from among the graduate students of the School, one student from the M.A. program and one student from the Ph.D. program. Student representatives serve as liaisons to the committee and do not vote on policy, petition or admission decisions.

The current (2017-18) Graduate Studies Committee consists of David DeAndrea (Chair and Director of Graduate Studies), Robert Bond, Hyunyi Cho, William Chip Eveland, Richard Huskey, and Emily Moyer-Gusé. Kylie Butte (Graduate Program Coordinator) works with the committee and students in preparing documents, admission materials and other matters related to the School of Communication graduate program.

Graduate students enrolled in the graduate program of the School of Communication can petition the Graduate Studies Committee for consideration of changes in conditions of admission or requirements of the degree. Similarly, the committee has jurisdiction over matters of transfer of graduate credit. Petitions and related requests should always be made formally

and with the consultation and support of the student's advisor. Because of the sensitive nature of the material in applications and petitions, graduate student representatives to the Graduate Studies Committee are not involved in decisions about specific individuals.

Table 1. The 2017-2018 Graduate Faculty of Communication

Name	Title	Category
Appiah, Osei	Professor	P
Bayer, Joseph	Assistant Professor	M
Bond, Robert	Assistant Professor	P
Bonus, Alex	Assistant Professor	M
Bushman, Brad	Professor	P
Cho, Hyunyi	Professor	P
Coronel, Jason	Assistant Professor	M
DeAndrea, David	Associate Professor	P
Dixon, Graham	Assistant Professor	M
Eveland, W.P. "Chip"	Professor	P
Fox, Jesse	Associate Professor	P
Garrett, R. Kelly	Associate Professor	P
Holt, Lanier	Assistant Professor	P
Hovick, Shelly	Assistant Professor	P
Huskey, Richard	Assistant Professor	M
Kim, Hyun Suk	Assistant Professor	M
Kline, Susan	Associate Professor	P
Knobloch-Westerwick, Silvia	Professor	P
Kosicki, Jerry	Associate Professor	P
Lee-Won, Roselyn	Assistant Professor	P
Li, Siyue "April"	Assistant Professor	M
Lynch, Teresa	Assistant Professor	M
Moyer-Guse, Emily	Associate Professor	P
Nathanson, Amy	Professor	P
Nisbet, Erik	Associate Professor	P
Ross, Felecia	Associate Professor	M
Shulman, Hillary	Assistant Professor	M
Slater, Michael	Professor	P
Wang, Zheng "Joyce"	Professor	P

## **D. The Academic Advisor and Advisory Committee**

When students are admitted to the graduate program, they are assigned a temporary advisor by the Graduate Studies Committee. The temporary advisor is responsible for giving the student advice about an initial set of courses in the School. The Graduate Studies Committee will ordinarily pick a temporary advisor who has interests similar to those of the student. However, it is often the case that, after meeting a number of faculty members, a student may find another faculty member who matches with the student's interests more closely than the temporary advisor. A form available in the appendix of this document as well as in the Graduate Program Office enables selection of a permanent advisor, and should be completed whether or not the student continues with their temporary advisor or finds a new advisor.

For master's students, academic advisors must be faculty members of the School of Communication and members of the Graduate Faculty holding M or P status. M.A. students should select a permanent advisor by the end of the first semester of study. Ph.D. student advisors must be faculty members of the School of Communication holding P status. Doctoral students should select a permanent advisor by the end of the first year of study.

The selection of a permanent advisor is one of the most important decisions a graduate student will make in his or her graduate student life. The choice of advisor can determine not only the pace of progress through the program and success of a student, but also the type of job the student will be able to obtain upon graduation. The advisor-student relationship is generally one of mutual interdependence, mentorship and even friendship, as each relies on the other in order to achieve various professional objectives.

Students are encouraged to talk to several faculty members as well as other graduate students before settling on a permanent advisor. Among the things the students should consider are whether the faculty member is active in ways that meet the student's career objectives, as evidenced by a visible and recent publication record, compatibility with the student's planned graduation trajectory, including the advisor's plans for sabbatical and summer terms, the faculty member's history in graduating students in a timely fashion, and placing them in relevant positions in academics or industry. It also is important that the work styles of the student and advisor are compatible, that they share interests, and that each feels a commitment to the other. It should be understood that the advisor/advisee relationship is a matter of mutual agreement and commitment. Some prospective advisors may have too many other advisees, have concerns about the prospective working relationship, or believe their expertise and your interests do not sufficiently converge. It is also important to note that your advisor helps you navigate your program, but both the student and the advisor have responsibilities in making certain your graduate experience is rich and rewarding. Please see our appendix on graduate advising for examples of responsibilities as well as guidelines designed to make certain your relationship with your advisor is successful.

Students should consult their advisor about the selection of an advisory committee, courses, and the development and completion of their plan of study as soon as is feasible. The requirements for committees differ for each graduate program; see the section relevant to your program for a discussion of the membership of advisory committees.

At times, the student may feel that a change of advisor is in his or her best professional interests. It is the student's prerogative to their change advisor if he or she feels it to be beneficial, and it is inappropriate for the current advisor to attempt to pressure the student into remaining in the relationship if the student does not want to. A student who wants to change advisors but feels uncomfortable approaching the current advisor to discuss the change, or who feels such pressure is being applied, should consult the Director of Graduate Studies or members of the Graduate Studies Committee for assistance.

### **E. Courses, Course Credits and Grade Points**

A significant portion of graduate student work involves taking courses. Each course has a certain amount of credit hours associated with it. These credit hours are often referred to in this document and elsewhere as credits, where one credit hour equals one credit. Course credits are subject to the following restrictions:

1. Only courses with numbers of 4000 or higher and designated by the university as available for graduate credit (i.e., a “G” marker in the course listing) may be applied toward the degree. Students must assume responsibility for determining if the course is available for graduate credit. Courses taught by other graduate students cannot be counted for graduate credit regardless of their course number. No 4000-level Communication course carries graduate credit for Communication graduate programs, and the Graduate Studies Committee discourages Ph.D. students from taking 5000-level Communication classes when a 7000-level or higher equivalent exists within the School.
2. Graduate students may not choose to enroll in a class pass/fail or satisfactory/unsatisfactory if the same course is offered as a graded course. Graduate students may enroll in pass/fail or satisfactory/unsatisfactory courses only if that is the only format available (for example thesis credit, dissertation credit, directed research, or directed reading).
3. All grades earned in courses in the 1000 to 3999 levels appear on a student’s record but are not used to compute final grade point averages.
4. No course for which a student earns a grade less than a C- can be used to meet requirements of the School or counted toward the degree. For Ph.D. students, core courses in which the student receives a grade below B- may not be counted toward the degree and must be retaken.
5. Grades are assigned point values as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), and C- (1.7).

## II. THE M.A.

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In the Master of Arts degree, students draw on the expertise of the School's faculty to develop a plan of study consistent with their career goals.

Students who are in the M.A. are often interested in pursuing doctoral work at some point. Some will apply to programs immediately after their master's degree, while others will pursue a doctorate after obtaining more experience in a communication profession.

The M.A. requires students to generate new knowledge in an area of study in communication through a master's thesis – an extended report of the student's original research. Full-time students making normal progress will complete their master's degree in a two-year time frame. Even for part-time students, in no case should a student take more than five years to complete the M.A. degree, or more than two years after meeting the course requirements (excluding thesis credits) for the degree. To maintain consistent progress, full-time students should have a thesis proposal submitted to their advisory committee and approved by the end of their third semester in the program.

Candidates for the M.A. in Communication must fulfill the requirements listed in this section. A program plan worksheet is included in Appendix E. You may find the worksheet helpful in planning your master's program of study.

### **A. Transfer Credit**

No more than 12 hours of graduate credit earned from another university or 7 hours earned from OSU prior to admission to the School of Communication will be accepted toward the completion of the master's degree in the School, and these are only accepted after approval of a petition to the School's Graduate Studies Committee and submission of the Request for Transfer of Graduate Credit GradForm. Please see Appendix B.5 for more information on School policy and criteria for granting transfer credit.

### **B. Maintaining Good Standing in the M.A. Program**

Graduate students are expected to maintain "Good Standing" in the program. Good Standing consists of maintaining a minimum grade point average, demonstrating a commitment to professional standards, and making steady progress toward degree completion.

#### **1. Minimum Grade Point Average**

Students whose GPA falls below 3.0 are placed on probation by the Graduate School. The School of Communication Grade Point Average requirement is stricter. To maintain good standing in the program, students must maintain a 3.3 cumulative Grade Point Average and achieve reasonable progress toward meeting graduate program requirements. In addition to the overall GPA requirement, students are required to maintain a consistent 3.3 or higher GPA for the required courses in the curriculum.

#### **2. Commitment to Professional Standards**



Examinations, papers, conducting and reporting research, all integral parts of the academic enterprise, require honesty and fair attribution of ideas. The School takes the issue to be one of utmost importance. The Ohio State University requires faculty members who suspect academic misconduct to take such suspicions to the Committee on Academic Misconduct. All students in the School are expected to familiarize themselves with the university guidelines on academic misconduct (included as Appendix C). To this end, a student who is found in violation of the Code of Student Conduct will be classified as being in poor standing and not making satisfactory progress toward the degree. A student found guilty of plagiarism or cheating will lose employment as a graduate associate and be dismissed from the program. Ignorance of the guidelines does not excuse misconduct.

In addition to those behaviors described in Appendix C as indicating academic misconduct, the Graduate Studies Committee takes all components of the academic enterprise very seriously. The academic enterprise includes such factors as collegiality and altruism. The Graduate Studies Committee may consider students who disrupt classes or graduate activities, or otherwise exhibit nonprofessional activity as not exhibiting a commitment to professional standards.

### **3. Steady Progress toward Degree Completion**

In order to graduate in a timely manner, each of our graduate programs (M.A. and Ph.D.) has a schedule for completion of particular milestones within the program. The Programs of Study for each of the programs includes information about the time frames to maintain consistent progress within the degree program. Students who do not meet the guidelines may lose graduate associate funding or may lose good standing within the program, which can eventually lead to a request to the Graduate School for restrictions to be placed on any future enrollment. For students completing the M.A. degree part-time, the degree should be completed within two years of meeting the course requirements (excluding thesis credits), or five years from the start of the program, whichever is sooner.

#### **C. MA Program Requirements:**

Complete a minimum of 49 graduate credits, including 12 credits for the thesis.

- 1.) 16 credits required core
  - 3 credits in Communication Theory:
    - 6806 – Contemporary Theories in Communication (3)
  - 9 credits in Research Methods, Design, and Analysis in Communication:
    - 6661 – Statistical Applications in Communication (3)
    - 6760 – Communication Research Methods (3)
    - 6701 – Working with Communication Data (3)
  - 2 credits in 7890 - Communication Colloquium
  - 1 credit in 6500 – Introduction to Graduate Studies (1)
  - 1 credit in 7998 – Directed Research (1), with temporary advisor during first term  
*(this will not count against the maximum of 3 credits in Directed Research or Reading permitted during MA program)*
- 2.) 21 credit hours of graduate level electives (minimum 50% from within the School, no more than 3 credits of directed reading/research)
- 3.) 7999 - Thesis Research (12 credits, limited to a maximum of 6 per semester)

## **D. The M.A. Thesis**

### **1. Thesis Committee**

M.A. students must form a committee of at least two faculty members (the advisor plus one additional member) holding either M or P status in the School of Communication. At least two of these members (including the chair) must be faculty members of the School of Communication. It is the student's responsibility to solicit faculty participation in the master's thesis committee. Decisions on committee membership should be made in consultation with your advisor. Members of your thesis committee will help you decide on courses and other issues that will enable you to graduate in a timely fashion. It is therefore important to choose an advisor and a thesis committee early in your program. Students should choose an advisor by the end of the first semester in the program, and a thesis committee should be formed by the end of Fall semester of the second year.

