



SCHOOL OF COMMUNICATION

Illinois State University

2017-2018

Graduate Student Handbook

**A Guide to
Academic Policies & Procedures**



Graduate Coordinator: Dr. Kevin R. Meyer
Graduate Administrative Aide: Patty Franz

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PREFACE

This handbook is intended to serve as a reference guide for graduate students in the School of Communication. The contents represent an abridged sampling of key ISU, Graduate School, and SoC academic policies and procedures. Policies contained in this guide are subject to change without notice at the discretion of the SoC and ISU.

Many of the passages in this document are excerpted directly from ISU's *Graduate Catalog*. Since this handbook is not comprehensive, you are urged to consult other authoritative sources of information as needed. *Appendix F* provides many useful links that you will need in your time on campus. Links to many of the forms and documents you will need can also be found under the *Graduate* tab at the SoC's website (<http://communication.illinoisstate.edu/graduate/>). The Graduate School's website (<http://grad.illinoisstate.edu>) offers up-to-date information and resources where you will find important forms, dates and deadlines, and links to helpful documents such as the current *Graduate Catalog* and the *Guide for Writers of Master's Theses* (under the *Thesis Assistance* tab). The *Graduate Student Orientation* page on this site is particularly helpful. Graduate assistants should consult the Graduate School's *ISU Graduate Assistant Handbook* (http://www.hr.ilstu.edu/downloads/GA_Handbook.pdf).

This document is not intended as a substitute for interaction between students and their advisors. Students are urged to always bring questions to the attention of their advisors or the SoC Graduate Coordinator.

GRADUATE PROGRAM PHILOSOPHY

Mission Statement: The Master's degree program in Communication at Illinois State University provides rigorous critical, theoretical and practical breadth and depth across the convergent fields of communication education, communication studies, journalism, media, and public relations. Through a culture of collaboration and collegiality, we strike a dynamic balance linking the scholarship and practice of communication. Our community of students and faculty develops relevant professional and scholarly skills, empowering us to be leaders in industry and academia, thriving in globally competitive and culturally diverse environments. We are a recognized leader in civic engagement, creative productivity, scholarship, and teacher training. The program develops professionals, scholars, and teachers, while promoting a passion for intellectual and theoretical discovery that transcends and heightens career objectives and program expectations.

A master's degree represents a different experience than an undergraduate course of study. We offer a generalist degree in communication with no specializations, sequences, "majors," or specific tracks of study. While it may be possible to take several courses in a particular area of communication study (e.g., mass communication, public relations, or interpersonal communication; see Appendix A for courses related to interest areas), students cannot complete our master's degree by taking all or even most of their courses in one area of the discipline. Specialization is the proper province of a Ph.D. program.

Our master's degree program emphasizes practical application of scholarly knowledge. We generally do not offer training in technical skills. Rather, our focus is preparing students to use theory and research to evaluate and solve social problems in a variety of contexts.

The SoC offers two alternate pathways to the master's degree: (a) the 32-hour thesis option, whether traditional or documentary thesis, or (b) the 39-hour with revised paper/project option. These are described in subsequent sections of this document.

ACADEMIC ADVISEMENT & PLANNING

Graduate Advisor and Graduate Advisory Committee

Students admitted to the master's degree program receive academic advisement from the SoC Graduate Coordinator during their first 18 hours in the program. Students are urged to meet with the Graduate Coordinator to discuss a program of study, degree requirements, and appropriate courses in which to enroll. Until a student formally selects a Graduate Advisor, students must obtain permission from the Graduate Coordinator to enroll in specific graduate classes. The Graduate Coordinator also evaluates course work that may be transferred to the program from another institution.

Once students accumulate 18 graduate credit hours, they are required to select a Graduate Advisor and Graduate Advisory Committee. Students may select a Graduate Advisor sooner than this if they are comfortable doing so. The Graduate Advisor must be a full member of the Graduate Faculty in the SoC; the Graduate Coordinator and the Graduate School must formally approve any exceptions to this requirement. The Graduate Advisor plays an integral role in the student's academic career. The advisor should be consulted regarding the sequence of courses, the selection of appropriate electives, and the option of thesis or 39-hour degree. The advisor is also responsible for recommending course work to be taken in another academic department at ISU and assisting students in the completion of culminating projects for their degrees, such as the master's thesis. Once a student completes 18 hours, he or she must have the consent of his or her Graduate Advisor to receive course overrides. Until such time as a Graduate Advisor is selected and approved, students are expected to meet regularly with the Graduate Coordinator for academic advisement and for permission to enroll in classes.

Students completing a thesis do so under the direction of a Graduate Advisor, with the advice of two (or more) other graduate faculty members. The three graduate faculty members comprise the student's *Graduate Advisory Committee* (also known as the thesis committee). This committee is responsible for guiding the thesis project, recommending the student for admission to candidacy for the degree, and conducting the final thesis examination (i.e., oral defense of the completed thesis). A minimum of two of the graduate advisory committee members must be from the SoC (i.e., the Graduate Advisor and one other faculty member). The Graduate Advisor (who serves as chairperson of the advisory committee) must be a full member of the Graduate Faculty. A student must be admitted into the graduate degree program before a Graduate Advisory Committee can be appointed.

A student who selects the 39-hour option for completing the degree needs to select a member of the Graduate Faculty to serve as his or her Graduate Advisor. The Graduate Advisor must be a full member of the Graduate Faculty in the SoC. All students beginning the program in Fall 2016 or thereafter must also select a minimum of one additional (or more) member of the graduate faculty to comprise the student's Graduate Advisory Committee.

To formally designate a Graduate Advisor and Graduate Advisory Committee, secure the signatures of each faculty member and complete the *Request for Appointment of Graduate Committee* form, available online at <http://communication.illinoisstate.edu/graduate/advisinggrad.aspx>. This form is submitted to the Graduate Coordinator for approval and placed in the student's academic file. See *Appendix D* and *Appendix E* for information about the SoC Graduate Faculty members, which help you select an advisor and committee that matches your interests.

Course Registration

Course registration is a two-step process. First, students must submit an *Override Request Form* (complete with their Graduate Advisor's signature). Second, once students are granted overrides, they must register for courses through *Go Illinois State*.

Graduate students wishing to enroll in credit hours for an upcoming semester must first complete and return an *Override Request Form*. Students must consult the Graduate Coordinator or their Graduate Advisor to complete the override form. Students who have completed 18 hours in the program must establish a Graduate Advisory Committee before overrides will be issued for additional course work. If you have completed at least 18 hours, have your advisor sign your *Override Request Form*. Priority in registration is given to students based on credit hours completed and the order in which forms are returned. Furthermore, priority in registration is given to SoC graduate students, with graduate students outside the SoC then being enrolled in remaining seats pending permission from the SoC Graduate Coordinator. Overrides for COM 400 and COM 498 will be issued once the appropriate application forms have been submitted to the Graduate Coordinator.

When you receive notice that you have been granted course overrides, you will then be able to officially register for classes through www.Go.IllinoisState.edu. There are several helpful resources to assist you with using the registration system, including a step-by-step instruction sheet on the SoC graduate website. A phone-in resource center is available at 309-438-0725 for registration assistance or to report a potential problem. The Registrar's Service Center in Moulton Hall provides drop-in help as well as phone-in assistance at 309-438-2188. An online Registration Resource Guide (<http://emas.illinoisstate.edu/faq/>) is available which includes registration instructions, useful videos, and answers to frequently asked questions.

Please refer to your ilstu.edu email account in official communication regarding registration and all other University business.

Degree Audit

A student's *Degree Audit Form*, completed in consultation with the Graduate Coordinator, details the courses that will be used to satisfy degree requirements. Students cannot graduate without an approved degree audit on file. The electronic audit must be approved by the Graduate Coordinator and the Graduate School before the students can be cleared for graduation. The *Degree Audit Form* is available at the Graduate School website: <http://grad.illinoisstate.edu/academics/forms/>.

Students may complete the *Degree Audit Form* once they register for their last semester of courses. The form must be filed with the Graduate School by **the very beginning** of the semester of anticipated degree completion. See Dates and Deadlines on the Graduate School website: <http://grad.illinoisstate.edu/academics/thesis-dissertation/deadlines.shtml>.

Students should send the completed *Degree Audit Form* via email to Graduate Coordinator, who will notify the student of any needed corrections. After corrections are made by the student, the Graduate Coordinator will submit the form to the Graduate School for final approval.

Examples of completed Degree Audit forms as well as step-by-step instructions for completing the form are posted on the SoC's graduate website (<http://communication.illinoisstate.edu/graduate/>).

When completing the *Degree Audit Form*, please pay special attention to the following items:

- Type “Communication” in the “Plan” field on the form.
- We do not offer formal sequences in our degree program. Hence, “Sub-plan” should remain blank.
- Specify topics for all 400-level courses that were repeated (i.e., courses offered under the same number but with different content).
- Specify topics for COM 400 (Independent Study/Topic) and COM 498 (Professional Practice/Topic) on the form. Identify the COM 498 topic, not the location of the internship.
- A maximum of 6 hours of COM 400 may be applied toward a degree.
- In a degree program, COM 498 cannot constitute more than 20% of the hours applied toward the degree (i.e., 7 hours for students who select the 39-hour option).
- No more than 12 hours of 300-level course work may be listed; 300-level courses included on the form must appear in the *Graduate Catalog*.
- Report our department number (448) and course numbers in the appropriate column (e.g., 448/472); do not use alphabetical abbreviations for departments (e.g., COM/472).
- Do not report COM 392.08 on the form.
- Identify all incomplete grades with an “I” in the “Grade” field.
- Leave the “Grade” field blank for courses to be completed in your last semester.
- Do not list audited courses on the form.
- List courses in chronological order, with first-semester courses at the top of the form and last-semester of courses at the bottom of the form.

Specific notes for thesis/documentary thesis option students:

- For the thesis option, the *Degree Audit Form* must include a minimum of five 400-level courses, including COM 422 and COM 497 (and either COM 402 or COM 473 for those who began the program in Fall 2016 or after).
- Hours earned in COM 498 (Professional Practice) and COM 499 (Master’s Thesis) do NOT count toward the 400-level hours required for the degree and should NOT be included in the “Total 400-Level Hours” reported in the lower right corner.
- A maximum of six credit hours from COM 400 and COM 498 (combined) may be applied toward the degree.
- A maximum of three credit hours of COM 400 may be applied toward the 400-level hours required for the degree.
- Hours earned in all 300-level, 400-level courses, and thesis hours must be reported in the “Total Graduate Hours” field on the form. Regardless of the number of COM 499 hours taken, students may not count more than six hours in this field.

Specific notes for 39-hour option students:

- For the 39-hour option, the *Degree Audit Form* must include a minimum of nine 400-level courses, including COM 422 and COM 497 (and either COM 402 or COM 473 for those who began the program in Fall 2016 or after).
- No more than three hours of COM 400 (Independent Study) may be applied toward the 27 hours of 400-level credits required for the degree.
- Hours earned in COM 498 (Professional Practice) do NOT count toward the 27 hours of 400-level credits required for the degree. Hours earned in COM 498 should NOT be included in the “Total 400- Level Hours” reported in the lower right corner of the form.
- A maximum of nine total hours of credit from COM 400 and COM 498 (combined) may be applied toward a degree.
- Hours earned in all 300-level and 400-level courses must be reported in the “Total Graduate Hours” field on the form.

GENERAL ACADEMIC POLICIES

Time Limits

All requirements for the master's degree must be completed within six calendar years, beginning with the date the student first registers as a degree student. This time limit applies to enrollment in all graduate coursework in the student's program including work for which transfer credit is allowed. Coursework not completed within a 6-year time period is considered outdated. Petitions to extend the 6-year limit must include evidence of course currency, and must be approved by both the Graduate Coordinator and the Graduate School. Complete the *Request to Extend Time to Complete Masters/Doctoral Degree Program* form (<http://www.communication.illinoisstate.edu/graduate/>). And, check all Graduate School dates and deadlines (<http://grad.illinoisstate.edu/academics/thesis-dissertation/deadlines.shtml>).

Academic Load

The usual course load for full-time students is 9-12 credit hours. The maximum load for graduate students during the fall and spring semesters is 15 credit hours. In the summer session, the maximum load is 12 credit hours. Students are considered full-time if they register for 9 or more credit hours during the fall and spring semesters and 6 or more credit hours in the summer session. Student fees are assessed on a per credit hour basis. See *Appendix B* for an example of a full-time student schedule.

Students who hold a graduate assistantship must have their academic class loads adjusted accordingly. Scholastically, the ideal academic load for a graduate assistant is 9 credit hours. A graduate assistant wishing to take fewer than 9 credit hours or more than 12 credit hours must have a recommendation by his or her Graduate Advisor and the Graduate Coordinator and approval by the Graduate School. Insurance fees are assessed for every graduate assistant regardless of the number of credit hours enrolled.

Part-time graduate students typically take either 3 or 6 credit hours, depending on the semester.

Required Courses

COM 422 (Proseminar/Theory) and COM 497 (Quantitative Methods) are required of all students in the SoC master's degree program. COM 422 is offered in the fall semester only. COM 497 is offered in the spring semester only. Students should take COM 422 and COM 497 during their first year (i.e., within the first 18 hours) of study. Many of the 400-level courses in the program assume that students are familiar with methods of evaluating theory and research.

For those who began the program in Fall 2016 or after, either COM 402 (Rhetorical Methods) or COM 473 (Qualitative Methods) is also a required course. Both COM 402 and COM 473 are typically offered in fall semester only and should be taken during the first year (i.e., within the first 18 hours) of study.

Schedule of 400-Level Seminars

The SoC attempts to offer every graduate seminar (400-level courses) at least once every two years. Many seminars are offered once a year, especially those for which there is heavy demand. No seminars are currently offered in summer session. See *Appendix A* for a typical rotation of both 400-level and 300-level courses as well as classes suggested based on the student's area of interest within communication.

300-Level Course Limits

Graduate students may not submit more than four 300-level courses on their Degree Audit Form. In most cases, students should not complete more than one or two 300-level courses, which are normally taken to prepare students for seminars in a subject area or to fulfill a specific need of the student. Students are strongly advised to consult their Graduate Advisor or the Graduate Coordinator prior to enrolling in any 300-level course. Only those 300-level courses that appear in the *Graduate Catalog* and are taught by members of the Graduate Faculty may be taken for graduate credit and applied to one's Degree Audit Form. See *Appendix C* for a checklist for enrolling in 300-level courses.

It is the responsibility of the graduate student in a 300-level course to inform the instructor of his or her presence at the beginning of the semester. To receive graduate credit for a 300-level course, graduate students must complete one or more special assignments not required of undergraduates in the course.

Independent Study

Independent study (COM 400) affords advanced students the opportunity to intensively investigate a special area of interest under the guidance of a Graduate Faculty member. Each individual investigation should culminate in a comprehensive written report (e.g., literature review or complete study), applied project (e.g., training manual), or examination. Independent studies are restricted to students who have completed a minimum of 18 hours of graduate credit (including all required courses), are in good academic standing (cumulative GPA above 3.00), have selected a Graduate Advisory Committee, and have demonstrated ability to profit from independent study. Work on the 39-hour project cannot be used for independent study credit. *Work intended to be part of a student's thesis cannot be used for independent study credit.*

A maximum of 6 hours of COM 400 may be applied toward a master's degree. Not more than 3 hours of COM 400 credit may be applied toward the 27 credit hours at the 400-level required in the 39-hour degree option. Under the thesis option, a maximum of 6 credit hours from COM 400 and COM 498 combined may be applied toward the degree, and a maximum of 3 credit hours of COM 400 may be applied toward the 400-level hours required for the degree.

A written proposal for the independent study must be approved by the supervising faculty member, the student's Graduate Adviser, the Graduate Coordinator, and the Executive Director prior to registration. Obtain an *Independent Study Form* online (<http://www.communication.illinoisstate.edu/graduate/>).

Graduate Internships/Professional Practice

Graduate level internships (COM 498: Professional Practice) offer students opportunity for practical work experience not otherwise available in their academic and professional backgrounds. Internships are viewed as a logical extension of the student's graduate coursework and are available only to students who have completed a minimum of 18 hours of graduate coursework (including all required courses), are in good academic standing (cumulative GPA above 3.00), and have selected a Graduate Advisory Committee. Students must secure the approval of their Graduate Advisor before arranging the internship.

COM 498 must be completed under the guidance of an on-site supervisor who is not a family member or individual the graduate student has a close personal relationship with. The on-site supervisor may not be another student or roommate. The internship experience must be something "new to the student"; not a position the student held previously, unless the duties and responsibilities are new to the student.

Students must submit two documents: *Professional Practice Form* and a *Professional Practice Health Insurance Certification* form. These forms are available online (<http://www.communication.illinoisstate.edu/graduate/>). All arrangements and requirements must be approved **prior to** the beginning of the internship. Internship credit will not be awarded “after the fact.”

Internships may not be counted in the number of 400-level hours required for the degree. Internships, however, may be counted toward the total number of credit hours needed for the degree.

A typical internship involves at least half-time work by the student requiring his/her presence on a job. It is the responsibility of the student’s advisor (or another faculty member designated by the advisor) to supervise the internship and assure appropriate educational objectives are established and measured through the experience. Students should complete a special project or paper associated with their internship experience. It is expected that all internships will culminate in a written project by the student. Students already employed may not receive internship credit for fulfilling their regular job duties.

You cannot receive pay/compensation for work performed at/for ISU, and be given credit for the course. Thus, a 498 internship on campus must be unpaid and not in the same area as your graduate assistantship. You may accept pay/compensation only if you are not performing work at/for ISU. Paid assistantship hours cannot exceed 27 hours per week. The total paid on-campus hours and non-paid professional practice hours cannot exceed 40 hours per week.

International graduate students should see the F-1 Curricular Practical Training (CPT) forms as well (<https://internationalstudies.illinoisstate.edu/students-scholars/employment/f-j-students/f-1-curricular-practical-training/#tabs-accord2>).

Completing Courses in Other Departments

Students in the SoC master’s program may count courses taken in other departments on their Degree Audit Form (up to 6 hours for the thesis option, and up to 9 hours for the 39-hour option). Such courses are typically completed after accumulating 18 hours of graduate coursework in the SoC and selecting a Graduate Advisory Committee. Courses taken in other departments will not apply to a student’s program unless first approved by the Graduate Advisor and the Graduate Coordinator.

Transfer Credit

Upon recommendation of the SoC and with the approval of the Graduate School, a student may present a maximum of nine hours of graduate credit from another college or university that is accredited by the appropriate regional accrediting association for use in meeting the master’s degree requirements. Credits more than 6 years old at the time of first registration into a degree program are not transferable from other institutions. Transfer credit may not be used in meeting the minimum number of 400-level credit hours required for the master’s degree. The work must not form part of a degree program elsewhere. A student who plans to take work elsewhere should obtain prior approval indicating that the course or courses are appropriate to the student’s curriculum at ISU. Correspondence courses are not accepted.

To be considered for transfer of credit, a course must be taught at the graduate level (i.e., 400-level) by a graduate faculty member and the student must have received at least a “B” grade in the course. In addition, a SoC evaluation of all courses is necessary prior to consideration by the Graduate School. Complete the *Request for Transfer of Credit for Master’s Degree or Certificate Program Students* form available at the Graduate School’s website (<http://grad.illinoisstate.edu>).

Grading System

Instructors assign a grade in each course for which the student is registered and are responsible for correcting any error in grading. The grade point equivalents are 4 for A, 3 for B, 2 for C, 1 for D, and 0 for F and WF. Courses completed at ISU with grades below C will not count toward a graduate degree, but all grades of D, F, and WF in graduate courses at ISU will be counted in computing the cumulative GPA. If a graduate student repeats a course or drops a course after the 10th day of classes receiving a grade of WX, WP, or WF, he or she may repeat that course once. For students receiving a grade of B, C, D, F, or WF, the course repetition must occur at ISU. When a course has been repeated at ISU, the most recent grade (A, B, C, D, F, WF) that the student earns will replace the previous grade in the cumulative GPA calculation. Grades of WP or WX will not replace the previous grade. The previous grade will not be removed from the student's transcript, and only the credit hours from the last attempt can be used toward meeting minimum hourly requirements toward degree completion.

Academic Probation

A student must maintain a minimum cumulative GPA of 3.00 in graduate work at ISU to be in "Academic Good Standing" at the graduate level. Students who fail to meet this requirement will be terminated from the degree program or placed on academic probation by the Graduate Coordinator and Graduate School. If placed on academic probation, students are provided with a period of time not to exceed 2 academic terms (including summer term, if enrolled) or a number of credit hours not to exceed 12 credits, within which to raise the GPA to the required standard. A student who fails to bring the cumulative GPA up to a minimum of 3.00 during the probationary period will be terminated from the degree program by the Graduate School. A student must be in Academic Good Standing to graduate.

The SoC expects all graduate students to maintain a GPA of 3.00 or above for each semester and for the cumulative. Any graduate student failing to achieve a cumulative or semester GPA of 3.00 or above will be placed on academic probation by the Graduate Coordinator. In other words, students will be placed on academic probation if *either* the semester or cumulative GPA is below 3.00.

A graduate assistant must maintain at least a 3.00 GPA each semester as well as a 3.00 cumulative GPA in order to keep his/her assistantship. If a graduate assistant's semester GPA drops below 3.00, the assistantship may be terminated or non-renewed. The Graduate Coordinator will decide, on a case-by-case basis, if a graduate assistant with cumulative GPA above 3.00, but a semester GPA below 3.00, should have her/his assistantship terminated or non-renewed. In other words, even if only the semester GPA is below 3.00, the student will definitely go on academic probation and may have the assistantship terminated or non-renewed.

Incomplete Grades

An incomplete (I) will be assigned to a student who is doing passing work but finds it impossible, because of reasons beyond his or her control, such as illness, to complete the required work by the end of the term. The student must have attended class to within three weeks of the close of the semester or a proportionate time for a summer course, and the quality of the work must be such that the student can complete it through special assignments and/or examinations.

The instructor will specify: (1) the date by which the required work must be completed, which will be no later than the final class day of the corresponding term of the following academic year, and (2) the default grade (B, C, D, or F) that will be assigned if work is not completed by the specified date. The student will be notified of the default date and grade. Once a default grade has been placed on a

student's record, it can only be changed with the approval of the Graduate School.

For graduating students, incompletes in courses listed on their Degree Audit Form must be removed in Academic Records at least three weeks prior to the end of the final examination period.