### **2. Thesis Proposal, Development and Submission**

The first step in the thesis procedure is to write a thesis proposal. The proposal should be written in consultation with the student's advisor and members of the advisory committee. After writing the proposal, students must schedule a proposal meeting and provide each committee member with a copy of the proposal. At minimum, committee members must be given 10 business days to read, evaluate, and approve the document prior to date of the proposal meeting. After scheduling a proposal meeting, the student should:

- a. Submit a proposal approval form to the committee. The committee may approve, disapprove or require changes to the proposal. Students and their advisors should convene the thesis proposal meeting early in the process, with approval of the thesis proposal no later than the end of the third semester of enrollment. All committee members must sign the proposal approval form before the thesis project can proceed. The internal M.A. thesis proposal approval form does not speak to whether the M.A. student completed a successful oral defense of his/her proposal. A faculty signature provided under "approve" on the form simply signals that a meeting concerning the thesis proposal occurred between the M.A. student and members of the committee and that the specific faculty member agrees at the end of the meeting that the outline of the scope of the project is sufficient and detailed enough for the student to move forward with the research effort (i.e., data collection, data analysis, and production of formal thesis).
- b. After it is signed by the committee, the form must be returned to the School's graduate program office and the student can begin work on a thesis.
- c. The student then prepares the thesis under the supervision of the advisor and the committee.
- d. The thesis draft must be approved by the committee before a student takes the thesis defense. At minimum, committee members must be given 10 business days to read, evaluate, and approve the document prior to date of the defense meeting.

e. Students are responsible for meeting Graduate School deadlines and specifications for preparation of the thesis. Students should consult the booklet, Graduate School Guidelines for Preparing and Submitting Thesis, Dissertations, and D. M. A. Documents, available from the Graduate School. Students should offer to provide a bound copy of the thesis to the advisor.

### **3. Thesis Oral Defense for the M.A.**

Students writing a thesis must take an oral examination defending their thesis. This oral examination is a test of your knowledge of the field of Communication. It is the final validation of performance for the master's degree. It is not a second examination on material covered in individual courses. Rather it is an examination of your full knowledge in the field of Communication and your ability to integrate that knowledge as it relates to the thesis.

The examination must be taken during the semester in which you plan to graduate. You must be registered for at least three graduate credit hours during that semester. The thesis defense is administered by the student's advisory committee under the auspices of the Graduate Studies Committee of the School of Communication. The student must determine that all participants are category M or P members of the graduate faculty and willing to participate in the thesis defense as specified in this section. The student must provide a copy of the Graduate Examination Procedures to any outside members of his or her M.A. committee. Examination procedures are available from the School's Graduate Program Office.

Before you take the thesis defense, you must have submitted the Application to Graduate electronic form to the Graduate School (247G University Hall) by the deadline set for the semester in which you wish to graduate. Usually this is the Friday of the third week of classes. The student, advisor and the chair of the Graduate Studies Committee of the School of Communication must all electronically sign the form. The form is available on the Graduate School website at [gradforms.osu.edu](http://gradforms.osu.edu).

The student will make arrangements for the oral examination with the examination committee. A room for the exam can be reserved by contacting the School Director's assistant located in 3016 Derby Hall, 614-292-0451. The oral examination lasts approximately two hours and should be scheduled during regular university business hours Monday through Friday. At minimum, committee members must be given 10 business days to read, evaluate, and approve the document prior to the oral examination. The oral examination will ordinarily allow students to amplify or correct statements made in the thesis, but it is not limited to the research material covered in the thesis.

Before the beginning of the oral portion of the thesis defense, the committee will discuss (without the student present) the likelihood of success in the examination. After this meeting, the committee will advise the student of the opinion of the committee. The opinion of the committee before the examination is only an opinion based on the written material, and so is not a guarantee of success or failure. Students have the right to take the oral examination even if the student has been advised of a high likelihood of failure. Conversely, a committee may believe there is a high probability of success, but the student may not perform to expectations. In all cases, the committee's opinion beforehand only reflects a judgment about what is likely to happen, and should only be taken as an advisement. If a student decides not to take the oral at

the time it is scheduled, the student must sign a statement indicating that decision and this constitutes a failure of the exam.

The decision on the outcome of the master's examination is reached in the student's absence immediately following the oral examination. Each member of the committee indicates judgment by logging in to [gradforms.osu.edu](http://gradforms.osu.edu) and electronically signing the Master's Examination Report form. Students complete the thesis defense successfully only when the decision of the committee is unanimously affirmative. If the thesis defense is judged unsatisfactory, the committee must decide whether a second exam will be permitted, and must record that decision on the electronic Master's Examination Report form. The second examination may be held in the same semester as the first examination, although this is usually not advisable.

If a second examination is held, the committee must be the same as the original one, unless substitution is approved by the Dean of the Graduate School. A student who fails the thesis defense twice in the School of Communication is not permitted to take another thesis defense in the School of Communication. On written appeal by the student or a member of the thesis committee, the Executive Committee of the Graduate Council on Research and Graduate Studies will review the master's examination to ensure its conformity to Graduate School rules and to determine if it was conducted fairly and without prejudice.

After making changes to the thesis that are satisfactory to the student's committee, the student must obtain the signatures of all the committee members on the electronic Thesis Approval Form at [gradforms.osu.edu](http://gradforms.osu.edu) indicating that the thesis is acceptable in meeting the requirements of the master's degree. Changes to the thesis after the oral defense must be clearly marked (e.g. via "track changes") so that the committee will be able to quickly locate and approve these revisions. The online Master's Examination Report and Thesis Approval forms must be submitted to the Graduate School within a specified time frame after defending the thesis (see Graduate Student Handbook for exact details). In addition to copies required by the Graduate School, the student should offer to provide a copy of the bound thesis to the advisor so that he or she is able to approve the document and keep a copy for his or her records.

### III. THE PH.D.

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At the doctoral level, faculty in the School of Communication work with students on high-quality, theory-driven, systematic, empirical social science scholarship. Typically, specialization at the Ph.D. level refers to a research specialization, but Communication Ph.D.'s often teach courses in a number of different areas in Communication.

Graduates with a Ph.D. may work in university teaching and research settings, in high-level research positions in the public opinion or survey research industries, or other applied communication settings where empirical social science research in communication is conducted.

There are several milestones in a student's Ph.D. program. These include selection of an advisor and an advisory committee, the candidacy exam, the dissertation proposal, completion of the dissertation, the dissertation defense, and submission of the dissertation to the Graduate School. Upon acceptance of the dissertation, the student will have earned a Ph.D., the terminal degree in our field.

#### **A. Transfer Credit**

No more than 12 hours of graduate credit earned from another university or 7 hours earned from OSU prior to admission to the Ph.D. program of the School of Communication will be accepted toward the completion of the doctoral degree in the School. All of these transfer credits are accepted only after approval of a petition to the School's Graduate Studies Committee and submission of the required Request for Transfer of Graduate Credit GradForm. If credits from another university are to be applied to any specific course requirement for the Ph.D., this must be explicitly requested and approved by petition to the GSC. Please see Appendix B.5 for more information on School policy and criteria for granting transfer credit.

In the case of a Ph.D. student who has an M.A. (thesis option) from the School of Communication since 2004, up to 30 credits may be transferred to the Ph.D. program. Since the core course requirements for the M.A. in Communication are similar to the core courses for the Ph.D. in Communication, typically the overlapping core courses of the M.A. satisfy core requirements of the core for the Ph.D. Elective courses taken during the first two semesters of the M.A. program may also be considered for satisfaction of requirements or transfer of credit. Thus, students who have earned an M.A. in Communication in the School (since 2004) would need to complete a minimum of 55 credits in required courses. (In short, students must complete the Ph.D. requirements after taking the transfer credits into account toward the Ph.D.) Note that any core courses in which OSU M.A. students earned lower than a B- will not be transferred and must be retaken.

#### **B. Transfer from M.A. to Ph.D.**

The School provides a transfer option into the Ph.D. program for outstanding first-year M.A. students in the School who wish to pursue a Ph.D. Immediately after the Spring semester of their first year, students seeking transfer must submit to the GSC a C.V., statement of interest, and three letters of recommendation (one of which from the student's M.A. advisor) to the GSC. Transfer requests are typically considered during the summer term, after Spring grades and SEIs are reported. If the GSC approves the request and the student formally accepts

the admission offer, the student will be transferred to the Ph.D. prior to the start of the Autumn semester of the second year. The student will effectively be treated as if he/she had been in the Ph.D. program during his/her first year, and no thesis will be required. Any remaining core courses required for the Ph.D. must be taken during the second year.

Choosing a Ph.D. program is a major commitment, and a transfer from the M.A. to the Ph.D. is not to be taken lightly. Typically, only those who have managed to develop evidence of a strong research program leading toward independence of thought are permitted to transfer to the Ph.D. Most M.A. students are simply not ready for that type of commitment during the first year of their program. Those who apply and are not transferred may apply to the Ph.D. program following normal application procedures in the following year, with no prejudice against their case on the part of the GSC.

## **C. Maintaining Good Standing in the Ph.D. Program**

### **1. Minimum Grade Point Averages**

Students whose GPA falls below 3.0 are placed on probation by the Graduate School. The School of Communication Grade Point Average requirement is stricter. To maintain good standing in the program, students must maintain a 3.3 cumulative Grade Point Average and achieve reasonable progress toward meeting graduate program requirements. In addition to the overall GPA requirement, students are required to maintain a consistent 3.3 or higher GPA for the required “core” courses in the curriculum. Students who do not maintain a 3.3 or higher GPA for the required courses may be required by their committee to retake the courses and may lose School funding. In order for core courses to apply toward the degree, students must earn at least a B- in them. Core courses in which students earn lower than a B- must be retaken to count toward program requirements.

### **2. Commitment to Professional Standards**

The Ph.D. is a research degree, and recipients are expected to have very high standards of conduct and patterns of attribution. Examinations, papers, conducting and reporting research, all integral parts of the academic enterprise, require honesty and fair attribution of ideas. The School takes the issue to be one of utmost importance. The Ohio State University requires faculty members who suspect academic misconduct to take such suspicions to the Committee on Academic Misconduct (COAM). All students in the School are expected to familiarize themselves with the university guidelines on academic misconduct (included as Appendix C). To this end, a student who is found in violation of the Code of Student Conduct with respect to academic misconduct will be classified as being in poor standing and not making satisfactory progress toward the degree. A student found by COAM to have committed plagiarism or cheating will lose employment as a graduate associate and be dismissed from the program. Ignorance of the guidelines does not excuse misconduct.

In addition to those behaviors described in Appendix C as indicating academic misconduct, the Graduate Studies Committee takes all components of the academic enterprise very seriously. The academic enterprise includes such factors as collegiality and altruism. The Graduate Studies Committee may classify students who disrupt classes or graduate activities, or otherwise exhibit nonprofessional activity as not exhibiting a commitment to professional standards.

### **3. Steady Progress toward Degree Completion**

In order to graduate in a timely manner, our graduate programs (M.A. and Ph.D.) have a schedule for completion of particular milestones within the program. The Programs of Study for each of the programs includes information about the time frames to maintain consistent progress within the degree program. Students who do not meet the guidelines may lose their graduate associate position and/or may lose good standing within the program. Note that the Graduate School requires Ph.D. students who have completed candidacy to maintain continuous enrollment (Fall and Spring) throughout the candidacy period. This rule requires students, regardless of funding status, to enroll in 3 dissertation credits per semester. Students who fail to maintain continuous enrollment according to Graduate School rules and who have not petitioned for a formal leave of absence will be considered to be making insufficient progress toward the degree.

#### **D. Program Requirements**

##### **1. Selection of an Advisor and Advisory Committee.**

When students are admitted to the Ph.D. program, they are assigned a temporary advisor by the Director of Graduate Studies. This individual will be responsible for giving the student advice about an initial set of courses in the School.

The doctoral student should select a permanent advisor by the end of the second semester of study. As early as possible, students should consult their advisor about selection of courses, the development and completion of their plan of study, and putting together an Advisory Committee. Although there is no approval form requiring the advisor's signature, students are required to discuss their courses with their advisors.

Advisory Committees help students select courses during their programs and provide advice and direction in developing the dissertation. The Advisory Committee consists of a minimum of four graduate faculty members with P status. (By Graduate School rule, students wishing to include faculty with M status on their Advisory Committee must receive prior approval of the Director of Graduate Studies.) One member may be an OSU graduate faculty member from outside the School of Communication. Requests to add external (non-OSU) members to the committee must be submitted via petition to the Graduate Studies Committee and the Graduate School. Any approved non-OSU committee member will be in addition to the four required members. In the School of Communication, the Advisory Committee is initially known as the Candidacy Exam Committee; after the Candidacy Exam (see below) is completed, the Advisory Committee is known as the Dissertation Committee, which is described below.

An initial meeting with the Advisory Committee (the Candidacy Exam Committee, in the School of Communication) should if possible be held in the second year, before the end of the first semester or early in the second semester, in order to plan courses and other matters pertaining to progress in the program. Because the advisory committee has control over which courses count toward the program, it is best to go over your program plan with the entire committee.

## 2. Ph.D. Course Credit Requirements

Complete a minimum of 81 graduate credits, including at least 6 credits for the dissertation.

- 1.) 20 credits required core
  - 1 credit hour in Introduction to Graduate Studies - COMM 6500 (1)
  - 1 credit in Directed Research (with temporary advisor) – COMM 7998 (1)
  
  - 9 credits in Communication Theory:
    - 6806 – Contemporary Theories in Communication (3)
    - 6807 – Foundations of Communication Theory (3)
    - 7927 – Theory Construction (3)
  
  - 9 credits in Research Methods for Communication:
    - 6661 – Statistical Applications in Communication (3)
    - 6760 – Communication Research Methods (3)
    - 7790 – Statistical Applications in Communication II (3)
  
- 2.) At least 51 credit hours of electives (minimum 50% from within the School including at least 15 credits of formal communication elective classes)
  
- 3.) 4 semesters of COMM 7890 - Communication Colloquium (4)
  
- 4.) Dissertation credit (6 minimum over at least 2 semesters, with 3 credits per semester)

## 3. Second Year Ph.D. Talk

All Ph.D. students are expected to deliver a talk on their research as part of the School of Communication's colloquium series (COMM 7890) at some point during the second year in the program. Second-year Ph.D. students will be contacted by the colloquium instructor to schedule their talks.

## 4. The Candidacy Examination

After a student has completed all of the coursework necessary for doctoral work, but no later than Autumn semester of a student's last year of School funding, he or she must take the candidacy examination. The candidacy exam provides the student with confirmation from his or her committee that coursework preparation has been sufficient and the student is ready to begin work on a dissertation. After the candidacy examination, a student normally registers for 3 credit hours of dissertation research per semester (Autumn and Spring). At the recommendation of a student's advisor, the GSC can approve students to take additional coursework after candidacy. However, students and advisors would need to justify this decision by indicating not only why the student needed to take these courses after candidacy, but also why taking these courses would not delay – and in fact would facilitate – progress toward the dissertation.

The Candidacy Examination consists of two parts, written and oral, both administered by the student's advisory committee in conjunction with the Graduate Studies Committee and the Graduate School. The examination is a test of the student's comprehension of the field and



allied areas of study, of the command of background knowledge associated with the dissertation, of the capacity to undertake independent research, and of the ability to think and express ideas clearly. The examination is not limited to material covered in the student's courses. The student is considered to have completed the candidacy exam satisfactorily only when the decision of the candidacy examination committee is unanimously affirmative.

#### a. The Format of the Candidacy Exam

For the School of Communication, the candidacy exam is a chance for the student to demonstrate mastery of the principles and techniques of communication research, and is evidence that the student is ready to undertake a dissertation project. The exam consists of questions that may be answered as take-home or in-house, at the discretion of the candidacy exam committee. The exams are ordinarily completed within fifteen weeks.

Preparatory to the candidacy exam, the student must submit the “Candidacy Exam Worksheet” document. That document specifies the format of questions, timeline for completion, and the substance/topics undertaken. Ordinarily, the full candidacy exam committee will decide the nature and format of the questions, as well as the timeline for completion, in a meeting with the student. The advisor must sign the form and the committee members must initial which indicates that the committee has agreed to the details of the exam format. The written portion of the candidacy examination may be administered within a limited time period or given sequentially over an extended time period. If there is an ‘in-house’ (scheduled room test) portion of the written exam, students must notify the Graduate Coordinator two months ahead of time for scheduling purposes. Committee members’ questions must be submitted to the graduate coordinator at least three business days before their portion of the exam begins.

The written portion of the exam must be provided to the committee members at least 10 business days before the oral examination.

The oral portion of the candidacy examination lasts approximately two hours and must be held within one month of the conclusion of the written portion. The oral examination date must be scheduled with the graduate coordinator at least one month prior to the exam. Questions asked of the candidate during the oral portion of the exam cover the written material but may also pertain to any area in which the candidate is expected to be able to exhibit competence as a prerequisite to completion of the Ph.D.

In the oral exam, equal time should be provided for each committee member to ensure that the student has demonstrated sufficient proficiency in all of the areas tested. Any committee member may ask the student about the answer to any of the questions, or related to the student’s training or expertise related to coursework or research experience. Committee members should distribute their expertise in a manner that makes the most pedagogical sense for the individual student; more than one committee member may combine to ask one question, or questions may be ‘chained’ so that one question builds on the answer to a prior question.

#### b. Distribution of Answers to the Written Portion of the Candidacy Exam

Any take-home portions of the exam must be handed in to the Graduate Program Coordinator as soon as they are completed. Any in-house portions must be submitted to the Graduate Program Coordinator at the end of the allotted period of time. Upon completion of the entire

written exam, the Graduate Program Coordinator will save the official responses electronically as the copy of record for the examination. If requested by the advisory committee, the Graduate Program Coordinator will print a copy of the official responses and initial each page of the written exam for the student.

Typically (at the discretion of the committee), a student may be permitted to make minor edits and/or add a bibliography to the exam answers before distribution to the examining committee. However, any editing must be clearly indicated in some fashion (such as hand-written notes or corrections, or the inclusion of a clearly labeled supplemental addendum), so that committee members will easily understand what was written during the examination and what was changed afterward.

The student is responsible distributing the official written examination (along with any edits or addendums) to each committee member a minimum of ten business days before the oral examination. The format of distribution is at the discretion of the committee and may include email distribution or hard copy. If the committee, or an individual committee member, requires a hard copy of the examination, the student is responsible for making copies, binding, and distributing it.

### c. Scheduling the Candidacy Examination

Students must meet the following requirements before scheduling the candidacy exam:

1. Good standing in the program.
2. Graduate cumulative point hour ratio of at least a 3.3.
3. Satisfactory completion of (or current enrollment in) all formal course requirements as established in the student's approved program plan. (See below details)

All formal coursework (i.e., everything except dissertation credit) must be completed by the end of the semester in which the Candidacy Exam is taken. In addition to completing required coursework, students should also ensure that they can meet credit-hour requirements: 81 credits are required for the Ph.D. degree, with at least 3 credit hours during each semester (Autumn and Spring) following the Candidacy Exam. An additional practical consideration is the amount of School funding available. Students and advisors should ensure that the program plan account for any funding constraints (see Dissertation Timetable, pg. 46).

Students and the candidacy exam committee are encouraged to meet soon after the committee is formed to ensure that the student's program plan meets these requirements. It is also advisable that students meet individually with members of their Candidacy Exam Committee on a regular basis. As the time for the candidacy exam approaches, the student should meet with members of the Committee as a group to discuss the details of the examination and approve the program plan. In some cases there may be a need for more than one such meeting, but it is also possible for the program plan and candidacy exam worksheet to be approved in the same meeting. After agreement on the program plan and exam details have been reached, the student must submit two forms:

1. *To the Graduate School:* The Application for Candidacy Form must be filled out online at [gradforms.osu.edu](http://gradforms.osu.edu) and electronically signed by the advisor and the Director of Graduate Studies before it will be submitted to the Graduate School. This form notifies the Dean of the Graduate School of the proposed time and place of the oral exam. This form must be submitted

to the Graduate School as soon as possible, but no later than two weeks before the date of the oral exam.

2. *To the Graduate Program Coordinator:* The Candidacy Examination Worksheet, which must specify the exam format and schedule, committee member responsibilities, and computer and exam-taking location information, accompanied by an updated version of the program plan. The Candidacy Exam Worksheet should be submitted at least 4 weeks prior to the proposed start of the exam. If in house exams are planned, two months' notice is required.

d. Deadlines and other Scheduling Requirements:

1. The oral portion of the Candidacy Exam must be scheduled with the Graduate School at least two weeks in advance, and be scheduled within one month of the completion of the written portion of the exam.

2. The complete set of written answers must be distributed to all members of the Candidacy Exam Committee a minimum of ten workdays before the oral examination.

3. Students who plan to take the Candidacy Examination during the summer months should be aware that most faculty members are not on duty during the summer, and so may not be available. Typically, a student may avoid scheduling problems by meeting with committee members during spring semester to work out convenient exam dates. Students are advised to consult with their advisor and other committee members to ensure that faculty absence during the summer will not delay their progress.

## **5. The Dissertation**

a. The Dissertation Committee

The Dissertation Committee is composed of at least three Category P graduate faculty members from the School of Communication (including the advisor). (By Graduate School rule, students wishing to include faculty with M status on their Dissertation Committee must receive prior approval of the Director of Graduate Studies.) Additional Graduate Faculty members also may serve on the Dissertation Committee. Requests to add external (non-OSU) members to the committee must be submitted via petition to the Graduate Studies Committee and the Graduate School. Any approved non-OSU committee member will be in addition to the three required members. The advisor serves as chairperson of the Dissertation Committee. Selection of the committee members is subject to the rules of the Graduate Studies Committee. Often, the composition of the Dissertation Committee is identical to that of the Advisory Committee.

The dissertation committee should be formed at the beginning of candidacy. The Graduate School requires at least two semesters between the completion of the candidacy exam and graduation.

b. Dissertation Prospectus

After completion of the candidacy examination, the student must prepare a final dissertation prospectus in consultation with the advisor and the dissertation committee within one regular semester of candidacy. Each advisor may have different guidelines or requirements for the prospectus, but the final prospectus must be approved by the dissertation committee and a copy of the approval and prospectus filed in the graduate program office.

### c. The Dissertation

The dissertation is a scholarly contribution to knowledge in the student's field of specialization. The student is expected to demonstrate a high level of knowledge of his or her field and the capability to function as an independent scholar by conducting original research and reporting the research through writing the dissertation. The purpose of the dissertation is to provide the student with an opportunity to investigate a problem in greater detail than has been possible at any previous point in his/her career and also to demonstrate his/her ability to perform original research and communicate the written findings and conclusions to others. Students are expected to complete the dissertation within one calendar year of entering candidacy, but should take no more than two years after entering candidacy. Students who have not successfully defended the dissertation within two years of entering candidacy are considered to be making insufficient progress toward the degree and may be placed on academic probation through the Graduate School.

## 6. The Final Oral Examination

The final oral examination tests the originality, independence of thought, the ability to synthesize and interpret, and the quality of research presented. It is meant to include, but is not limited to, the student's defense of his or her dissertation. Questions normally pursue lines of thought and argument from data and concepts that have contributed to the research and to its critical evaluation by the student. The final oral examination lasts approximately two hours and should be scheduled during regular university business hours Monday through Friday. The student coordinates with his/her advisor as to whether they are to offer a formal presentation of the dissertation project at the beginning of the oral defense meeting. A presentation is not mandatory. However, if a presentation is given as part of the oral examination time, then this student presentation should be no longer than 20 minutes unless the committee decides otherwise (e.g., they prefer to ask many of their questions during the presentation). The remainder of the time period should be devoted to a question and answer session.

### a. The Final Oral Exam Committee

The final oral examination committee is composed of at least 3 faculty members (i.e., the student's dissertation committee); it also includes the graduate faculty representative (who is appointed by the dean of the Graduate School). Additional graduate faculty members may be added to the committee, subject to the rules of the Graduate Studies Committee and the Graduate School. Requests to add external (non-OSU) members to the committee must be submitted via petition to the Graduate Studies Committee and the Graduate School. Any approved non-OSU committee member will be in addition to the three required members.

The advisor serves as chair of this committee. Responsibility for conducting and evaluating the final oral examination rests with the student's final oral examination committee. The student must distribute a copy of a complete draft of his or her dissertation, produced in a style

approved by the Graduate School and final oral exam committee, to each member of the committee for review. When the committee approves the dissertation draft, it means that the committee members judge it to be of sufficient merit to warrant holding the final oral examination. Each dissertation committee member indicates approval of the dissertation draft by electronically signing the online Application for Final Exam form at [gradforms.osu.edu](http://gradforms.osu.edu) that must be submitted to the Graduate School no later than two weeks before the date of the final oral examination. At minimum committee members must be given 5 business days to read, evaluate, and approve the document prior to signing the draft approval form. Thus committee members should receive the dissertation draft approximately three weeks prior to the date of the final oral examination.