Academic Integrity

Students are expected to be honest and ethical in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. A student's placement of his or her name on any academic exercise (e.g., theme, report, notebook, paper, lab assignment, quiz, examination) shall be regarded as assurance that the work is the result of the student's own thought, effort, and study. Offenses involving academic dishonesty include, but are not limited to: (a) cheating on quizzes or examinations, (b) plagiarism, (c) grade falsification, (d) fabricating data, and (e) involvement in the advertising, solicitation, or sale of term papers or research papers. Plagiarism can range from omitting source citations to not properly documenting sources, directly quoting material without proper notation, copying passages with citations from a source without crediting that source (i.e., secondary source citations that are not cited appropriately), copying passages or whole works from another student or other scholar, not properly crediting ideas from another individual, and/or placing one's name on work done by another. All ideas are to be appropriately cited in both oral and written form when borrowed, directly or indirectly, from another source. Inadequate citation, unauthorized and unacknowledged collaboration, and/or the presentation of someone else's work constitutes plagiarism. Submitting the same paper for more than one course is considered a breach of academic integrity unless prior approval is given by all the instructors involved.

For group assignments, the same principle applies: groups may not plagiarize the work of others outside that group. Furthermore, for co-authored or group papers and assignments, all students will be held responsible for violations of academic integrity. It is, therefore, the responsibility of all group members to ensure the integrity of the work by carefully editing and reviewing all aspects or components of an assignment; taking a divide-and-conquer approach to the workload does not dissolve responsibility. Relatedly, sharing papers or assignments, even as an example or model, with other students is considered a breach of academic integrity. Ask instructors - not classmates - for example papers or templates. Any collaboration, without the express permission of the instructor, is subject to consequences.

Penalties for academic dishonesty may include: (a) failing grade for the assignment, (b) failing grade for the course, (c) non-renewal or termination of a graduate assistantship, and/or (d) dismissal from the graduate program. Please note, the graduate faculty is very serious about reporting academic dishonesty and view it as our professional responsibility; we are not shy about enforcing the consequences of this policy. Students found to commit acts of academic dishonesty will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution. For more information, visit Student Conduct and Conflict Resolution at <http://DeanOfStudents.ilstu.edu/conflict>.

M.A. vs. M.S. Degree Requirements

The master of arts (M.A.) degree is awarded to students who have completed an appropriate degree program and meet the following requirements at the college level: (1) a minimum of two years of a foreign language (or its equivalent) or a satisfactory score on a Graduate School Foreign Language Test (GSFLT) (or equivalent) in a language approved by the SoC and the Graduate School; (2) a minimum of 32 semester hours of credit in the humanities and social sciences beyond the foreign language requirement. These requirements in foreign language, humanities, and social sciences may be met by satisfactory work at either the graduate or undergraduate level. Students whose native language is not English may, with SoC approval, petition the Graduate School to substitute proficiency in the English

language as fulfillment of the language requirement. The Graduate Catalog requires “a minimum of four semesters (or its equivalent) in one foreign language” with C’s or better; so, even a B.A. elsewhere does not mean it will be an M.A. here.

The master of science (M.S.) degree is awarded to students who have completed a minimum of 32 credit hours within an approved plan, but who have not completed a minimum of two years of foreign language study as outlined above.

Applying for Degree Completion

The Graduate Catalog contains detailed information on requirements for degree completion. Students must meet all requirements for their curriculum. A graduate student must apply for degree completion before the deadlines for each session as specified by the Graduate School. At the time application is made, the degree completion fee must be paid. Applications for students who fail to meet degree completion requirements for a specific session are cancelled, and the students must re-apply for a later session. The application for degree completion is available in Hovey Hall 309 or at the Graduate School website (<http://www.grad.ilstu.edu>). The deadline for the application to graduate as well as the application are typically due the first week of the semester in which the student intends to graduate.

Commencement

Degrees are conferred and diplomas awarded after the close of each semester and summer session; commencement ceremonies, however, are held twice each year at the end of each fall and spring semester. Participation is voluntary. Graduate students who complete degree requirements during the fall semester participate in commencement exercises in December; students who complete degree requirements during the spring semester or at the close of the summer session participate in commencement exercises in May.

If you attend the commencement ceremony, we remind you to stay for the entire ceremony. Graduation is an important event for undergraduate and graduate students as well as their families. Those who decide to attend are making a commitment to remain in the arena for the entire event. Leaving the ceremony early reflects poorly on our School and the University. Please do your part to contribute to the ceremony and this special event by staying through to the end.

Continuous Registration Requirement (for Thesis Students)

After the thesis *Proposal Approval Form* has been accepted in the Graduate School and a student has completed the courses on the Degree Audit form and registered for four to six hours of COM 499: Master’s Thesis, the student is required to maintain continuous registration until the deposit of the final thesis in the Graduate School. Registering for one credit hour of COM 499 each semester through the semester of degree completion fulfills the requirement for continuous registration. The requirement for continuous registration does not apply during a summer term unless the student is graduating in that term.

If circumstances prohibit continuing registration, a student must request a leave of absence from the SoC and then from the Graduate School. Any student interrupting continuous registration without obtaining a leave of absence must pay tuition for one credit hour of COM 499 for each of the delinquent semesters upon reenrollment and/or reinstatement. Any student requesting reinstatement in a degree program after a lapse of one calendar year must file an application for readmission to the Admissions Office.

THE THESIS OPTION

The thesis is a written report of an original research project proposed by the student and completed under the direction of the student's Graduate Advisor, with advice from the student's Graduate Advisory Committee (also known as the thesis committee). A written thesis should consist of more substance than a conference or journal-length manuscript.

Course Requirements

Students who elect this option will complete a minimum of 32 hours of credit (i.e., 27 hours of coursework/9 classes and write a master's thesis). At least 15 of the required 27 hours of coursework must be at the 400-level, including COM 422 (Proseminar/Theory) and COM 497 (Quantitative Methods). For those who began the program in Fall 2016 or after, either COM 402 (Rhetorical Methods) or COM 473 (Qualitative Methods) is also a required course. A maximum of six credit hours from COM 400 and COM 498 (combined) may be applied toward the degree. A maximum of three credit hours of COM 400 may be applied toward the 400-level hours required for the degree. Credit hours earned in COM 498 and COM 499 may not be counted toward the total 400-level hours required. Students claim no fewer than four and no more than six hours of deferred credit (COM 499), which is awarded when all requirements for the degree program are satisfied and the final thesis is approved by the Graduate School. Deferred credit is not used in computing the cumulative GPA.

Registration for Thesis Work

Students electing the thesis option must register for four to six hours of COM 499: Master's Thesis. Any student using the services of the academic staff or the facilities of the University must be registered for the semester or term during which the services are rendered or the facilities are used. Also, to register for COM 499-001, the student must actually be working on the subject under the direction of his or her thesis advisor. No grade will be given for the course but credit will be entered on the student's record at the time the approved thesis is deposited in the Graduate School office. No credit for COM 499 will be awarded to a student who does not complete a thesis.

The Thesis Proposal

A thesis proposal functions as a contract between the student and his/her advisory committee. The proposal (also referred to as a "prospectus") clearly explains the research project the student wishes to complete as the culminating experience of the degree program. By writing a clear proposal before the research project is inaugurated, the student is assured that the committee considers the undertaking appropriate and creditable. Students should consult their Graduate Advisor regarding the proper content and format of individual thesis proposals. The student's Graduate Advisory Committee must approve the title, scope, and design of a research investigation before the student may begin his or her thesis project.

Thesis Deadlines

It is important to keep track of deadlines, which are posted on the Graduate School website (<http://grad.illinoisstate.edu/academics/thesis-dissertation/deadlines.shtml>).

Deadline 1: At the beginning of your thesis research, complete and submit the Proposal Approval Form available on the Graduate School website. Completed form is due in Graduate School immediately after a successful defense of the proposal, even if the student will not complete in that semester. The form must include IRB protocol number for human research if required, copyright

checklist, and committee and chair/director signatures.

Deadline 2: Obtain the Right to Defend approval as early as possible in the semester you plan to complete your degree -- at the latest by the Right to Defend deadline. All required items must arrive at the Graduate School Office at least 10 working days before your planned defense, and be approved at least 7 days prior to the defense. Materials due at this deadline include:

- Completed *Right to Defend Checklist*
- Complete draft of your thesis (must include all pages, from annotation through chapters and appendices, but exact formatting is not required for the Right to Defend) must be uploaded to ProQuest. The Graduate School offers by reservation an optional format review.
- Copy of your thesis *Proposal Approval Form* that you received from the Graduate School (if you have misplaced it, contact the thesis assistant at least a week in advance to request a copy) if all members of the committee are the same as on your originally approved proposal, write across the top of the copy “No changes to committee”; if any members have changed since the proposal, write “Committee has changed.”
- If any members of the committee have been changed since the proposal, you must also submit a *Committee Change Form*, completed and signed.

These materials must be approved by the Graduate School before you defend the thesis. If they are in order you will receive a Right to Defend approval message to your university email account (you may schedule a tentative defense date without the message, but you must have the message in-hand in order to defend.)

Deadline 3: Final Deposit of thesis as early as possible in the semester you plan to complete your degree -- at the latest by the Final Deposit deadline. All required items for final deposit must arrive at the Graduate School Office by the deadline. Materials due at this deadline include:

- Completed *Final Deposit Checklist*
- Completed *Outcome of Defense* form. The *Outcome of Defense* form signed by all committee members.
- Thesis submitted on ProQuest that meets APA style manual and university-wide requirements as described in the *Formatting Guidelines*. In case of conflict between APA style manual and university-wide requirements, follow university-wide requirements.
- Only if you added any material after the Right to Defend submission that resulted in a new yes answer on the *Copyright Checklist* (found in the *Proposal Approval Form*), a new signed copy of that checklist along with any additional required letters.
- Once your thesis/dissertation has been approved, resubmit the final copy of the thesis/dissertation to ProQuest. Milner Library will print a hard copy of the finalized thesis/dissertation for binding and shelving at the library.

Required materials must be approved by the Graduate School before your degree can be finalized and recorded.

Thesis Format

Students choosing the thesis option should consult the official *Formatting Guidelines* (<http://grad.illinoisstate.edu/academics/thesis-dissertation/writing.shtml>). These guidelines delineate specific requirements for the thesis format mandated by the Graduate School at ISU.

In addition, the thesis must conform to a style manual that is accepted nationally for published research in the discipline. The SoC normally requires graduate students to use the *Publication Manual of the American Psychological Association* (6th edition). Each student should discuss with his/her advisor which style manual is to be followed. From the proposal stage through the research process to the final presentation of the thesis, the student should carefully follow procedures discussed and exemplified in both the *Guide for Writers of Master's Theses* and the approved style manual. Format tips and other helpful information are provided under the *Thesis Assistance* tab at the Graduate School website (<http://grad.ilstu.edu>).

Students are encouraged to schedule an optional format review to help assure that thesis formatting meets university requirements. The Right to Defend step no longer includes a mandatory format check of a pre-defense draft; however, final copies must still meet all university requirements, and will be checked by the examiner before they are accepted for degree completion. Final copies that do not meet all requirements will not be accepted.

Optional format review is available by reservation only. You do not need to be on campus for the optional review. To schedule an optional review, call the Graduate School front desk (309-438-2583) to see if a time slot is open and to reserve it. There are limits to how many optional reviews can be completed each week, and weeks close to the final copy deposit date fill up very quickly. Each semester the last week of classes, finals week, and the following week (in summer, the last three weeks before the end of summer term) are devoted to checking the final copies of students who are slated to graduate that semester and clearing them for graduation. Optional format reviews will not be available during those periods.

For effective review the document that you submit needs to represent your best try at following all instructions in the list of university-wide requirements. (As much as the examiner would like to help you, she can only review formatting if you have already formatted; otherwise all that she will be able to tell you is that you still need to review the requirements and format everything.)

The examiner is assigned only to identify and bring to your attention any elements of the thesis that need to be changed to meet university requirements. For help with other areas, contact the appropriate university resource: grammar, spelling, writing style, or organization--University Writing Center; Copyright permissions--Milner Library Copyright Officer; Research approvals--thesis advisor, Office of IRB; your discipline's style manual or journal style--thesis advisor and committee members.

Due to the limited availability of time slots, the optional reviews are limited to one per student: requests for repeat reviews will not be accepted.

Thesis Duplication

Costs for printing drafts and final copies of a thesis are borne by the student. SoC copiers and printers may NOT be used to print thesis materials.

The Oral Defense/Thesis Acceptance

At the conclusion of their thesis projects, students must orally present and defend their investigations. The defense of the thesis is open to the academic community of the University. The oral defense must be completed at least one week before the Graduate School deadline for filing the completed thesis. At least 10 days before the planned defense the student must email an examination copy of the thesis to both the Graduate Coordinator and the Graduate Administrative Aide. At the time thesis copy is filed, the student

must also complete the Oral Defense Announcement Form indicating the exact date, time, and location of the defense, as well as the title of the thesis. The appropriate form is available on our website (<http://www.communication.illinoisstate.edu/graduate/>) and must be posted on the bulletin board in the main corridor of the fourth floor of Fell Hall.

The student is also responsible for securing an appropriate location for the oral defense (e.g., a conference room such as Fell Hall 446 or 064). The student should contact Graduate Administrative Aide in the SoC for assistance in scheduling an appropriate room.

Following the defense, the student must file with ProQuest and the Graduate School a copy of the approved thesis, with any corrections required by the advisory committee. Before the Graduate School finally accepts a thesis, it will be examined again to verify formatting and conformity to University requirements. The completed thesis must meet approved standards of scholarship in the field of Communication. There must be evidence of ability to think logically, to gather and organize material, to draw and defend conclusions, and to present the results of the research procedures in an appropriate manner.

To be eligible for degree completion a student must deposit the thesis with ProQuest and the Graduate School office at least 10 days before the end of the semester or term or by the deadlines published by the Graduate School. A thesis filed after that date will be credited toward degree completion the following semester or term. *A student on academic probation is not eligible to submit a thesis or equivalent for acceptance by the Graduate School.*

Electronic Submission of Thesis

All students completing the thesis option are required to submit the document through ProQuest using the following procedures:

- The student will create an account with ProQuest when the first draft of the thesis/dissertation is complete by going to www.etdadmin.com/ilstu and clicking on “submit my dissertation/thesis.”
- The student will create an account/profile including: demographics, degree information, abstract, committee, publishing, and copyright information, subject categories, and keywords (FYI – for ProQuest purposes, “publishing” simply means making public.)
- The student will choose a permanent e-mail address for communication with ProQuest.
- The student will upload a draft of thesis in PDF format. ProQuest has a PDF converter, but it sometimes takes a while, so the Graduate School recommends having the document converted already.
- When the first draft is uploaded, the Graduate School will receive notification from ProQuest and will verify that the student has an approved Proposal Approval Form on file. The Graduate School will also confirm that the student has submitted a Degree Audit, and Graduation Application to the Registrar’s office. If any of these are not on file, the Graduate School will contact the student.
- If all three items are on file, the Graduate School will send an e-mail to the School’s Graduate Coordinator and the student confirming electronic submission of the thesis/dissertation. Copies should be made available through the methods discussed above.
- Students can make revisions to their thesis through the ProQuest system as needed. There is a “use this version” button that they should click on next to the most recent draft.

- When the student is ready to defend their thesis, she or he will deliver the Right to Defend materials to the Graduate School. The Right to Defend checklist is available on the Graduate School website.
- If everything is in order, the Right to Defend is issued, and the student can schedule the defense. The Right to Defend must be received from the Graduate School at least 10 days prior to the defense, and the School will make copies of the thesis publicly available.
- After the student holds their defense, she or he will make final revisions to their thesis, upload the final draft, and submit the final deposit materials to the Graduate School. The final deposit checklist is available on the Graduate School website. Before submitting final deposit materials, the student has the option of scheduling a format check of their thesis. They can do this by calling the Graduate School at 438-2583. The SoC highly recommends having the format check as it significantly reduces the need for major formatting corrections after the final deposit has been submitted. The Graduate School completes format check of the electronic version, and the student does not need to be present for the format check, but they do need to call to reserve a time slot. Please remember that the Graduate School can only accommodate a limited number of format checks each week. The Graduate School will send any necessary corrections to the students' ISU e-mail.
- After the thesis/dissertation has been reviewed by the Graduate School, the student will be contacted through their ISU e-mail with any corrections, or to let them know their thesis has been approved.

THE DOCUMENTARY THESIS OPTION

The documentary thesis includes a written thesis proposal describing an original research project proposed by the student and a digital documentary completed under the direction of the student's Graduate Advisor, with advice from the student's Graduate Advisory Committee (also known as the thesis committee).

Course Requirements and Documentary Production Prerequisites

Students who elect this option must demonstrate proficiency in digital production techniques through production courses completed as an undergraduate or graduate student; or through previously produced long-form digital production work.

Additionally, students who elect this option will complete a minimum of 32 hours of credit (i.e., 27 hours of coursework/9 classes and produce a documentary master's thesis). At least 15 of the required 27 hours of coursework must be at the 400-level, including COM 422 (Proseminar/Theory) and COM 497 (Quantitative Methods). For those who began the program in Fall 2016 or after, either COM 402 (Rhetorical Methods) or COM 473 (Qualitative Methods) is also a required course. A maximum of six credit hours from COM 400 and COM 498 (combined) may be applied toward the degree. A maximum of three credit hours of COM 400 may be applied toward the 400-level hours required for the degree. Credit hours earned in COM 498 and COM 499 may not be counted toward the total 400-level hours required. Students claim no fewer than four and no more than six hours of deferred credit (COM 499), which is awarded when all requirements for the degree program are satisfied and the final thesis is approved by the Graduate School. Deferred credit is not used in computing the cumulative GPA.

Registration for Thesis Work

Students electing the thesis option must register for four to six hours of COM 499: Master's Thesis, as approved by their advisor. Any student using the services of the academic staff or the facilities of the University must be registered for the semester or term during which the services are rendered or the facilities are used. Also, to register for COM 499-001, the student must actually be working on the subject under the direction of his or her thesis advisor. No grade will be given for the course but credit will be entered on the student's record at the time the approved thesis is deposited in the Graduate School office. No credit for COM 499 will be awarded to a student who does not complete a thesis.

The Documentary Thesis Proposal

A thesis proposal functions as a contract between the student and his or her advisory committee. The proposal (also referred to as a "prospectus") clearly explains the research project the student wishes to complete as the culminating experience of the degree program. By writing a clear proposal before the research project is inaugurated, the student is assured that the committee considers the undertaking appropriate and creditable. For a documentary thesis proposal, the student should follow the content outline below, written in thesis format style (<http://grad.illinoisstate.edu/academics/thesis-dissertation/writing.shtml>). The student's Graduate Advisory Committee must approve the title, scope, and design of the documentary proposal before the student may begin his or her project.

- Project Title & One-page Summary of the proposal and project.
- Chapter One--Significance: narrative summary, including citations for sources, of the importance of the documentary topic, method, and/or creative treatment. What does this project contribute to

the field of Documentary Studies? What does this project contribute to the knowledge base of the subject area that is featured/focused upon? What method, sources, evidence, or other components will distinguish this work? Why produce this documentary?

- Chapter Two--Literature Review: narrative summary of existing literature and bibliography, including documentary films or programs, on which the project is based, using APA or Chicago style for works cited.
- Chapter Three--Treatment: narrative description of the proposed work, including citations for reference material as for a conference paper or peer-reviewed publication.

As Appendices

- Media Industry Review & Market Analysis: including comparative analysis of existing works or rationale for producing a documentary in the event it has not been treated before. Also consideration of intended audience, exhibition forums, distribution plans, and goals for distribution.
- Content Sources: listing potential key interview subjects and statement of their commitment to the project; lists and locations of available documents, photographs, artifacts, or similar materials required to complete the project; inventory of evidence in-hand.
- Cost, Budget & Schedule: listing of travel, material, and related costs; available funding and sources for funding (in-hand, in-kind & pending); proposed schedule for pre-production, production, and post-production; listing of all elements completed to date.

-BEA Documentary Preproduction Research Guidelines, 2014

Digital Documentary Thesis Format

Content standards (guided by documentary editorial standards established by PBS, adopted 6/24/2011):

A documentary thesis should be non-fiction only. Works that integrate some fictional elements or create genre hybrids can be considered. Docudramas, reenactments, or performance pieces are not accepted.

Works must be the student's original work, and not previously produced.

Works produced in association with a broadcast station or organizations are acceptable if editorial control was entirely in the hands of the student producer. Instructional films, films made for a client, and sponsored films are not eligible for thesis consideration.

Works of any length will be considered, as long as content meets the advisor's approval.

Precision in editorial standards is especially difficult because it is impossible to articulate every criterion that might enter into the evaluation of the quality and integrity of particular content. Moreover, a criterion considered mandatory for straight news reporting may not always be appropriate for a documentary content.

Content evaluation is an art, not a science; it requires professional judgments about the value of content in relation to a broad range of informational, aesthetic, technical, and other considerations. Your advisor's task in consultation with your committee, therefore, is to weigh the merits of the content assure that, viewed in its entirety, the content it distributes strikes the best balance among these considerations.

We recognize that the producer of documentary content deals neither in absolute truth nor in absolute objectivity. Information is by nature fragmentary; the honesty of content can never be measured by a

precise, scientifically verifiable formula. Therefore, content quality must depend, at bottom, on the producer's professionalism, independence, honesty, integrity, sound judgment, common sense, open mindedness, and intention to inform, not to propagandize.

A documentary producer must neither oversimplify complex situations nor camouflage straightforward facts. A student thesis project must not contain any unfair or misleading presentation of facts, including inaccurate statements of material fact, undocumented statements of fact that appear questionable on their face, misleading juxtapositions, misrepresentations, or distortions.

The documentary thesis should adhere to the principles of transparency and honesty by providing appropriate labels, disclaimers, updates, or other information so that the public plainly understands what it is seeing. For example, content that includes commentary, points of view, or opinion should be appropriately identified, as should all sources of funding. Transparency also suggests producers maximize attribution of information and limit the use of anonymous sourcing to those cases when there is no alternative and the information is essential. Content that contains adult themes or other sensitive material should contain an appropriate disclosure.

The documentary thesis should treat the people who are the subjects of, who appear in, or who are referenced in the content they produce with fairness and respect. Fair treatment of individuals generally requires that a producer represent the words and actions of the people portrayed or identified in a way that presents their strongest case, and gives individuals or organizations that are the subject of attack or criticism an opportunity to respond. Fairness also requires that a producer be willing to consider all relevant information and points of view.

Advances in production technology carry with them the possibility that technique may overwhelm substance, distorting the information, making it technically inaccessible or distracting the public's attention from its central thrust. Neither people nor ideas ought to be victimized by technical trickery. A thesis documentary will be evaluated more on the content of the work, rather than technical proficiency – substance over technique.