The complete, typed dissertation draft must be submitted to the Graduate School for format review at the time the Application for Final Exam form is submitted (i.e., two weeks prior to the date of the Final Oral Examination). Information concerning the format of the dissertation and abstract is provided in the Graduate School Guidelines for Preparing and Submitting Theses, Dissertations, and D.M.A. Documents, available as part of the Graduate School Handbook.

After the Dissertation Committee has signed the Application for Final Exam form, the advisor will propose to the Graduate Studies Committee and to the Graduate School the names of the Final Oral Examination Committee members and the date, time, and place of examination. The examination will last two hours and must be scheduled at least two weeks in advance. Changes made to the dissertation after the draft approval form has been signed must be clearly marked (e.g. via “track changes”) so that the committee will be able to quickly locate and approve any revisions.

#### b. The Graduate School Faculty Representative

Appointed by the Dean of the Graduate School once the Final Oral Examination is scheduled, the Graduate School Faculty Representative will be a Category P Graduate Faculty member neither from the student's School nor Dissertation Committee.

In addition to being a full voting member of the Final Oral Examination Committee, he or she judges and reports to the Graduate Dean the fairness of the examination, its conformity to Graduate School rules, the quality of the examination itself, the quality of the dissertation, and the quality of the student's performance.

No less than one week before the Final Oral Examination, a complete, typed copy of the dissertation draft must be presented to the Graduate School Faculty Representative. Should the Graduate School Faculty Representative not believe the dissertation to be satisfactory, he or she will inform the student's advisor and the Graduate School no later than one day prior to the final oral examination. After consulting the student and Dissertation Committee members, the student's advisor may elect not to hold the examination as scheduled or postpone it until the problems are resolved. Various reasons may prompt the advisor to postpone the final oral examination. Before taking such action, however, the advisor must consult the student and other members of the Dissertation Committee and then must notify the Graduate School.

c. Attendance and Participation at the Final Oral Examination

All members of the Final Oral Examination Committee must be present during the entire examination and are expected to participate fully in questioning during the course of the examination and in the discussion and decision on the result of the final oral examination; remote participation is permitted consistent with the policies and procedures of the Graduate School.

Any Graduate Faculty member or graduate student in the School of Communication may attend the oral examination, but visitors may not participate in the questions or answers related to the examination itself. All visitors must leave before discussion of the outcome. The conduct of the examination and guidelines for conducting oral examinations are presented in Appendix B.

d. Evaluation of the Final Oral Examination

Only the final oral examination committee members are to be present for the discussion of the student's performance and the decision regarding the outcome. After discussion, a decision is reached in a manner prescribed by the Graduate School. Each member indicates his or her judgment by an electronic signature on the official report form submitted to the Graduate School via the [gradforms.osu.edu](http://gradforms.osu.edu) portal.

The student successfully completes the final oral examination only when the decision of the final oral examination committee is unanimously affirmative. If an unsatisfactory examination is reported, the student may take a second Final Oral Examination upon the recommendation of the final oral examination committee. If a second examination is held, the members of the final oral examination committee must be the same as those on the original committee unless the Dean of the Graduate School approves the substitution.

A student will not be permitted to take the final oral examination more than twice. Thus, a student whose performance is recorded as unsatisfactory on two attempts at the final oral examination will not be permitted to be a doctoral candidate in communication or in any other graduate program at this university.

Upon appeal by the student or by a member of the final oral examination committee, the Policy and Standards Committee of the Council on Research and Graduate Studies will review the final oral examination to judge its conformity to Graduate School rules and to determine if it was conducted fairly and without prejudice to the student.

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**IV. APPENDICES**

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**Appendix A. Graduate Associate Policies**

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**1. GUIDING PHILOSOPHY**

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Graduate Associateships serve multiple purposes. They are awarded to graduate students who possess particular strengths or abilities so that the student can help faculty members of the School of Communication do their work effectively and efficiently, and they provide a training ground for graduate students to learn how to teach and do research. Associateships also help ease the financial burden of Graduate School. As a combination of these purposes, the associateship is a job, a responsibility, a privilege, and an opportunity. Associateships are awarded competitively on a semester-by-semester basis, and are based on potential and performance.

**2. TYPES OF GRADUATE ASSOCIATESHIPS**

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There are four types of graduate associateships in the School of Communication. Three of these are teaching positions with progressively higher responsibilities; one is a research position. They are:

1. Grader/Helper (primarily courses with larger enrollments)
2. Recitation/Section Leaders (primarily research methods courses)
3. Independent Instructors (primarily but not exclusively 2367)
4. Research Associate

To the extent possible, a graduate associate (GA) will be assigned to the teaching positions in accord with his or her seniority in the program, typically beginning at level 1, but sometimes beginning at level 2 or even level 3, depending on the exact nature of the graduate student's qualifications and other factors, including: prior teaching experience, mastery of subject matter, student and faculty supervisor evaluations, progress in their program of study, professional experience, and teaching ability. Ideally, an associate will progress up in the levels during their tenure at The Ohio State University. Normally, a successful experience as instructor in the Persuasion course is required prior to assignment as an independent instructor in other courses in the School. Research Associate positions are typically associated with funds from research grants and are described below. The Teaching Associate positions are:

**1. GRADER/HELPER:**

A G.A. may be assigned as a grader/helper. The primary duties are to assist with grading assignments and exams, meeting with students, helping develop or implement course materials, or provide library or research assistance to the professor. The exact nature of the graduate

associate duties will change with the needs of each faculty supervisor at the time of employment.

## 2. RECITATION/SECTION LEADERS:

In some classes, a G.A. may be assigned as a recitation/section leader. Primary duties include delivering lectures in a weekly or twice-weekly meeting, developing and grading assignments and exams, and meeting with students in office hours. Typically, the course instructor is a professor who designs the syllabus, delivers the primary lecture, and meets with the recitation/section leaders regularly to ensure consistency across sections. Each graduate associate assigned as a Recitation/Section Leader will typically be responsible for leading 2 sections of approximately 30 students each, although the exact nature of these assignments will vary by course.

## 3. INDEPENDENT INSTRUCTORS:

Independent instructors will be provided with a syllabus outline for the course but each independent instructor will add to and modify the outline as necessary for the semester. Independent instructors teach courses with a minimum of 35 students and are expected to deliver lectures, grade assignments, develop tests and carry out all the teaching functions of a professor. Independent instructors may be assigned a grader/helper for assistance if course size is above 70 students.

## 4. RESEARCH ASSOCIATES:

Research Associates are typically assigned in conjunction with a research grant to a professor in the School. Professors with funds provided by research grants may ask for particular graduate associates to aid them in their research. Ordinarily, every attempt will be made to meet those requests. However, the teaching needs of the School will have priority over research associate assignments if there is urgent need for specialized knowledge or ability for particular courses.

## 3. COMMITMENT TO PROFESSIONAL STANDARDS

### ACADEMIC MISCONDUCT

Examinations, papers, conducting and reporting research, all integral parts of the academic enterprise, require honesty and fair attribution of ideas. The School takes the issue to be one of utmost importance. The Ohio State University requires faculty members who suspect academic misconduct to take such suspicions to the Committee on Academic Misconduct. Similarly, Graduate Associates who suspect academic misconduct in courses they are teaching should discuss their suspicions with their supervisor and file a report with the Committee on Academic Misconduct.

All students in the School are expected to familiarize themselves with the university guidelines on academic misconduct (included as Appendix C). To this end, a graduate student who is found to have committed academic misconduct by COAM will be classified as being in poor standing and not making satisfactory progress toward the degree. A graduate student found by COAM to have committed plagiarism or cheating will lose employment as a graduate associate and be dismissed from the program. Ignorance of the guidelines does not excuse misconduct.



## PROFESSIONAL STANDARDS

In addition to those behaviors described in Appendix C as indicating academic misconduct, the Graduate Studies Committee takes all components of the academic enterprise very seriously. The academic enterprise includes such factors as collegiality and altruism. The Graduate Studies Committee may classify students who disrupt classes or graduate activities, or otherwise exhibit nonprofessional activity as not exhibiting a commitment to professional standards, and where appropriate refer the matter to COAM for possible action; student assistantships are granted at the discretion of the School and continued appointment to such assistantships presumes commitment to professionalism and appropriate behavior with respect to students, colleagues, staff, and faculty.

## ATTIRE POLICY

Clothing should reflect the professional nature of your position and an awareness that you represent the School, College, and University in your role as an employee. Clothing should be selected to present a professional image. Employees are expected to use good judgment to ensure that their attire is appropriate for all work activities (including meetings and student contact) that they will be involved in that day.

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## 4. PAPERS AND ASSIGNMENTS

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Undergraduate students should submit papers and assignments during class time or via Carmen. When this is not possible, teachers need to be available during office hours or make other arrangements for students to submit their papers and assignments directly to the teacher.

Students may not leave papers and assignments in mailboxes.

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## 5. COURSE ENROLLMENT REQUIREMENTS FOR FUNDED STUDENTS

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Graduate Associates in the School of Communication are expected to maintain a full-time course load of 24 credit hours per academic year including at least 8 credits each semester, with the exception of dissertators who typically enroll in 3 (dissertation) credits per semester. Failure to enroll in at least 24 credits per academic year and at least 8 credits each semester may be grounds for losing funding, at the discretion of the Graduate Studies Committee. Registration must be completed by the end of the first week of each semester.

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## 6. FINANCIAL SUPPORT LIMITS FOR DIFFERENT DEGREE PROGRAMS

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Students in the M.A. program are eligible for up to 4 semesters of funding (contingent upon satisfactory progress on the thesis). The Graduate Studies Committee strongly recommends that master's students have an advisory committee and an approved thesis proposal by the end of fall semester of the second year.

Students admitted to the School's doctoral program after obtaining an M.A. from the School or from another university are eligible for up to 8 semesters (four years) of funding during their Ph.D. program (contingent on satisfactory progress and other considerations). Exceptional students are occasionally admitted directly to the doctoral program from a bachelor's degree program and normally will be nominated for a fellowship from the graduate school. Those who receive the fellowship will be eligible for 10 semesters of funding from School resources (5 years in addition to fellowship funding). Those who are admitted directly from the B.A. and do not receive a fellowship will be eligible for up to 12 semesters of funding (6 years) from School resources.

All funding decisions are made based on availability of funds, progress towards degree and needs of the School of Communication. In all cases of funding Ph.D. students for their final eligible year, students must have a dissertation proposal completed and approved by the end of fall semester or funding may be withdrawn. If a student does not complete his or her Ph.D. within the normal funding window described above, they are likely to be considered to be making insufficient progress toward the degree.

The School usually commits funding annually (two semesters) to students admitted with funding, subject to the needs of the School and the availability of funds. In all cases, students must meet the departmental criteria of reasonable progress and professional scholarly conduct. On occasion, a single term appointment may become available and be offered to a student who was admitted to the program without funding. In such cases, the School is under no obligation to renew the appointment beyond the single term.

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## **7. GTA/GRA FUNDING POLICY**

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Before every term, the Graduate Program Coordinator gathers assignment requests from both faculty and students. The Graduate Chair and the Director then work together finalizing assignments; the School Director has responsibility for assignments and currently has charged the Graduate Program Chair and GSC with the responsibility of determining which graduate students will fill the GTA/GRA positions.

1. Funding Priority
  - a. The top priority for funding is based on the needs of the School. For example, if there is only one graduate student who can teach a particular course, that student will be assigned to that course regardless of seniority or other needs.
  - b. Other Funded RAs and/or School commitments (example of funded RAs: seed grants/NSF support; example of School commitments: a College commitment that each department/school provide an RA for a College initiative).
2. TA Class/Assistantship Assignments. The School Director will make the determination of which classes receive GTA allocation and how many assistants are allocated per class. Types of assistantships could be (not in order of priority):
  - a. TAs teaching own class (for example, TA teaching Comm 3620 independently);
  - b. TAs teaching sections of a class (for example, sections of Comm 2367);
  - c. TAs for large lecture classes – based on enrollment. The larger the class, the more likely there will be TA support.