Technical standards: Refer to document “PBS Technical Program Standards,” found at <http://www.pbs.org/producing/red-book/>

Thesis Deadlines

It is important to keep track of deadline dates, which are posted on the Graduate School website (<http://grad.illinoisstate.edu/dates/index.shtml>).

Deadline 1: At the beginning of your thesis research, complete and submit the Proposal Approval Form available on the Graduate School website. Completed form is due in Graduate School immediately after a successful defense of the proposal, even if the student will not complete in that semester. The form must include IRB protocol number for human research if required, copyright checklist, and committee and chair/director signatures.

Deadline 2: Obtain the Right to Defend approval as early as possible in the semester you plan to complete your degree -- at the latest by the Right to Defend deadline. All required items must arrive at the Graduate School Office at least 10 working days before your planned defense, and approved at least 7 days prior to the defense. Materials due at this deadline include:

- Completed Right to Defend Checklist

- Completed draft of your thesis (must include all pages, from annotation through chapters and appendices, but exact formatting is not required for the Right to Defend) must be uploaded to ProQuest. The Graduate School offers by reservation an optional format review.
- Copy of your approved thesis proposal form that you received from the Graduate School (if you have misplaced it, contact the thesis assistant at least a week in advance to request a copy) if all members of the committee are the same as on your originally approved proposal, write across the top of the copy “No changes to committee”; if any members have changed since the proposal, write “Committee has changed.”
- A Committee Change form, completed and signed, if any members of the committee have been changed since the proposal.

These materials must be approved by the Graduate School before you defend the thesis. If they are in order you will receive a Right to Defend approval message to your university email account (you may schedule a tentative defense date without the message, but must have the message in-hand to defend).

Deadline 3: Final Deposit of thesis as early as possible in the semester you plan to complete your degree -- at the latest by the Final Deposit deadline. All required items for final deposit must arrive at the Graduate School Office by the deadline. Copies that are missing any signatures will not be accepted. In the event that one or more committee members is not available to sign in person they may authorize another faculty or staff member to sign their name before the deadline by sending an email message from their university account to the signing faculty or staff member with a copy to the thesis examiner. Copies submitted for this deadline must be formatted exactly according to samples and guidelines provided in the Guide for Writers of Master’s Theses or they will not be accepted for completion. Materials due at this deadline include:

- Completed Final Deposit Checklist
- Two final DVD copies of the documentary thesis. These two copies will be sent by the Graduate School to Milner Library after approval.
- The Outcome of Defense form signed by all committee members.
- A new signed copy of that checklist along with any additional required letters only if you added any material after the Right to Defend submission that resulted in a new yes answer on the form.

Required materials must be approved by the Graduate School before your degree can be finalized and recorded.

Review

Students are encouraged to schedule an optional format review to help assure that thesis formatting meets university requirements. The Right to Defend step no longer includes a mandatory format check of a pre-defense draft; however, final copies must still meet all university requirements, and will be checked by the examiner before they are accepted for degree completion. Final copies that do not meet all requirements will not be accepted.

Optional format review is available by reservation only. You do not need to be on campus for the optional review. To schedule an optional review, call the Graduate School front desk (309-438-2583) to see if a time slot is open and to reserve it. There are limits to how many optional reviews can be completed each week, and weeks close to the final copy deposit date fill up very quickly. Each semester the last week of classes, finals week, and the following week (in summer, the last three weeks before the end of summer term) are devoted to checking the final copies of students who are slated to graduate that semester and clearing them for graduation. Optional format reviews will not be available during those periods.

For effective review the document that you submit needs to represent your best try at following all instructions in the list of university-wide requirements. (As much as the examiner would like to help you, she can only review formatting if you have already formatted; otherwise all that she will be able to tell you is that you still need to review the requirements and format everything.)

The examiner is assigned only to identify and bring to your attention any elements of the thesis that need to be changed to meet university requirements. For help with other areas, contact the appropriate university resource: grammar, spelling, writing style, or organization--University Writing Center; Copyright permissions--Milner Library Copyright Officer; Research approvals--thesis advisor, Office of IRB; your discipline's style manual or journal style--thesis advisor and committee members.

Due to the limited availability of time slots, the optional reviews are limited to one per student: requests for repeat reviews will not be accepted.

Thesis Duplication

Costs for producing the documentary and duplicating copies are borne by the student.

The Oral Defense/Thesis Acceptance

At the conclusion of their thesis projects, students must orally present and defend their investigations. The defense of the thesis is open to the academic community of the University. The oral defense must be completed at least one week before the Graduate School deadline for filing the completed thesis. At least 7 days before the planned defense the student must submit an examination copy of the documentary thesis to the Graduate Coordinator and the Graduate Administrative Aide. At the time such copies are filed, the student must also notify members of the SoC that examination copies are available. This notification should indicate the exact date, time, and location of the defense, as well as the title of the thesis. The Oral Defense Announcement is available from the SoC graduate program website and the Graduate Administrative Aide in the SoC office and must be posted on the bulletin board in the main corridor of the 4th floor of Fell Hall.

The student is also responsible for securing an appropriate location for the oral defense (e.g., a conference room such as Fell Hall 446 or 064). The student should contact Graduate Administrative Aide in the SoC for assistance in scheduling an appropriate room.

Following the defense, the student must file in the Graduate School the original and a copy of the approved thesis, with any corrections required by the advisory committee. Before the Graduate School finally accepts a thesis, it will be examined again to verify conformity to University requirements. The original and copy of the thesis will be placed on file in the University library. The completed thesis must meet approved standards of scholarship in the field of Communication. There must be evidence of ability to think logically, to gather and organize material, to draw and defend conclusions, and to present the results of the research procedures in a creditable manner.

To be eligible for degree completion a student must deposit the thesis in the Graduate School office at least 10 days before the end of the semester or term or by the deadlines published by the Graduate School. Theses filed after that date will be credited toward degree completion the following semester or term. A student on academic probation is not eligible to submit a thesis or equivalent for acceptance by the Graduate School.

Electronic Submission of Thesis

The documentary thesis option requires the submission of both a written document and the video documentary through ProQuest.

The document is to be written in thesis format (<http://grad.illinoisstate.edu/academics/thesis-dissertation/writing.shtml>) and is to include the same front matter as a traditional thesis and the proposal document as approved by the student's committee.

- Front Matter (title, abstract, acknowledgments, and table of contents)
- Chapter One--Significance
- Chapter Two--Literature Review
- Chapter Three--Treatment

As Appendices

- Media Industry Review & Market Analysis
- Content Sources
- Cost, Budget & Schedule

All students completing the thesis option are required to submit the document through ProQuest using the following procedures:

- The student will create an account with ProQuest when the first draft of the thesis/dissertation is complete by going to www.etsadmin.com/ilstu and clicking on "submit my dissertation/thesis."
- The student will create an account/profile including: demographics, degree information, abstract, committee, publishing, and copyright information, subject categories, and keywords (FYI – for ProQuest purposes, "publishing" simply means making public.)
- The student will choose a permanent e-mail address for communication with ProQuest.
- The student will upload a draft of thesis in PDF format. ProQuest has a PDF converter, but it sometimes takes a while, so the Graduate School recommends having the document converted already.
- When the first draft is uploaded, the Graduate School will receive notification from ProQuest and will verify that the student has an approved Proposal Approval Form on file. The Graduate School will also confirm that the student has submitted a Degree Audit, and Graduation Application to the Registrar's office. If any of these are not on file, the Graduate School will contact the student.
- If all three items are on file, the Graduate School will send an email to the School's Graduate Coordinator and the student confirming electronic submission of the thesis/dissertation. Copies should be made available through the methods discussed above.
- Students can make revisions to their thesis through the ProQuest system as needed. There is a "use this version" button that they should click on next to the most recent draft.
- When the student is ready to defend their thesis, she or he will deliver the Right to Defend materials to the Graduate School. The Right to Defend checklist is available on the Graduate School website.
- If everything is in order, the Right to Defend is issued, and the student can schedule the defense. The Right to Defend must be received from the Graduate School at least 10 days prior to the defense, and the School will make copies of the thesis publicly available.
- After the student holds their defense, she or he will make final revisions to their thesis, upload the final draft, and submit the final deposit materials to the Graduate School. The final deposit checklist is available on the Graduate School website. Before submitting final deposit materials,

the student has the option of scheduling a format check of their thesis. They can do this by calling the Graduate School at 438-2583. The SoC highly recommends having the format check as it significantly reduces the need for major formatting corrections after the final deposit has been submitted. The Graduate School completes format check of the electronic version, and the student does not need to be present for the format check, but they do need to call us to reserve a time slot. Please remember that the Graduate School can only accommodate a limited number of format checks each week. The Graduate School will send any necessary corrections to the students' ISU email.

- One DVD copy of the final version of the thesis/dissertation will need to be submitted to the Graduate School with the final deposit materials. This copy is sent to Milner Library for circulation there.
- After the thesis/dissertation has been reviewed by the Graduate School, the student will be contacted through their ISU email with any corrections, or to let them know their thesis has been approved.

THE 39-HOUR OPTION

The 39-hour option (with Revised Paper/Project) affords students the opportunity to develop a high level of depth and breadth of knowledge without completing a master's thesis. The 39-hour paper/project revision should be "meaningful."

Course Requirements

Students who select this option must complete a minimum of 39 hours of approved graduate course work. Twenty-seven hours must be at the 400-level, including COM 422 (Proseminar/Theory) and COM 497 (Quantitative Methods). For those who began the program in Fall 2016 or after, either COM 402 (Rhetorical Methods) or COM 473 (Qualitative Methods) is also a required course. No more than three hours of COM 400 may be applied toward the 27 hour of 400-level credits required for the degree. Credit hours earned in COM 498 may not be counted toward the total 400-level hours required.

The Revised Paper/Project

All students who elect the 39-hour option must submit to his or her Graduate Advisor for evaluation a revised seminar paper or seminar project. The 39-hour paper/project revision should be "meaningful." The student and his or her advisor will work together to identify a paper or project for revision and a format for presenting the revised project (e.g., an oral presentation may be required by the advisor). All students beginning the program in Fall 2016 or thereafter must also select a minimum of one additional (or more) member of the graduate faculty to comprise the student's Graduate Advisory Committee. The project must be completed near the middle of the student's last semester in the program. Students considering this option should retain copies of all seminar papers/projects and materials used to complete those papers/projects.

For students who began the program in Summer 2016 or prior, the student's Graduate Advisor must notify the Graduate Coordinator and Graduate Administrative Aide in writing that the student has successfully completed the revised paper requirement. This notification must be on official ISU letterhead.

All students beginning the program in Fall 2016 or thereafter must also select a minimum of one additional (or more) member of the graduate faculty to comprise the student's Graduate Advisory Committee. The student selects a SoC Graduate Faculty member as his/her Graduate Advisor to chair the project. The second faculty member could be a co-chair, but most often will be another committee member the student and advisor have collectively chosen. The Request for Appointment of Graduate Committee form should be completed and submitted to the Graduate Coordinator to report the committee composition. No formal proposal or defense meetings are required (like we do for the thesis option), but two forms will collect committee signatures at two different checkpoints to verify agreement about the upcoming project revisions (39-hour Proposal Approval Form) and to sign off on the final project revisions (39-hour Outcome Approval Form). Each of the required forms is available online (<http://communication.illinoisstate.edu/graduate/advisinggrad.aspx>). In the event of a tie decision between the two committee members, where the chair and second committee member disagree, the Graduate Coordinator will select a Graduate Faculty member to serve as a third reviewer to break the tie decision.

PARTIAL TUITION WAIVERS

The School of Communication (SoC) graduate program offers financial assistance to eligible graduate students in the form of partial tuition waivers. The availability of these funds is always subject to what we receive from Illinois State University each year. Award amounts typically fluctuate each semester due to the number of eligible applicants in our master's program. Recipients and exact award amounts are set by the Award Committee (Graduate Coordinator, Executive Director of the SoC, and Assistant to the Graduate Coordinator).

Required Paperwork

Students must submit an Application for Graduate Tuition Waiver and Statement of Registration Compliance (Selective Service Form), found on our website, to apply for funding by the deadline identified on the form (http://grad.illinoisstate.edu/downloads/tuition_waivers/graduatetuitionwaiver.pdf). The application must be submitted each semester a student desires a tuition waiver. Submission of these forms does not guarantee students will receive an award. There is no guarantee students will receive an increase or even the same award amount each consecutive semester. Submission of these forms acknowledges the student's consent for the Graduate Coordinator to check and monitor the student's grades, class attendance, and other academic-related indicators.

Eligibility Criteria

To be eligible for graduate tuition waivers, students must: 1. Maintain a 3.00 cumulative GPA or higher (students falling below a 3.00 cumulative GPA are not be eligible), 2. Maintain a 3.00 semester GPA or higher (a semester GPA below 3.00 will likely result in a small award or simply no award at all as priority in funding first goes to all students with semester GPAs above 3.00), 3. Not have an assistantship, fellowship, or other award funding full tuition costs, 4. Be accepted to the SoC graduate program, 5. Be enrolled in graduate courses taught in the SoC (or courses outside the SoC we approve to count toward a communication degree, although outside courses may not receive funding priority), and 6. Maintain a record of academic integrity. Meeting these criteria is necessary, but not sufficient, to receive an award. Failure to meet the eligibility criteria can result in a reduction or revocation of funds at any point in the semester. For example, failure to sustain one's eligibility may result in full or partial funding being withdrawn at any point in the semester (i.e., falling below the minimum academic performance standards, quitting the program, committing academic dishonesty, or reducing credit hours enrolled). Once given, awards can be rescinded for failing to meet the criteria or abiding by guidelines set forth in our Graduate Student Handbook as well as all applicable Graduate School and University rules and regulations. Violations of the Code of Student Conduct will likely cause awards to be revoked.

Determination of Award Amounts

Graduate tuition waivers are awarded on a competitive basis to students who show promise for success. Exact award amounts are determined each semester according to: 1. Financial need or situation, 2. Residency status (i.e., in-state or out-of-state residency - including international students), 3. Making satisfactory progress toward completing the degree, and 4. Academic/performance merit (i.e., cumulative and semester GPA). Award amounts are considered private information, and may not be disclosed to any individuals not on the Award Committee. Waivers cover tuition only; students are responsible for paying the required fees.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships at ISU

Graduate assistantships are provided as financial support for selected graduate students. They are intended to facilitate progress towards a graduate degree and assistantship regulations and procedures are designed to promote this academic objective. Such factors as satisfactory academic progress and time to degree are some of the considerations for retaining assistantships. Likewise, work assignments should complement or contribute to academic objectives and should not lead to unsatisfactory academic performance or interfere with completion of a degree in a timely fashion.

Assistantships also provide tuition fellowships in recognition of the scholarly accomplishments of the graduate assistant. Students who are not eligible to hold a graduate assistantship cannot receive these tuition fellowships. However, they may be eligible for Graduate Tuition Waiver Awards (listed under Grants and Scholarships, Graduate Catalog). In addition, students not eligible to hold a graduate assistantship may work as regular student employees.

Teaching assistantships generally require students to be on the same schedule as faculty. This means being on campus at least one week before the start of classes for orientation and training as well as remaining on duty through the final examination period. Responsibilities for some assistantships (e.g., research or administrative/operational assistantships) could include being available during academic program break periods when the University is open. Graduate assistants are not expected to provide services or make up time when the University is on academic closure. Hours, time-off, absences, etc., should be agreed upon between the GA and the appointing unit ahead of time.

An appointment notification can be issued if a student is in default on a student loan, but the default must be cleared in 6 months or the appointment will be terminated. To clear a default a student must obtain a letter from the loan institution which states that the student is making regular payments on the loan and present such proof to the Graduate School. If a student's educational loan has been deferred until completion of his/her graduate study, then the student would not be considered in default of a loan.

GA contracts are not renewable. Employment beyond the dates specified in the GA's current contract results only from a new offer letter and acceptance. The availability of additional semesters of support depends upon factors including but not limited to job performance, academic progress and time to degree, availability of funds, and unit priorities. Units may also set limits on the total number of semesters of GA support for a given degree and/or decline to fund students whose enrollment time (with or without GA support) has exceeded the program's expectations for degree completion.

When are GA's paid? The pay dates for assistantships can be found at:

<http://payroll.illinoisstate.edu/calendar/monthly.shtml>

Assistantship Hours

ISU will limit the number of work hours/week to 28 hours for student employees, graduate assistants, civil service extra-help and all other employees who are not eligible for group health insurance benefits. This action is necessitated by changes in the Affordable Care Act (ACA) and primarily impacts our civil service extra-help staff and a very small percentage of our student employees, but could impact other employment types who work 4.5 months or less or are otherwise ineligible for the State's group health insurance.

Maintaining the Assistantship

Students need to (a) meet the performance criteria expected by the unit providing the assistantship; (b) enroll for 9-12 credit hours (graduate or undergraduate hours including audits, pass/fail, deferred or credit) for spring and fall semesters; (c) maintain an overall minimum GPA of 3.00; and (d) make satisfactory progress towards degree completion as outlined in the Graduate Plan of Study. Students on summer appointments do not need to register for summer session, but need to maintain insurance coverage.

Please note that the Financial Aid Office requires registration of 9 graduate semester hours for fall/spring and 6 in the summer to qualify for full-time financial aid, with part-time requiring 5 in the fall/spring and 3 in the summer.

Not meeting the criteria below may result in termination of the assistantship. Appointing units may contact the Graduate School for exceptions in special cases. The criteria for termination are:

1. Failure to maintain an overall graduate GPA of 3.00 while on an assistantship. If a graduate assistant's semester GPA falls below 3.00 but the cumulative GPA remains at 3.00 or higher, departments/schools should consider whether continuation of the assistantship will interfere with the graduate assistant's future academic progress in the degree program. The Graduate School will not review this decision. If a graduate assistant's cumulative average drops below 3.00, the assistantship should be terminated by the appointing unit. In special circumstances, a request for an exception can be made by e-mail to the Graduate School who will forward the final exception decision to Human Resources.
2. Failure to enroll in 9-12 credit hours of course work for each semester while on an assistantship in the spring and fall unless an exception to academic load has been approved. (See Exceptions to Academic Load). Please note that the Financial Aid Office requires registration of 9 graduate semester hours in fall/spring and 6 in summer to qualify for full time financial aid, and with part-time requiring 5 in fall/spring and 3 in summer.
3. Failure to make satisfactory progress towards degree completion in a timely fashion: e.g., master's students on assistantship must complete a degree within a 2- to 3-year period.
4. Being in default of a student loan which has not been cleared within 6 months of having signed an assistantship appointment notification, and
5. Failure to meet the performance criteria expected by the unit providing the assistantship.
6. Failure to uphold Graduate School, unit/department, and/or University policies, including policies on academic integrity in the Graduate Assistant's own academic work.

A complete overview of graduate assistantship policies is available in the Graduate Assistant Handbook: http://hr.illinoisstate.edu/downloads/GA_Handbook.pdf

Academic Probation

A student must maintain a minimum cumulative GPA of 3.00 in graduate work at ISU to be in Academic Good Standing at the graduate level. Students who fail to meet this requirement will be terminated from

the degree program or placed on academic probation by the Graduate Coordinator and Graduate School. If placed on academic probation, students are provided with a period of time not to exceed 2 academic terms (including summer term, if enrolled) or a number of credit hours not to exceed 12 credits, within which to raise the GPA to the required standard. A student who fails to bring the cumulative GPA up to a minimum of 3.00 during the probationary period will be terminated from the degree program by the Graduate School. A student must be in Academic Good Standing to graduate.

The SoC expects all graduate students to maintain a GPA of 3.00 or above for each semester and for the cumulative. Any graduate student failing to achieve a cumulative or semester GPA of 3.00 or above will be placed on academic probation by the Graduate Coordinator. In other words, students will be placed on academic probation if either the semester or cumulative GPA is below 3.00.

A graduate assistant must maintain at least a 3.00 GPA each semester as well as a 3.00 cumulative GPA in order to keep his/her assistantship. If a graduate assistant's semester GPA drops below 3.00, the assistantship may be terminated or non-renewed. The Graduate Coordinator will decide, on a case-by-case basis, if a graduate assistant with cumulative GPA above 3.00, but a semester GPA below 3.00, should have her/his assistantship terminated or non-renewed. In other words, even if only the semester GPA is below 3.00, the student will definitely go on academic probation and may have the assistantship terminated or non-renewed.

Absence from Class/Office Hours/Other Duties

Graduate Teaching Assistants (GTAs) serve an important teaching role in the classroom, fulfilling a contractual obligation, just like the Faculty members. In the event of an absence, faculty and GTAs are required to fill out a "*Faculty Notice of Absence from Scheduled Duties*" (PERS 943) form. The form must be filled out prior to an absence, if scheduled, or upon returning, if it is an unscheduled absence. The form must be reviewed and signed by the Executive Director of the SoC. This form is located at <http://www.hr.ilstu.edu/downloads/PERS943.pdf>

GTAs are also required to keep the office staff informed of arrangements they have made to cover classes or other obligations they have (e.g., administering exams). During an absence the office will receive several inquiries from students, other faculty, etc., and need to have appropriate information to answer questions. The SoC office also needs to know if GTAs have guest lecturers to ensure guests have all their needs satisfied and questions answered related to parking, room numbers, class size, audiovisual needs, etc. GTAs should do everything they can to make arrangements for a substitute. We will provide GTAs with an Emergency Calling Tree with the names of other GTAs who would be available to teach at the same time they do. If for some reason, GTAs cannot find a substitute, please CALL the SoC Main Office at 438-5898 immediately. Do NOT e-mail one of the office staff as they may be out of the office. If missing more than one class, GTAs must talk with a Course Director so arrangements can be made to ensure that class is covered satisfactorily.

Situations in which GTAs miss teaching classes, holding office hours, or performing another assigned duty should be extremely rare, infrequent, communicated and approved beforehand with the appropriate supervisors, and for reasonable explanations. Reasonable absences do NOT include missing duties for outside employment or consulting, travel unrelated to the GTA appointment or an approved personal emergency, or events that are optional or able to be rescheduled. In sum, we expect GTAs to teach each and every class for which they are being paid (and for which students are paying tuition), to seek and receive permission from the Course Director(s) in a timely manner beforehand whenever possible, and to file the PERS 943 form when any discrepancies occur. In other words, you must both get permission and follow procedures anytime you are unable to meet your assigned duties. Failure to meet these

performance expectations can result in the loss, termination, or non-renewal of an assistantship.