- d. GRAs for funded projects (including start-up funds). Faculty will submit requests to the Graduate Chair for specific students;
- e. GRAs assigned to non-funded projects. This will only be possible for administrative appointments (e.g., Associate Directors) and will only be assigned when all other teaching and funded research needs have been filled.
- f. GRAs assigned for special School projects. Occasionally, there are needs for help in specific projects associated with university or School priorities. In these cases, a GRA or GTA can be assigned to work on the project with faculty member supervision.

## 8. ADDITIONAL FUNDING CONSIDERATIONS

It is important to note that students who choose to enroll in credits during the Summer on a regular basis will be expected to complete their degrees sooner than those who do not enroll in summer courses. That is, students who enroll in summer classes are considered to be using up terms of funding even if they are not serving as a Graduate Associate during those terms. Therefore, officially the School cannot fund any student who has earned more than 174 total credits across the M.A. and Ph.D. degrees at The Ohio State University. The School normally will not offer an additional year of funding to any student who has completed more than 134 credits by the end of the prior summer.

M.A. students from within the School who apply to and are accepted into the School's Ph.D. program must have had their M.A. thesis completed and accepted by the Graduate School before classes begin for Autumn semester. Those who have not completed the thesis requirement by the beginning of classes will not be funded for Autumn, and will be placed on the waiting list for funding in Spring semester, contingent upon completion of the thesis and other conditions of satisfactory progress.

## 9. GUIDELINES FOR ADDITIONAL YEAR OF FUNDING (PhD students)

Requests for an additional year of funding by students prior to candidacy should include an explanation of the rationale and proposal for what would be accomplished during the additional year, including a detailed program plan, an outline of what will be proposed for a dissertation grant with source, deadlines and amounts if such an application is planned, and plans for field research if such research is planned. The rationale should make clear how the plans for the additional year will strengthen the student's research record and potential for the academic job market. If the request for an additional year of funding is made by a student who is in the dissertation year, the student should describe plans for increasing publication and preparation for the job market during the additional year.

The GSC may require students who have not passed the candidacy exam to take the candidacy exam in the fall of the fourth year of the program (fifth year for direct admits) as a condition of granting the additional year of funding eligibility. The purpose is to ensure enough time to complete coursework and other preparation for the student's planned research directions, while having an additional semester for completing the dissertation. If this schedule would not work with the planned dissertation or dissertation grant, this should be explained. Requests for funding as a "back-up plan" will cause significant challenges for School budgeting and admissions process; application for and acceptance of the extra year of eligibility is viewed as a commitment to use that year of funding.

Decisions are normally made in late April or May, though requests can be made for off-cycle review if necessary (e.g., because of grant or other special opportunities with their own deadlines). Requests affecting the coming year should be made no later than the end of March.

All requests must include a statement of support from the student's advisor. Requests will be evaluated and prioritized based on available funding, the likely impact on student research record, improved job placement prospects, the student's prior academic and research record, and related School concerns such as School needs and student teaching capabilities for the additional year.

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## 10. ASSIGNMENT OF GRADUATE ASSOCIATES

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The Chair of the Graduate Studies Committee makes initial assignments of Graduate Associates in consultation with and upon the approval of the Director of the School. Occasionally there are conflicts with classes or other factors that necessitate changing a Graduate Associate's appointment. Graduate Associates with conflicts should consult with the Chair of the Graduate Studies Committee as soon as possible after assignments are announced. In the event that assignments need to be changed after the initial assignment has been made, the Chair of the Graduate Studies Committee will work to ensure that the needs of the Professor or Graduate Associate are met as long as they do not conflict with the needs or interests of the School. It may not be possible to accommodate all requests for changes in a particular semester.

In assigning GAs to faculty, efforts will be made to match student and faculty teaching and research interests. Faculty members may utilize their GAs for teaching and research purposes. In many instances, GAs will perform a variety of tasks. In making these assignments, meeting teaching, research, and School-wide needs have priority over individual preferences.

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## 11. TERMS OF APPOINTMENT AND HOURS OF WORK

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Graduate associates are normally appointed for Autumn through Spring Semesters at 50% time, approximately 20 hours per week. This is an average, not a weekly ceiling. Summer appointments are sometimes available when funds are available in the School, but these appointments are normally made as lectureships, not graduate associateships. Preference for summer appointments is given to more advanced graduate students, those who have the strongest records of academic progress, and those who can best fill certain teaching or research needs.

GAs are expected to be available to meet with their supervising faculty member before the semester begins and should plan to continue work through exam week until grades have been submitted (usually the Monday after commencement).

Concurrent (or split) appointments run during the same time as the usual 50% appointment to the School (whether intra-departmental or extra-departmental). These appointments must be approved by the Graduate Studies Chairperson before the GA commits to the project(s). Occasionally students may be asked to accept a combined teaching and research appointment or a teaching overload. Compensation for these extra duties will vary up to an additional 25% appointment. In accordance with Graduate School rules (see Graduate School Handbook, section IX.2), "A GA may not hold an appointment for more than 75% time, whether as a single appointment or a combination of appointments."

Historically, GAs who attempt to hold second jobs outside of their GA appointment have trouble making adequate progress toward their degree. Thus, GAs are strongly discouraged from concurrent employment outside the University, since additional employment is likely to jeopardize their academic performance and impede normal progress. In any case, a student who intends to work outside of their GA appointment should notify the advisor and the Director of Graduate Studies in writing prior to employment, so that a careful evaluation of the impact of additional commitments on the student's academic progress and on his/her GA responsibilities can be made.

A 50% GA position entails an average workload of 20 hours per week and a maximum of 320 hours over a 16-week period during each semester. GAs are expected to be available for work throughout the time they have the appointment.

Although a maximum of 20 hours per week would represent an ideal distribution of work hours, obviously the workload will not be uniform throughout each week of the semester. Hence, faculty should attempt to indicate ahead of time, wherever possible, when the work demands on the GAs are likely to be especially heavy. Likewise, GAs should keep faculty informed about when their academic responsibilities are likely to be particularly heavy. If the assistantship demands are requiring time consistently in excess of 20 hours per week, the student should first discuss the matter with the faculty supervisor. If the situation is not resolved with the faculty member, the student may bring the concern to the graduate director. A student concerned about excessive time demands is well-advised to document and log time spent, to support such concerns.

Faculty members will discuss job responsibilities with their GAs at the beginning of each semester and are expected to provide regular feedback to the GAs on their performance throughout the term. Faculty are expected to file reports about GA job performance in the student records, and may be denied future GA assistance for repeated failure to do so.

The responsibilities of a GA are those appropriate to their job assignment. Although an exhaustive list cannot be presented here, GAs should recognize that the activities of teaching and research take on many forms. For example, GAs used primarily in a teaching-related capacity may have responsibilities for grading, giving occasional lectures, leading discussions, and copying and placing materials on library reserve, locating course materials, conducting literature searches, and the like.

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## **12. CHANGING INITIAL ASSIGNMENTS**

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In making assignments to matching courses, given the School's teaching schedule needs, there is always the possibility that TAs may have to be assigned to courses they have not assisted or taught before. Initial assignments may also have to be changed with short notice to accommodate student, faculty, and School needs, but attempts will be made to keep these changes to a minimum.

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## **13. EVALUATION OF TEACHING PERFORMANCE**

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The School has an obligation to provide its undergraduate students with high-quality instruction. To assure such quality instruction, the Graduate Studies Committee requires that all teaching associates, whether teaching independently or assisting faculty members in

teaching, to conduct teaching evaluation, in the form of formative and summative student evaluation, with additional feedback from faculty supervisor or professional teaching consultants encouraged, and provide with the Committee evaluation results for each course they have taught or assisted. In assigning TAs to courses after they have taught for the first time, student evaluations and other evidence of teaching ability are taken into account. If a TA's performance has been consistently unsatisfactory based on faculty evaluations or Student Evaluations of Instruction (SEIs), the Graduate Studies Committee or the Committee Chairperson will recommend that the funding offer be rescinded.

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#### 14. GRADUATE ASSOCIATE ANNUAL REPORT AND EVALUATION

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To help mentor the School's graduate students so that they have the best opportunities to develop into productive scholars, teachers and citizens of the School and the field, it is important to have systematic information available that will enable us to monitor their individual progress from year to year. Setting criteria for evaluation is also helpful in terms of communicating our expectations to the students, as well as providing a way for faculty to make informed judgments about the quality of our programs.

All graduate students shall be required to submit an annual report containing the following minimum information and materials:

- Courses taken, grades, overall GPA, and research progress, as indexed by research papers/articles/chapters submitted, accepted, planned
- Progress in the program
- Other service activities for school, college/university, and field, if any
- Filing status of the Program of Study

This information will be used to evaluate all students in terms of whether "satisfactory progress" is being made in the program.

Students holding Graduate Associateship appointments are required to submit the following additional information about their performance of these duties:

- For students not teaching independently, a letter from their supervisor evaluating their performance.
- If working as an RA, a letter from the supervisor.
- Students may also submit additional information about their work that they feel is appropriate to understand the context and nature of the work.

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## **15. GA APPOINTMENT AND REAPPOINTMENT**

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Graduate students seeking GA appointment or reappointment for the next academic year must submit annual review materials to the Graduate Studies Committee near the end of the Spring Semester. The Committee evaluates and ranks the applicants on the following criteria: 1) academic performance (grade point average, faculty recommendations, and progress towards the degree, including progress on their thesis or dissertation); 2) degree program (with doctoral students having seniority over M.A. students); 3) previous performance in accomplishing responsibilities (e.g., the Student Evaluation of Instruction (SEI) scores or supervisor evaluations for TAs or faculty's performance evaluation for RAs), 4) seniority in the program. The Committee makes recommendations to the School Director, who will join the Committee Chairperson to make the formal offer to those who are chosen to be GAs for the following academic year.

All funding decisions are based upon availability of funds, teaching needs of the School, student progress in the graduate program, satisfactory GA/RA performance, satisfactory grades in courses (minimum 3.3 cumulative and core GPA), and professional scholarly conduct. For the purposes of this document, "exceptional circumstances" are defined as situations beyond the student's control (such as a serious health problem or a death in the family), which may delay progress toward the degree.

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## **16. ACCEPTANCE OF APPOINTMENT OR RESIGNATION FROM A GRADUATE ASSOCIATESHIP**

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The Graduate Studies Committee convenes each term to consider graduate associateships and inform the recipients, both new and continuing GAs. New GAs are informed during the Winter and Spring months, usually before April 15; returning GAs are notified in Spring or Summer. Upon receiving the associateship, returning students will have 10 working days to decide whether they accept the position or not and inform the School of their decision officially by returning the attached appointment document.

Once having accepted the graduate associateship, the student is obligated to report to the School at the designated time and carry out the responsibilities assigned to him/her accordingly.

In the case of a student accepting a graduate associate's position from the School, and later wishing to resign, the student must inform the School at least one month prior to the beginning of the class in written form. In such cases, the School reserves the right to release his/her assignment. In the situation when a student resigns without the School's permission, or is terminated, he/she will be held responsible for the consequences and will not be considered for future appointments with the School.

## 17. ABSENCE FROM DUTY

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Graduate Associates who will be absent from duty must follow the guidelines below. These guidelines apply to graduate associates assigned to a teaching assistant role, an instructor of record role, or any other graduate associate position.

In the event of a planned absence, Graduate Associates must arrange for a substitute and must contact the Graduate Chair to request permission for the absence well in advance. The Graduate Associate must always copy the staff in the main office of the School of Communication (Alan Hampton.12@osu.edu, Melanie Yutzy.1@osu.edu, and Aaron Smith.1543@osu.edu) on any such request. It is not acceptable to simply cancel class.

In the event of an emergency, Graduate Associates must contact the main office of the School of Communication via telephone at 614-292-3400 or email sent to Alan Hampton, Melanie Yutzy, and Aaron Smith if they will be late to or absent from class. Class cancellations and tardiness are not acceptable.

Requests for short-term absences or leaves of absence should follow the process outlined in the Graduate School Handbook Appendix E <http://www.gradsch.osu.edu/appendix-e.html>. Leaves granted for care of a family member with a serious health condition who is not defined as an immediate family member or upon the death of a family member who is not defined as an immediate family member are always unpaid and are at the discretion of the Graduate Chair.

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## 18. LEAVE OF ABSENCE

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Absences from campus for a limited time can be arranged, but they require legitimate evidence in official written form supporting the reason for absences, prior approval by the Graduate Studies Chair, and a commitment to make up the hours. Graduate Associates who will miss work obligations – including for illness, travel to conferences, etc. – are required to file the appropriate leave form with the appropriate school official designated by the Graduate Studies Chair, and arrange for a substitute instructor if teaching.