Non-Renewal of the Teaching Contract

According to University Policy, GTAs must remain in good academic standing (cumulative GPA of 3.00 or above), make satisfactory progress towards degree completion, maintain academic integrity in their own academic work, uphold applicable policies set by the Graduate School, SoC, and University, and be enrolled in the required number of credit hours (typically 9 credit hours in Fall and Spring, or 6 in Summer) in order for contracts to be renewed. Please note that in the first semester of the program, the cumulative and semester GPAs are identical. In addition to meeting this standard, GTAs must also meet the professional responsibilities and performance criteria expected by the SoC.

Sometimes, a situation will arise that indicates a GTA is not fulfilling her or his responsibilities as a representative of the SoC. These situations might include (but are not limited to) the following: cancellation of classes, failure to submit PERS 943 forms documenting absences in a timely manner, refusal to follow standardized expectations and assignments as established for the course in the student workbook, failure to maintain office hours, repeated absences in professional development seminars (COM 392.08), failure to meet non-teaching assignment responsibilities, acts of academic dishonesty, or violations of SoC, Graduate School, or University policies or applicable local, state or federal laws. In such cases, the GTA will be provided with notice and given an opportunity to respond, which does not have to be in person. In rare instances, the GTA may be suspended from his/her duties during the period of investigation. Based on the information and documentation of the situation, a decision about the GTA's status will be made by the Graduate Coordinator and Executive Director of the SoC.

Please see the Graduate School's *Graduate Assistant Handbook* and the *COM 110 GTA Handbook* for more detailed explanation, procedures, and policies concerning assistantship non-renewal, termination, and resignation.

GTA Office FERPA Compliance Policy

Federal laws state that students' educational records are protected from being shared without their consent. However, there are certain exceptions. According to Illinois State University's policies regarding FERPA, "The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position...or assisting another school official in performing his or her tasks." Also, "Education records may be shared among University faculty and staff as necessary to carry out the responsibilities of their position. **However, take precautions to guarantee the security of the student data being shared.**"

The open space of the GTA offices often precludes private conversations and there is an occasional need to share protected information (e.g., peer mentees asking peer mentors for help when describing a struggling student and needing to give details about the student's academic performance). GTAs are expected to hold office hours and meet with undergraduate students who are enrolled in their classes in these office spaces. However, other people who are not employed by the School of Communication should **not** be in GTA offices. This is to avoid FERPA violations and protect both you as a GTA and the School of Communication. If you have further questions about Illinois State's FERPA policy, you can find more information at <http://registrar.illinoisstate.edu/ferpa/>

SPEECH LAB/COMMUNICATION RESOURCE CENTER

As part of a graduate assistant assignment in SoC, graduate assistants may be responsible for providing individual feedback in the speech laboratory to students during scheduled times throughout the semester, and assigned to work in that lab as part of their regularly averaged 20-hour-per-week duties. Criteria for working in the lab involves approaching this assignment as a paid job in which professionalism is vital. Although graduate assistants are considered “exempt” and do not report time to receive payment, the work that is completed in the SoC Speech Lab is broken down by designated “shift” times. The shifts refer to the number of weekly hours they are scheduled to work in the lab to assist students.

Please keep in mind the following guidelines and expectations of this component of the assistantship:

- Graduate assistants must work the number of hours they are assigned to the Speech Lab each and every week during the semester;
- Graduate assistants are expected to work the hours they are assigned to the Speech Lab during “shift” times that have been assigned and approved by Speech Lab supervisors. In rare cases that have been explicitly communicated with and approved by a supervisor, arrangements should be made for any missed shift time to be covered by another qualified Speech Lab worker. In cases where approval has been received to trade shifts or assigned time has been missed, arrangements should be approved by a supervisor to make-up all time so that the graduate assistant ends up working the number of hours for which she/he is being paid.
- Graduate assistants must be punctual in arriving on time for each shift of work they are assigned;
- Any breaks should be extremely short, infrequent, and with the explicit approval of a supervisor as shifts of less than 4 hours do not receive assigned break time;
- Graduate assistants are required to complete and file a PERS 943 form for any missed time or shifts as well as for situations in which shifts have been traded, since the PERS 943 form functions as a GTAs timecard. The PERS 943 form must be approved by the appropriate supervisors and filed in a timely manner beforehand.

In sum, we expect graduate assistants to work the number of hours for which they are being paid, work during the shift times they have been assigned, and to file the PERS 943 form when any discrepancies occur. Failure to meet these performance expectations can result in the loss or termination of an assistantship.

CONFERENCE TRAVEL

Travel Guidelines for GTAs

In order to procure money from the SoC for travel, GTAs must follow these guidelines:

- Submit an encumbrance form to the Graduate Administrative Aide (by **October 15** for NCA or **March 10** for CSCA). Students who do not submit an encumbrance form by this deadline may not be reimbursed.
- Register for the conference early enough to receive the discounted rate.
- Work at least 2 hours in the Speech Lab/Communication Resource Center to sell Workbooks (if not already assigned speech lab).
- Provide conference reimbursement documents (See Policy below).

GTAs who satisfy these criteria will be eligible for reimbursement from the SoC for one conference (National Communication Association). Specifically, GTAs may be reimbursed up to \$600 if they present at NCA. GTAs may be reimbursed up to \$400 if they are not presenting, but wish to attend. All reimbursements are contingent upon available funding (amount of funds may change yearly due to location/expense of conferences). In addition, if GTAs satisfying the criteria above do not attend NCA, but attend the Central States Communication Association regional conference (CSCA), and the Graduate Student Association does not already provide funding, GTAs may be eligible for reimbursement up to \$300 for presenters and \$150 for non-presenters. Given that this travel may rely on proceeds generated from the sale of the COM 110 supplementary materials packet, only GTAs currently teaching COM 110 receive priority eligibility for these funds.

Travel Guidelines for Graduate Students

Depending on the amount of funding the Graduate Student Association receives from the Academic Registered Student Organization Fee Board, we are occasionally in a position to: fund GTA travel to both NCA and CSCA, assist with funding conference travel to NCA and/or CSCA for non-GTAs, or reimburse expenses beyond the limits specified in the section above. While GTAs receive priority eligibility for travel funds, non-GTAs may also receive funding when funds are available; however, only GTAs currently teaching COM 110 will be eligible for reimbursement of membership dues.

Conference Reimbursement Documentation Policy

Reimbursement for graduate student travel to academic conferences (e.g., NCA or CSCA) is dependent upon the graduate student being able to provide the Graduate Coordinator documentation that the student attended at least one conference session on each non-travel day and, for GTAs, attended at least one session on the basic communication course.

Any day of the trip, other than a day of travel, should be spent attending at least one academic session at the conference. If the student is presenting during a session, that will count as a session attended. GTAs must attend at least one session about the basic communication course, which could be the basic course business meeting.

Documentation for sessions attended (where the student is not presenting) will, at a minimum, take the form of an itemized list of all sessions attended that would be turned in along with the Travel Voucher. Additional documentation could include one or more of the following: the business card of a session presenter, notes taken during the session, copies of papers collected during the session, business meeting agendas and/or minutes, the signature of a session presenter, or photos of the session. Verification of

attendance by an ISU graduate faculty member who was also in attendance can serve as additional documentation. Please note that the responsibility lies with the student, not the faculty member, to provide such verification. Be sure to grab a signature from the faculty member as students cannot rely on faculty to remember and report attendance.

Travel Voucher Submission

The purpose of the travel voucher is to reimburse *University Employees* in whole or part per SoC guidelines for travel expenses related to university business (e.g., conferences). It is the responsibility of the traveler to complete the travel voucher. Instructions for completing travel vouchers are at <http://www.comptroller.ilstu.edu/faculty/travel/reimbursements-travel.shtml>. Receipts from professional or departmental travel must be submitted not more than 30 days from the date of travel in order to ensure reimbursement and to avoid income tax penalties charged after 60 days. The 60-day IRS clock begins the day that the traveler returns home to headquarters and ends the day the Comptroller's Office receives the travel voucher.

For all professional travel, submit your completed travel voucher (available electronically at <http://www.comptroller.ilstu.edu/downloads/TravelVoucher2009.xls> ; this form changes usually in mid-fiscal year, so make sure that you are using the most current form) and receipts to the Graduate Administrative Aide, who will process the completed voucher and receipts for reimbursement based on budgeted resources and guidelines. Include registration costs on the travel voucher and provide receipts. It is the traveler's responsibility to include all relevant supporting documentation (hotel folio, conference agenda if presenting at a panel, airline ticket purchase receipts, baggage receipts, car rental receipts, credit card receipts, parking receipts, tollway receipts). Failure to include all documentation will delay processing of your reimbursements.

AUTHORSHIP POLICY FOR FACULTY WORKING WITH STUDENTS TOWARD PUBLICATION

Authorship can be one of the most contentious yet least-discussed facets of academic publication, and remains an important way of acknowledging the various efforts of involved scholars. This policy sets forth information and guidelines regarding authorship within the School of Communication. In short, faculty authorship with students should not be required or expected for projects completed in the course of regular, paid contractual instructional duties or time; and, authorship should be discussed and mutually agreed upon for other types of projects before the project commences. The aim of this policy is to protect student authorship rights rather than to penalize faculty or prohibit collaborative research.

Authorship Contributions

According to the American Psychological Association, “Authorship credit should reflect the individual's contribution to the study. An author is considered anyone involved with initial research design, data analysis, manuscript drafting, and final approval. However, the following do not necessarily qualify for authorship: providing funding or resources, mentorship, or contributing research but not helping with the publication itself.” The APA has a helpful worksheet to aid in determining authorship order, which may be used before starting a project or upon its completion to assess relative involvement of coauthors and subsequent authorship ordering (<http://www.apa.org/science/leadership/students/authorship-determination.pdf>).

First author. The first author is the driving force of the project and publication, contributing the project's concept and primary efforts in conducting the scholarship. Typically, the first author assumes responsibility for the publication, making sure that data are accurate, all deserving authors have been credited, all authors have given their approval to the final draft; and handles responses to inquiries after the manuscript is published. For scheduled course projects and degree-projects (i.e., theses, 39-hour projects, creative works, documentaries), the student scholar is expected to serve as first author, and should always retain first authorship.

Co-authors. Second and subsequent authorship reflects engagement in the project in the form of data analysis, contributions to the manuscript, editing, and efforts in submitting, revising, and ultimate acceptance of a publication. Merely aiding in data collection, particularly when done so for predetermined compensation (e.g., paid undergraduate assistants, work done as an assigned research assistant) or mentorship or guidance toward the final product does not automatically merit authorship credit.

General Guidelines for Authorship

Students and faculty should openly discuss expectations regarding contributions and authorship issues *before beginning a project*. While these issues can often be readily addressed a priori, they can be more challenging and emotionally/professionally loaded post hoc. Faculty and students could complete an authorship agreement before undertaking the research to help formalize authorship issues, as well as expected workloads and contributions (<http://www.apa.org/science/leadership/students/authorship-agreement.pdf>). Authorship opportunities with students can be encouraged, but should not be required or expected. Thus, faculty should never feel pressured to work with students on projects, and certainly students should never feel obligated to work with faculty on research projects. Both parties should enter into an agreement voluntarily and mutually. In general, including faculty as an author from a class paper or project is not expected given it is part of their paid teaching duties; but substantive efforts after the course has been completed (e.g., aid with submission, revisions, additional analysis) may be grounds for

students to consider inviting the faculty member to be a co-author. The following article addresses student authorship issues: <http://www.apa.org/research/responsible/reflections-authorship.pdf>.