GAs are eligible for unpaid leaves of absence to attend to serious personal or family matters. Such personal or family matters do not include requests for leave to pursue job opportunities, vacation, time-off for decision making concerning career choices or continuation in the program, and the like. Such personal or family matters do include: (1) serious illness of the student, or an immediate family member including parents, or a permanent partner, or their dependents; or (2) death or impending death of an immediate family member including parents, or a permanent partner, or other dependents; (3) paternity and maternity leave and child care responsibilities; and (4) other similar situations requiring intensive care or responsibilities on the part of the student. Students may request either a one, two, or three semester leave, depending on the needs of the situation. However, the School cannot guarantee funding upon their return. For additional information, please see the Graduate School Handbook Appendix E: Guidelines for Short-Term Absences and Leaves of Absence for Graduate Students Appointed as GAs, Fellows, and Trainees available on the Graduate School website <http://www.gradsch.osu.edu/appendix-e.html>.



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**19. TERMINATION OF GA APPOINTMENT**

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The criteria for termination of a Graduate Associate appointment prior to the end of the appointment period include: 1) the GA is no longer enrolled in Graduate School; 2) the GA is registered for fewer than 24 graduate credit hours in an academic year and/or less than 8 graduate credits per semester (or 3 credit hours of dissertation for ABD students); 3) performance as a GA is determined to be unsatisfactory by the employing unit; 4) performance as a graduate student (e.g., GPA, progress toward degree, academic misconduct) is determined to be unsatisfactory by the employing unit; 5) the GA graduates; and 6) the employing unit has insufficient funds. Unsatisfactory performance will be evaluated by the Graduate Studies Chairperson and the School Director and may be based on such problems as: failure to perform duties; unexcused absences; sexual or ethnic harassment; academic misconduct, or similar serious violations. If a GA's performance has been shown to be unsatisfactory, the GA will be warned in writing. If the performance does not improve to a satisfactory level, the Graduate Studies Committee or the Committee Chairperson will recommend withdrawing funding and the appointment will be terminated. Further details are in the Graduate School Handbook (see section IX.2).

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## 20. GRIEVANCE PROCEDURES

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For complete OSU Grievance Procedures, see Faculty Rule 3335-8-23.

If a graduate student has a complaint regarding a grade\*, the student should take these steps.

1. First, speak to the class instructor(s) and attempt to resolve the matter.
2. If the situation is not resolved to the student's satisfaction, the student will present his/her case to the Chair of the Graduate Studies Committee.
- 3a. If the situation is still not resolved, the student will submit a detailed written statement (along with any pertinent class material – e.g. syllabus) to the School Director (via the Director's assistant) who will appoint a review committee. The committee members will be given a copy of this submission and will consult with both the instructor and the student if necessary. They shall then determine the validity of the grade grievance due to grading procedures. The review committee shall make its findings known in writing to both the student and the instructor within thirty days of the date the student submits pertinent supporting documentation to the Director. If the committee finds that a procedural error has occurred and if the instructor declines to accept the findings of the review committee, the committee shall consider the reasons for not authorizing a grade change given by the instructor and may, upon consideration of these reasons, authorize in writing a grade change to be instituted by the School Director.
- 3b. In cases of instructors no longer affiliated with the university, the findings of the committee shall be reported to both the student and the instructor. If the instructor chooses not to respond, the judgment of the committee shall prevail. If the instructor responds and declines to accept the findings of the committee that a procedural error has occurred, the committee shall consider the reasons for not authorizing a change given by the instructor. In either case, the committee may, upon due consideration, authorize in writing a grade change (if such can be determined) to be instituted by the School Director.
- 3c. If the School committee can find no academic basis upon which to recommend an appropriate grade for the course, the student shall be given the option of having the course stricken from the student's record and, if so desired, to retake that course without prejudice or penalty.

\*An important note about grade changes. Ohio State's rules allow that grades can be changed only if there has been an error in grade processing or grading procedures. No opportunities or leniencies may be granted to one student that are not granted to all. Thus, a student's grievance that rests on claims of personal hardship cannot be handled as a grade grievance. Action to change a grade must be initiated before the end of the second succeeding semester.

## **21. CONFLICT OF INTEREST**

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In the case of conflict of interest, (e.g., the assisting GA and his/her faculty course instructor have an intimate personal relationship), the Graduate Studies Chairperson will reassign the GA to another faculty instructor in the best possible way. Similar conflicts of interest may occur if a GA has a personal relationship with a student in a class he or she is teaching or assisting. Please see Sexual Harassment Policy 1.15 at <http://hr.osu.edu/policy/> for additional information.

Excerpts from the university Sexual Harassment Policy 1.15 include:

“Romantic and/or sexual relationships between faculty/staff/graduate associates/undergraduate TAs and students and between attending physicians and medical residents/interns/fellows, cannot continue whenever there are supervisory, teaching, evaluation, advising, coaching or counseling responsibilities for the student. Alternative academic/supervisory arrangements must be made to avoid being in a prohibited relationship; if acceptable alternative arrangements are not feasible, the relationship cannot continue.

The university strongly discourages romantic and/or sexual relationships between faculty and graduate students when in the same department; between faculty and undergraduate students majoring in the faculty member’s area of expertise; when the faculty member has any influence over academic judgments about the student; and, in any context when the perceived power differential may be significant.”

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## **22. SUMMER TEACHING**

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The School occasionally has openings for summer lecturing. These openings are typically announced in winter or spring. Students who would like to do summer lecturing must submit a letter of application to the Director of the School. Students chosen typically will be employed as lecturers with all the related rights and responsibilities. Although the needs of the School are the primary guide in assigning summer teaching, the Director will attempt to accommodate student needs and interests to the extent possible. In addition to timeliness of application, subject matter qualifications, prior GA performance, academic performance, progress in the program and seniority may also be factors in summer teaching offers. Students who accept a summer lecturer position with the School are prohibited from enrolling in summer credits.

## **Appendix B. Graduate Student Program Policies**

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### **1. GRADUATE SPACE POLICY**

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Graduate students need access to adequate space with proximity to their advisors, faculty, research equipment and students. We are typically able to provide office space to all funded students, and are generally unable to provide office space to unfunded students. In the event that space becomes scarce, our priority for allocation is as follows:

1. Ph.D. students with teaching, research or fellowship support of the School or university.
2. M.A. students with teaching, research or fellowship support of the School or university.
3. Ph.D. students in good standing but without funding. Such students will be offered space as available for a reasonable period of time.
4. M.A. students in good standing but without funding. Such students will be offered space as available for a reasonable period of time.

Space will be allocated in an efficient way to promote the research and teaching missions of the School, sensitive to the needs of the various assignments and the space needed for various tasks. The goal will be to accommodate as many graduate students as possible in Derby Hall as the first priority.

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### **2. DIRECTED RESEARCH AND DIRECTED READING POLICY**

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Faculty will not offer directed research or directed reading courses (7998 or 8193) in areas that are served by specific, scheduled courses. In particular, directed research or directed reading will not be given in the summer for courses scheduled during the regular school year. This enables the School to maximize graduate level offerings and to maintain consistency in course instruction.

Directed Reading/Research projects are quite appropriate in cases in which there are no specific courses that meet students' needs. The student should keep in mind that the number of credits offered in directed research should correspond to the amount of work required by a scheduled course for the same number of credits, so it is not appropriate to consider directed research as a schedule filler or free time. Directed Research is appropriate in a situation in which a student is engaging directly in research activity with the goal of producing a manuscript for eventual publication. Directed Reading is appropriate when the student's committee believes it is necessary or desirable for a student to expand his or her knowledge of a particular body of literature that is not covered in as much depth or breadth in scheduled courses. The decision to offer a directed reading rests with the faculty member and should reflect his or her own competence and interests.

Given the range of courses available with the School and University, students are generally encouraged to use Directed Readings primarily to prepare for candidacy exams and otherwise participate in Directed Research to build their capability to conduct independent research. Of course, the decision about taking Directed Readings other than during candidacy exams should be made in consultation with the student's advisor.

The Graduate Studies Committee recommends that students in the master's program spend most of their elective time in structured coursework, and only take directed reading when it is appropriate and provides an essential aspect of their graduate program. For this reason, MA students are limited to 3 credits of Directed Reading and/or Directed Research during their program of study. This does not include any required Directed Research credits suggested for students during their first term of enrollment in the MA program. Ph.D. students are expected to take some directed research in their program, although the exact number of those credits are left to the discretion of the student and his/her advisory committee. Ph.D. students are required to take at least 15 credit hours of formal communication elective classes. A student ordinarily should not be taking more than 6 credits of directed reading or directed research in any semester, although the semester during which a Ph.D. student is taking the Candidacy Exam is normally an exception to that guideline. During the Candidacy Exam semester, Ph.D. students may enroll in a maximum of 12 credits of directed reading and/or directed research.

Prior to enrollment in directed research or directed reading, a written agreement concerning the subject of the course, assigned readings, and/or requirements must be signed by both faculty member and student. All written agreements for proposed independent studies must be submitted to the GSC for approval before instruction can begin; forms must be turned in electronically via the Qualtrics Directed Reading/Research surveys to the Graduate Studies office no later than two weeks prior to the start of semester in which the directed reading or directed research is being requested.

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### **3. GRADUATE STUDENT TRAVEL POLICY**

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Reimbursement funding for conference travel is provided by the Martha Brian Graduate Student Conference and Travel Fund. This funding has been made available through the generous contributions of the family and friends of Martha Brian, a former faculty member of the School. The Graduate Studies Committee allocates a portion of the available funds each year to graduate student travel to the major professional academic organizations:

- International Communication Association (ICA)
- Association for Education in Journalism and Mass Communication (AEJMC)
- National Communication Association (NCA)

The reimbursement funding amount varies each year, so the Graduate Studies Committee attempts to anticipate demand for each of the conferences. Funding is allocated per paper in the case of multiple authors, and the funding goes to the person formally presenting the paper. Highest priority for funding is given to doctoral students; only rarely are we able to fund MA students to travel to conferences, and that tends to be if Ph.D. student demand has not expended all available funds at the end of the fiscal year. At regular intervals, the graduate committee ascertains the likely number of student requests for each of the conferences. In order to be eligible for funding the student must be in good standing and making adequate progress towards their degree.

Acceptance of this travel funding obligates you to participate in the School colloquium of practice presentations if asked by the colloquium coordinator.

Reimbursement guidelines: reimbursement expenses require an original receipt and are limited to transportation, lodging and conference registration. If graduate students share a room at the conference, a statement naming each of the students and the number of nights each stayed must be provided with submission of the original receipt. Reimbursement will then be provided as a proportion of the total expense.

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#### **4. GENERAL GUIDELINES FOR THE PROCEDURES OF DOCTORAL ORAL EXAMINATIONS**

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The following guidelines are provided to ensure the quality and uniformity of Ph.D. oral examinations (candidacy and final) administered as part of the communication graduate program. They are to be utilized by the chair of the examination in conjunction with the rules set out in the Graduate School Handbook. Because these are guidelines, deviations from these guidelines in themselves shall not constitute grounds for invalidation of an examination.

1.) The advisor/chair of the examination committee is responsible for the conduct of the oral examination based on the procedures set out in this section. He/she may delegate all or part of these responsibilities to the co-advisor, but is expected to be present throughout the entire examination.

2.) The student will be asked to leave the room before the exam begins.

3.) The chair of the Examining Committee will explain the departmental procedures for oral exams (including the decision rule that unanimity is required for a pass in the candidacy exam and the final exam), and the nature of the specific exam being conducted.

4.) The chair will poll the committee on their judgment of the written component and the order of questions and time allocations will be decided. Generally, the Graduate School Representative should be offered the same time allocation as others.

5.) The student will be invited back and the chair will announce the order of questioning and approximate time allocation per person. The student coordinates with his/her advisor prior to the meeting as to whether he/she is to offer a formal presentation of the dissertation project at the beginning of the oral defense meeting. A presentation is not mandatory. However, if a presentation is given as part of the oral examination time, then this student presentation can be no longer than 20 minutes. The remainder of the time period should be devoted to a question and answer session.

6.) After questioning, the student will leave the room and faculty will begin discussion. It is recommended that no voting or straw voting occur until after the student's performance has been discussed.

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## 5. GENERAL GUIDELINES FOR REQUESTING TRANSFER/NON-OSU CREDIT BE APPLIED TOWARDS YOUR OSU GRADUATE DEGREE

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Here are some considerations and criteria used by the GSC Committee and Chair in determining whether to grant up to 12 credits of transfer credit. Please note that transfer credit is listed as “K” credits, not specified as to content, and while counting toward total credit for the degree does not count for specific program requirements such as core course requirements and the 15 credits of classroom electives within the SOC. The GSC Committee and Chair may determine that some part of these program requirements can be waived based on prior courses taken (see below for more information about criteria/considerations in making this determination.) We may ask faculty with expertise in the specific courses for which credit is requested for their evaluation, to assist us in our evaluation.

### 1) Credit for core courses

- a. Sometimes, we are asked for credit for a statistics course, based on a student having taken a semester course in statistics in preparation for an MA thesis, that covers everything from basic SPSS and descriptive statistics through multivariate hypothesis testing. Such a course, while appropriate to its purpose, does not cover these topics in sufficient depth for our doctoral training, and would not provide a foundation for more advanced work in statistics undertaken by most of our students. Credit is typically not offered for such a course.
- b. When a student has had a statistics sequence similar to ours, or at least a first course from such a sequence, credit will be considered based on review of the syllabus and if need be, meeting with a faculty member to assess statistical knowledge; we may ask a student to take an exam from our stat classes. Ensuring a solid foundation in statistics is a desideratum for our program.
- c. Social science methods classes are the most likely to be comparable between institutions; depending on the text, assignments, and discussion between the student and the Methods instructor, transfer credit may be granted and our Methods course waived, if we are confident the student is as well grounded in methods as (s)he would be taking our course. That being said, even students who have taken a solid methods class elsewhere that we might well accept often opt to take it here, to gain another perspective on methods and to deepen their understanding of this crucial topic.
- d. Waiving one or both our theory courses would happen only if the courses were conceptualized in the same way (contemporary and foundations) and were of comparable scope, quality and rigor. These are key shared foundations in how to think about the field and we would rarely substitute training from others. However, on occasion specific theory courses may be different enough from what we do that we can consider granting general transfer credit (i.e, treating it as elective credit). For example, a theory core course in Interpersonal Communication or in Epistemology/Philosophy of Science with extensive primary reading might qualify for such general credit.

2) Elective courses

- a. We are glad to provide general transfer credit for elective courses up to the maximum of 12 credits that meet our standards for scope, quality, and rigor for doctoral studies. These can include graduate courses from outside communication when you, with a note of support from your advisor, explain why these courses are relevant to your training and research focus here.
- b. Indicators we look for include a range and depth of primary source readings (usually journal articles with some book chapters), and research-oriented assignments such as critical discussion of research constructs, research proposals, etc.
- c. If a course is clearly equivalent, in our view, to one of our regularly-offered classroom electives in terms of content, intent, scope, rigor, and assignments, we will both offer general transfer credit for that course and waive 3 credits of our 15 credit internal communication elective requirement.
- d. Elective courses that depend largely or primarily on texts and/or assignments that are less research-oriented, or are heavily exam-based without extensive writing/thinking assignments, are normally considered equivalent to our 4000-level courses, and will not receive transfer credit to our doctoral program, consistent with policies outlined in this handbook about such courses.
- e. Likewise, courses designed primarily to teach communication practice (journalism, strategic communication, organizational communication, etc.) will typically not meet the requirements for primary source readings and research-oriented assignments, and will not receive transfer credit.

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**6. POLICY FOR STUDENT EXPENDITURES OF RESEARCH FUNDS**

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Expenditure for research data collection or other direct support of a research study should be in consultation with advisor or other faculty mentors, if they support GSC approval is automatic if allowable expenditure per Melanie Yutzy in the main office.

Any of our three conferences with paper accepted is automatic approval within University reimbursement guidelines, other conferences should send an explanatory note supported by advisor/other faculty mentor, but normally approved with such support.

Other travel/expenses, such as conference with no paper (which we normally discourage), or going to training or seminar should be submitted for GSC approval with support note from advisor/faculty mentor.



### **Appendix C. University Guidelines on Academic Misconduct**

Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

- A.** violation of course rules as contained in the course syllabus or other information provided the student; violation of program regulations as established by departmental committees;
- B.** providing or receiving information during quizzes and examinations such as course examinations and general examinations; or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on field work;
- C.** submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
- D.** falsification, fabrication, or dishonesty in reporting research results;
- E.** serving as, or enlisting the assistance of, a "ringer" or substitute for a student in the taking of examinations;
- F.** alteration of grades or marks by the student in an effort to change the earned grade or credit; and
- G.** alteration of University forms used to drop or add courses to a program, or unauthorized use of those forms

## **Appendix D. Overview of Core Courses**

### **1. Core Courses**

The first semester is an orientation toward the program and to graduate study in the School. We require all of the incoming M.A. and Ph.D. graduate students to enroll in the same courses during Autumn semester: 6500 (Introduction to Graduate Study), 6760 (Communication Research Methods), 6661 (Statistical Applications in Communication), 6806 (Contemporary Theories in Communication), and 1 credit hour of 7998 (Directed Reading, with the student's temporary advisor).

During Spring of their first year, Ph.D. students take 6807 (Foundations of Communication Theory) and 7790 (Statistical Applications in Communication II); M.A. students take 6701 – our data analysis course – to help them understand how to prepare for a thesis and other research. 6701 is also recommended for Ph.D. students and should be waived only if the student has in-depth prior experience with data management and the fundamentals of data analysis. Both M.A. and Ph.D. students fill the rest of their schedule with electives.

PhD students take 7927 (Theory Construction) during the Autumn of their second year.

Ph.D. students must also sign up for the Colloquium Series (7890) a minimum of four credits during their program. We recommend each semester for the first two years. M.A. students must sign up for the Colloquium Series (7890) a minimum of two credits during their program. All students are encouraged to attend colloquium regardless of whether or not they have enrolled

### **FALL**

#### **6500- Introduction to Graduate Study**

An overview of graduate study in Communication. Research and teaching resources, procedures, and expectations, areas of study and faculty interests.

#### **6806- Contemporary Theories in Communication**

This course is an overview of areas of research studied by current faculty in the School of Communication. The course represents various aspects of theory and research being conducted in the School and research that is current in the field.

#### **6760 – Communication Research Methods**

An overview of methods of data collection--surveys, experiments, observation, secondary analysis. Conceptual foundations surrounding design issues in generating, controlling and observing variance. Includes random assignment and sampling, elements of bias, observations of intact versus assigned groups, quasi-experimental designs, field experiments, etc. Implications of reliability and validity for research designs. Relationships between hypotheses and designs for data collection.

#### **6661 - Statistical Applications in Communication**

Statistics in context: The research process and the role of statistics in research; philosophical assumptions underlying the use of statistics in behavioral/social science. The course includes an extensive study of measurement theory and basic descriptive and inferential statistics, including such topics as measuring central tendency and variability, elementary probability, graphical and frequency-based description of data, reliability and validity, correlation and regression, sampling, statistical inference, elementary hypothesis-testing up to 2-group comparisons.

#### **7890 - Communication Colloquium**

Discussion and presentation of research in communication and other social science fields.

## **SPRING**

### **7790 –Statistical Applications in Communication II**

Advanced statistical topics (anova, multiple regression, and the general linear model). Topics include the relationship between statistical analysis and research design, assumptions of statistical procedures, linking hypotheses and statistics, interpretation of analyses.

### **6807 - Foundations of Communication Theory**

An overview of some of the major theoretical perspectives on communication from psychology, sociology, social psychology and other fields, and how these theories and ideas were absorbed into and influenced the development of theories in Communication. Students will read primary works by a number of classic writers in the field and examine how their theories were developed and used. Additional readings will examine the links between models and theory, and how the assumptions made about communication phenomena influence the methods used to investigate them.

### **7890 - Communication Colloquium**

Discussion and presentation of research in communication and other social science fields.

### **6701 – Working with Communication Data**

This course is designed to provide students with an introduction to working with data – from entering data, developing codes, describing data and dealing with missing data, to merging multiple files, working with different levels of analysis, and generating and testing hypotheses.

## **FALL SECOND YEAR (PhD)**

### **7927 - Theory Construction**

Detailed aspects of working with theory and method in developing hypotheses and research proposals. Readings will aid in developing skills in conceptualization, explication and research design, although the course will assume background in a substantive area. Students will work with the professor in developing a research proposal suitable for an independent doctoral research project or an M.A. thesis.

### **7890 - Communication Colloquium**

Discussion and presentation of research in communication and other social science fields.

**Appendix E. Sample Forms**

- 1. M.A. Program Plan**
- 2. M.A. Timeline**
- 3. Thesis Timetable**
- 4. Thesis Proposal Approval Form**
- 5. Ph.D. Program Plan**
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# School of Communication

## M.A. Program Plan

Name \_\_\_\_\_ Date Entered M.A. Program \_\_\_\_\_.

	Credits (required)	Semester(s) Taken	Credits	Grade
<b>Core Requirements:</b>				
COMM 6500	1 (1)			
COMM 6661	3 (3)			
COMM 6760	3 (3)			
COMM 6806	3 (3)			
COMM 7890	1 (2)			
COMM 7998	1 (1)			
COMM 6701	3 (3)			
<b>Core Total</b>	<b>16</b>			
<b>Electives: 21 credits</b> (50% from within the School, no more than 3 hours of 7998/8193 after first term)				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
<b>Total Elective Credits</b>	<b>21</b>			
<b>Thesis Credits: (12 cr. over 2 semesters)</b>				
<b>First Semester</b>				
<b>Second Semester</b>				
<b>Total Thesis Credits</b>	<b>12</b>			
<b>Total Credits and Cumulative GPA</b>	<b>49</b>			
<i>(Minimum of 49 credits, including 12 for thesis)</i>				

**Advisory Committee** (at least 2 category M or P faculty members from within the School):

\_\_\_\_\_ (chair)

\_\_\_\_\_ (member)

Thesis proposal accepted by committee, \_\_\_\_\_, 20\_\_\_\_.

Thesis defense passed on \_\_\_\_\_, 20\_\_\_\_.

## School of Communication: MA Timeline

### 1<sup>st</sup> year:

Autumn:	Select permanent advisor by end of semester <b>(REQUIRED)</b> Begin discussions of thesis topic area
Spring:	Continue discussions of thesis topic area Begin reading, writing toward thesis proposal Consider MA thesis committee member(s)
Summer:	Reading, writing toward thesis proposal Select MA thesis committee member(s)

### 2<sup>nd</sup> Year

Autumn:	Submit drafts of thesis proposal for back-and-forth with advisor Submit final thesis proposal at least <u>10 workdays prior</u> to proposal meeting Defend thesis proposal by end of semester <b>(REQUIRED)</b> Prepare IRB submission (if necessary) Get access to research participants (if necessary)
Spring:	Gather data, analyze data, write up results and discussion for thesis Apply to graduate with the graduate school by the end of the 3 <sup>rd</sup> week Submit drafts of thesis for back-and-forth with advisor Submit thesis to committee <u>at least 10 workdays prior</u> to thesis defense Complete thesis defense no later than Graduate School deadline (usually 14 <sup>th</sup> week) Make thesis revisions and submit complete thesis to graduate school no later than Graduate School deadline (usually 15 <sup>th</sup> week) in order to graduate in Spring

Specific deadlines for thesis defense and final thesis submission are posted next to the grad student mailboxes.

Room reservation for data collection, thesis proposal meeting, and final thesis defense can be made with the Director's Assistant (Aaron Smith) in the main office. Derby 3016C, E-mail: smith.1543@osu.edu ,Ph: 292-0451.

For Graduate Associates:

-24 Graduate credits required for each year of enrollment (by end of 1<sup>st</sup> week of semester) in order to retain funding

-Submit GA Experience Evaluation Form no more than 1 week after conclusion of the semester.

## School of Communication Thesis Timetable

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Adviser Name: \_\_\_\_\_

Thesis Committee Members:

\_\_\_\_\_  
\_\_\_\_\_

### Thesis Timetable

	Month / Year of Expected Completion (if not already completed)	Month / Year Completed
Completion of Course Work (excluding thesis credits) Toward the MA Degree		
Thesis Proposal Meeting		
Completion of Data Gathering		
Completion of Data Analysis / Coding		
Completion of First Draft of Thesis		
Thesis Submission to Committee		
Thesis Defense		

Advisor Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Signature acknowledges seeing this timetable and agreeing upon its accuracy (regarding events that have already taken place) and reasonableness (regarding anticipated completion dates).*



## School of Communication Thesis Proposal Approval Form

Name of Student: \_\_\_\_\_

Name of Advisor: \_\_\_\_\_

Proposed Thesis Title: \_\_\_\_\_

\_\_\_\_\_

Date of Proposal Meeting: \_\_\_\_\_

**Signatures of committee members:**

The undersigned have read the thesis proposal and, by signing, have indicated unanimous approval for the student to proceed, following completion of any conditions specified below.

Name (Print)	Signature	Date

*Conditions to be met before proceeding:*

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This form must be submitted to the Graduate Program Coordinator, who will include it in the student's file.

## School of Communication

### Ph.D. Program Plan

Name \_\_\_\_\_ Date Entered Ph.D. Program \_\_\_\_\_

	Credits (required)	Semester(s) Taken	Credits	Grade
<b>Core Requirements:</b>				
COMM 6500	1 (1)			
COMM 6661	3 (3)			
COMM 6760	3 (3)			
COMM 6806	3 (3)			
COMM 6807	3 (3)			
COMM 7790	3 (3)			
COMM 7890	1 (4)			
COMM 7998	1 (1)			
COMM 7927	3 (3)			
<b>Core Total</b>	<b>24</b>			
<b>Electives: 51 credits</b> (50% from within the School, including at least 15 credit of formal communication elective classes)				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
<b>Total Elective Credits</b>	<b>51</b>			
<b>Dissertation Research</b> Credits: (min. 6 hours/max. 3 hours per semester)				
<b>First Semester</b>				
<b>Second Semester</b>				
<b>Total Credits</b>	<b>6</b>			
<b>Total Credits</b>	<b>81</b>			

**Advisory Committee** *(at least 3 category P faculty members from within the School):*

\_\_\_\_\_ (chair)

\_\_\_\_\_ (member)

\_\_\_\_\_ (member)

\_\_\_\_\_ (member)

Dissertation proposal accepted by committee, \_\_\_\_\_, 20 \_\_\_\_.

Dissertation defense passed on \_\_\_\_\_, 20 \_\_\_\_.

## School of Communication Dissertation Timetable to be Completed by ABD Students

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Name: \_\_\_\_\_

Dissertation Committee Members:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Dissertation Timetable

	Month / Year of Expected Completion (if not already completed)	Month / Year Completed
Candidacy Exam Defense		
Dissertation Proposal Meeting		
Completion of Data Gathering		
Completion of Data Analysis / Coding		
Completion of First Draft of Dissertation		
Dissertation Submission to Committee		
Dissertation Defense		

Advisor Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Signature acknowledges seeing this timetable and agreeing upon its accuracy (regarding events that have already taken place) and reasonableness (regarding anticipated completion dates).*

## School of Communication Dissertation Prospectus Approval Form

Name of Student: \_\_\_\_\_

Name of Advisor: \_\_\_\_\_

Proposed Dissertation Title: \_\_\_\_\_

\_\_\_\_\_

Date of Proposal Meeting: \_\_\_\_\_

**Signatures of committee members:**

The undersigned have read the dissertation prospectus and, by signing, have indicated unanimous approval for the student to proceed, following completion of any conditions specified below.

Name (Print)	Signature	Date

*Conditions to be met before proceeding:*

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This form must be submitted to the Graduate Program Coordinator, who will include it in the student's file.

SCHOOL OF COMMUNICATION  
PETITION TO THE GRADUATE  
STUDIES COMMITTEE

To: Graduate Studies Committee

From: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

I hereby petition the Graduate Studies Committee to:

Name of Advisor: \_\_\_\_\_

Recommendation of Advisor:

Signature of Advisor: \_\_\_\_\_

\*\*\*\*\*

Committee Action: Approved: \_\_\_\_\_ Disapproved: \_\_\_\_\_

Comments:

Committee Chairman Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## SCHOOL OF COMMUNICATION

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### CHANGE OF ADVISOR NOTIFICATION FORM

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DATE: \_\_\_\_\_

Graduate Program Office  
School of Communication

The advisor of \_\_\_\_\_,

OSU Name.# : \_\_\_\_\_,

Is now Professor \_\_\_\_\_,  
(new advisor, please print name)

replacing Professor\* \_\_\_\_\_  
(previous advisor, please print name)

in (circle one)      PhD Program

MA Program

Please add this to the student's records. Thank you for your assistance in this matter.

Sincerely,

\_\_\_\_\_ Signature of New Advisor

\_\_\_\_\_ Signature of Chair of GSC

*\*Student, please inform your former advisor of this change by placing a copy of this form in your former advisor's faculty mailbox.*

*Please submit this form to the School of Communication Graduate Program Office for Processing.*

SCHOOL OF COMMUNICATION  
The Ohio State University

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## CANDIDACY EXAMINATION WORKSHEET

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This worksheet must be completed by the student and submitted to the Graduate Program Office at least four weeks before starting the exam. The candidacy exam is taken only after the student has completed (or is currently finishing) all required course work for the Ph.D. program. The candidacy exam is composed of two portions: the written portion (which may include take home and/or in house questions) and the oral portion. Candidacy is reached at the end of the semester you successfully complete all portions of the exam. You must complete the process within one semester. For this, it is necessary to start the take home portion in the 9th week of the semester at the latest. If you start late, candidacy may be delayed by one semester.

**To begin the Candidacy Exam process you must file a:**

**“Application for Candidacy Examination” form**

**with the Graduate School as soon as possible, but no later than 2 weeks before the date of the oral exam.** This form must be submitted electronically via the Graduate School’s GradForms portal (<https://gradforms.osu.edu/>) and requires approval from the advisor and Graduate Studies Committee Chair. You must also meet the following requirements:

- Register for at least three credit hours during the semester(s) when the Candidacy Exam is taken (8-12 credit hours for funded students taking the exam during AU or SP semesters).
  
- Graduate cumulative point hour ratio must be at least a 3.3.

For more information regarding the candidacy exam please check relevant portions of the Graduate School Handbook, as well as the School of Communication’s Graduate Student Manual.

**Semester in which exam will be taken:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Advisor:** \_\_\_\_\_

**Today’s Date:** \_\_\_\_\_



**1) Please answer the following questions in the space provided:**

- Have you completed all of the courses listed in your program plan? If not, attach a detailed explanation.
- How many credits have been completed at OSU ( please count course/s being taken this semester and exclude transfer credits)
- Have credits from other universities been transferred? How many (semester equivalent)?
- Please list the two consecutive semesters where you took a minimum of 8 graduate credit hours per semester. (This is to meet the Graduate School residency requirement.)

2) Selection of Candidacy Exam Format

See following page

Candidacy Exam Format

\_\_\_\_\_, 20\_\_\_\_  
 (Student) (Date)

**Timeline:**

1. The exam will begin on \_\_\_\_\_, 20 .
2. The written portion will be completed by \_\_\_\_\_, 20 . Candidacy exams are ordinarily completed within 15 weeks.
3. The exam will consist of \_\_\_\_\_ in-house and \_\_\_\_\_ take-home questions (indicate number of questions).

(If applicable) In-house questions will be answered on these dates:

Committee member: \_\_\_\_\_ date: \_\_\_\_\_ time allotted: \_\_\_\_\_ start time: \_\_\_\_\_

Committee member: \_\_\_\_\_ date: \_\_\_\_\_ time allotted: \_\_\_\_\_ start time: \_\_\_\_\_

Committee member: \_\_\_\_\_ date: \_\_\_\_\_ time allotted: \_\_\_\_\_ start time: \_\_\_\_\_

Committee member: \_\_\_\_\_ date: \_\_\_\_\_ time allotted: \_\_\_\_\_ start time: \_\_\_\_\_

NOTE: This form must be provided to the graduate studies coordinator at least two months prior to scheduling any in-house portion or, if there are no in-house questions, at least four weeks prior to the proposed start date of the written exam.

Committee Members	Topic	Question start date	Response due	Approval (please initial)

Date of oral exam, if known: \_\_\_\_\_  
 (oral exam must be held 2-4 weeks after conclusion of written exam)

By signing below, the advisor indicates that all committee members have agreed to the dates and format of the exam.

\_\_\_\_\_, 20\_\_\_\_  
 (Advisor) (Date)

## Appendix F. Graduate Advising Best Practices

### Overview

Graduate advising is best understood as a relationship between graduate student and faculty advisor where both parties can expect that the other party will follow best practices in fulfilling his or her responsibilities as graduate student or advisor.

The relationship between a graduate student and advisor is one that can have a great impact on the academic achievements and life of a graduate student. This relationship can greatly encourage the academic pursuits of the graduate student, proving to be one of the most influential interactions of the scholar's life. A relationship in which mutual expectations are not understood, however, may diminish a graduate student's potential.

This document outlines the minimum expectations for best practices in graduate advising at The Ohio State University. It is meant to be a spring board for each graduate program to discuss, develop, or reevaluate its local advising expectations and practices. This document was created in 2012 by the Council of Graduate Students in consultation with the Graduate School and approved by the Graduate Council.

### Communication and graduate advising

Regular and clear communication is essential to good graduate advising. It is recommended that as much communication as possible occur in person or over the phone to enhance clarity, reduce ambiguity and misunderstanding, and to resolve conflict. Written communication, e.g. via mail and e-mail, is appropriate, especially to document situations and potentially contentious issues. Problems that arise should be addressed immediately and clearly so that both parties can work to remedy issues in an expedient manner. Graduate students and advisors should recognize that social media can blur the line between professional and personal lives and should be used only if deemed appropriate by both parties.

### Graduate Student Responsibilities

Conduct academic pursuits in an ethical manner and develop professionally

- uphold Ohio State's Code of Student Conduct
- pursue opportunities that advance career as a graduate student and beyond

Take ownership of academic progress

- devote significant and productive time toward degree completion
- stay abreast of requirements for degree completion through active and regular discussions with advisor
- communicate career goals and concerns related to academic progress clearly
- initiate communication with the advisor

Respect the responsibilities of the advisor

- maintain open communication with advisor
- allow sufficient time for the advisor to provide feedback in advance of deadlines
- maintain professionalism by keeping up with graduate student responsibilities even when advisor is not present

Graduate Advisor Responsibilities

Conduct advising in an ethical manner, including when recruiting advisees

- Communicate clear intentions, expectations, and requirements to potential and current advisees, including how long the advisor expects to stay in his or her current position and the amount of funding support available to advisees
- Address problems immediately so both parties can remedy issues expediently
- Maintain communication and interact with graduate students in a professional manner
- Communicate clear expectations for time to degree completion and publication expectations
- Provide periodic and regular evaluations of progress toward degree
- Provide timely written feedback on advisee's professional writing (article drafts, dissertation chapter drafts, etc.)
- Give students appropriate credit for their work, e.g. as reflected in author strings in journal articles or books

Aid in preparing students to be the best professional they can be

- Initiate conversations about academic progress and stay current about degree requirements and procedures
- Initiate conversations with advisee about career goals
- Support traditional and non-traditional career goals
- Help graduate students develop professional skills that will make them competitive for employment in their given field

- Encourage students to take part in activities that will enrich their academic development, e.g. by participating in professional conferences and other networking activities

Respect advisees' academic and non-academic commitments and responsibilities

- Provide prompt and honest feedback on student's work
- Allow reasonable time for students to prepare requested materials

Do not require that a student continue to provide a service (e.g. teaching, laboratory management, mentoring of other students, etc.) under terms that can hinder a student's degree completion

Graduate Program Responsibilities

- Establish graduate advising best practices that pertain specifically to the local graduate program and its graduate degrees
- Maintain a graduate program handbook, including the steps and processes for students to complete degree requirements and grievance procedures for graduate students and advisors
- Create and maintain an easily accessible online list of information for graduate students that contains links to the *Graduate School Handbook* and other relevant university resources
- Provide yearly written review of performance for graduate students and advisors
- Maintain clear communication with students and advisors
- Hold a yearly orientation to familiarize new students and faculty with the graduate program and the university