SoC Authorship Policy for Faculty Working with Students

For faculty members to receive authorship credit, the faculty must make scholarly contributions that contribute directly to the student paper or project *and* go beyond the role a reviewer of a paper would typically perform. In other words, merely serving in the role of instructor, advisor, or committee member would not constitute grounds for authorship credit, unless scholarly contributions by the faculty member are made to the paper or project in a manner similar to how a faculty member would receive authorship on a paper or project in which no student authors were involved. *In all such cases, faculty members should be clear and upfront about authorship expectations with students to avoid any potential misunderstandings.*

If faculty members provide feedback or assistance on a student research paper or project within the scope of paid instructional duties (i.e., providing feedback or oversight on a student paper or project required as an assignment in a scheduled course taught by the instructor), then exclusive authorship rights should rest with the student, and there should be no assumption of or pressure for co-authorship. No differences in credit or extra-credit should hinge on authorship agreements. Once a course ends and final grades are submitted, any further contributions to the student's paper or project can be pre-negotiated for co-authorship credit with the consent of the student.

If instructors design assignments for a class such that students enrolled in the course have the opportunity to be co-authors with the instructor to complete the assignment or the course successfully, course syllabi and seminar descriptions should clearly forewarn students that assigned projects entail collaborative research with faculty co-authorship expectations. Students should retain first authorship rights unless otherwise specifically pre-negotiated. Even if options for co-authorship with the instructor are present within assignment guidelines, equitable options for completing the assignment without co-authorship should also exist whenever possible, without penalty for choosing that option.

If the faculty member is advising, overseeing, or involved with a student paper or project outside the bounds of paid duties, but still considered within the realm of teaching (i.e., independent study, thesis, 39-hour project, professional practice), there should be no assumption of or pressure for co-authorship unless negotiated with the student ahead of time and documented in the independent study or professional practice forms. If co-authorship has not been pre-negotiated in such situations and the faculty member has already agreed to supervise the project, students should not be pressured to offer co-authorship to faculty members in order to earn credit hours or complete their degree. Furthermore, faculty evaluation or assessment of student work should not hinge on or be influenced by authorship agreements.

Any other situations, such as projects not tied to credit hours or degree completion, are completely open to pre-negotiation for co-authorship and authorship order.

(Approved by Graduate Faculty, Spring 2016)

APPENDIX A

25 Graduate Seminars Offered

- COM 402 Seminar in Rhetorical Communication Research Methods (Required, or 473)
- COM 409 Seminar in Health Communication
- COM 410 Seminar in Family Communication
- COM 418 Foundations of Mediated Communication
- COM 422 Proseminar in Communication Philosophy and Theory (Required for all 1st years)
- COM 424 Seminar in Persuasion
- COM 433 Seminar in Leadership Communication
- COM 435 Communication Training and Development
- COM 436 Advanced Message Design
- COM 460 Seminar in Mass Communication
- COM 462 Seminar in Critical Studies in Mass Communication
- COM 463 Seminar in Mass Media Effects
- COM 472 Seminar in Intercultural/Interethnic Communication
- COM 473 Seminar in Qualitative Communication Research Methods (Required, or 402)
- COM 474 Seminar in Interpersonal Communication
- COM 475 Seminar in Public Relations
- COM 478 Seminar in Public Relations Research: Case Studies
- COM 481 Seminar in Communication Education: Communication Pedagogy
- COM 482 Seminar in Communication Education: Communication Assessment
- COM 483 Seminar in Communication Education: Instructional Communication
- COM 492 Seminar in Communication Theory
- COM 494 Seminar in Small Group Communication
- COM 495 Seminar in Organizational Communication
- COM 496 Seminar in Rhetorical Theory
- COM 497 Seminar in Quantitative Communication Research Methods (Required for all 1st years)

Elective Graduate Seminar Topics

COM 409 Seminar in Health Communication

COM 410 Seminar in Family Communication

COM 418 Foundations of Mediated Communication

(topic always varies: theory; hyperpersonal model; media ecology)

COM 424 Seminar in Persuasion

COM 433 Seminar in Leadership Communication

COM 435 Communication Training and Development

COM 436 Advanced Message Design

(topic can vary: development of mediated message)

COM 460 Seminar in Mass Communication

(topic can vary: humor and politics; historical and theoretical perspectives)

COM 462 Seminar in Critical Studies in Mass Communication

(topic varies: television analysis and criticism; representations of race, class, and gender in media; ethical considerations in converged media)

COM 463 Seminar in Mass Media Effects

COM 472 Seminar in Intercultural/Interethnic Communication

COM 474 Seminar in Interpersonal Communication

(topic always varies: the dark side; emotions; general survey)

COM 475 Seminar in Public Relations

(topic can vary: corporate identity, image, and reputation; power, ethics and public relations)

COM 478 Seminar in Public Relations Research: Case Studies

(topic can vary: narrative, metaphor, and archetype; crisis communication)

COM 481 Seminar in Communication Education: Communication Pedagogy

COM 482 Seminar in Communication Education: Communication Assessment

COM 483 Seminar in Communication Education: Instructional Communication

COM 492 Seminar in Communication Theory

(topic always varies: social construction of reality; the power of myth; the pedagogy of civic and political engagement; popular song as a symbol system)

COM 494 Seminar in Small Group Communication

(topic always varies: general survey; narratives and dark side)

COM 495 Seminar in Organizational Communication

(topic can vary: communication in secret societies; applied organizational research)

COM 496 Seminar in Rhetorical Theory

(topic usually varies: rhetoric and Marxism; rhetoric and social protest; the rhetoric of magic; the rhetoric of social class; postcolonial theory and criticism)

Typical Rotation of Graduate Seminars

- COM 402 Seminar in Rhetorical Communication Research Methods (Fall semester)
- COM 409 Seminar in Health Communication (Fall semester)
- COM 410 Seminar in Family Communication (Spring semester)
- COM 418 Foundations of Mediated Communication (Fall and/or Spring semester)
- COM 422 Proseminar in Communication Philosophy and Theory (Fall semester only)
- COM 424 Seminar in Persuasion (Fall or Spring semester)
- COM 433 Seminar in Leadership Communication (Spring semester)
- COM 435 Communication Training and Development (Fall semester)
- COM 436 Advanced Message Design (Spring semester)
- COM 460 Seminar in Mass Communication (Fall semester)
- COM 462 Seminar in Critical Studies in Mass Communication (Fall and/or Spring semester)
- COM 463 Seminar in Mass Media Effects (Spring semester)
- COM 472 Seminar in Intercultural/Interethnic Communication (Spring semester)
- COM 473 Seminar in Qualitative Communication Research Methods (Fall semester)
- COM 474 Seminar in Interpersonal Communication (Fall and Spring semesters)
- COM 475 Seminar in Public Relations (Fall or Spring semester)
- COM 478 Seminar in Public Relations Research: Case Studies (Spring semester)
- COM 481 Seminar in Communication Education: Communication Pedagogy (Spring semester)
- COM 482 Seminar in Communication Education: Communication Assessment (Spring semester)
- COM 483 Seminar in Communication Education: Instructional Communication (Fall semester)
- COM 492 Seminar in Communication Theory (Fall and Spring semesters)
- COM 494 Seminar in Small Group Communication (Fall semester)
- COM 495 Seminar in Organizational Communication (Fall or Spring semester)
- COM 496 Seminar in Rhetorical Theory (Spring semester)
- COM 497 Seminar in Quantitative Communication Research Methods (Spring semester only)

Typical Rotation of 300-Level Graduate Courses

COM 302 Communication Criticism (Fall semester)
COM 303 Controversy and Contemporary Society (Fall and Spring semesters)
COM 304 Freedom of Speech and Press (Fall semester)
COM 312 Broadcast History (Fall semester)
COM 317 Digital Post Production (Fall and Spring semesters)
COM 318 Social Dynamics of Communication Technologies (Fall or Spring semester)
COM 319 Motion Graphics and Visual Effects (Spring semester)
COM 320 Mass Media: Cultural Criticism and Problems (Fall and Spring semesters)
COM 321 Campaign Communication and Message Design (Fall or Spring semesters)
COM 323 Theory and Research in Small Group Communication (Fall and Spring semesters)
COM 324 Theory and Research in Persuasion (Fall semester)
COM 325 Theory and Research in Interpersonal Communication (Fall semester)
COM 328 Negotiation (Spring semester)
COM 329 Organizational Communication (Fall and Spring semesters)
COM 331 Human Communication and the Aging Process (Fall or Spring semester)
COM 350 Documentary Film History and Theory
COM 351 Advanced Writing for Mass Media (Fall and Spring semesters)
COM 352 Documentary Production on Social and Political Issues (Fall semester)
COM 355 International Public Relations (Fall and Spring semesters)
COM 356 Executive Speechwriting (Fall semester)
COM 360 Mass Media: Theory and Effects (Fall and Spring semesters)
COM 361 Mass Media Law, Policy, & Ethics (Fall and Spring semesters)
COM 362 Non-Broadcast Television (Spring semester)
COM 364 Broadcast Management (Fall or Spring semester)
COM 365 Newspaper Design and Graphics
COM 366 Web Production and Design (Fall and Spring semesters)
COM 367 Ethical Problems in Mass Media (Fall and Spring semesters)
COM 369 International Communication Systems
COM 370 Psychology of Language (Fall and Spring semesters)
COM 371 Political Communication (Fall and Spring semesters)
COM 372 Theory and Research in Intercultural Communication (Spring semester)
COM 373 Internal Public Relations
COM 375 Communication and Leadership (Fall and Spring semesters)
COM 381 Issues in the Teaching of Communication (Fall semester)
COM 385 Editorial and Feature Writing (Spring semester)
COM 390 Topics in Contemporary Communication Issues (Fall or Spring semester)

Suggested Graduate Courses Based on Interest Area

Organizational Communication

COM 495 Seminar in Organizational Communication
COM 433 Seminar in Leadership Communication
COM 435 Communication Training and Development
COM 494 Seminar in Small Group Communication
COM 424 Seminar in Persuasion
COM 473 Seminar in Qualitative Communication Research Methods
COM 472 Seminar in Intercultural/Interethnic Communication
COM 409 Seminar in Health Communication
COM 474 Seminar in Interpersonal Communication
COM 475 Seminar in Public Relations
COM 478 Seminar in Public Relations Research: Case Studies
COM 436 Advanced Message Design
COM 329 Organizational Communication
COM 375 Communication and Leadership
COM 483 Seminar in Communication Education: Instructional Communication

Instructional Communication

COM 481 Seminar in Communication Education: Communication Pedagogy
COM 482 Seminar in Communication Education: Communication Assessment
COM 483 Seminar in Communication Education: Instructional Communication
COM 492 Seminar in Communication Theory
COM 494 Seminar in Small Group Communication
COM 435 Communication Training and Development
COM 474 Seminar in Interpersonal Communication
COM 472 Seminar in Intercultural/Interethnic Communication
COM 424 Seminar in Persuasion
COM 473 Seminar in Qualitative Communication Research Methods
COM 433 Seminar in Leadership Communication
COM 495 Seminar in Organizational Communication
COM 328 Negotiation
COM 418 Foundations of Mediated Communication

Interpersonal Communication

COM 474 Seminar in Interpersonal Communication
COM 410 Seminar in Family Communication
COM 325 Theory and Research in Interpersonal Communication
COM 328 Negotiation
COM 331 Human Communication and the Aging Process
COM 409 Seminar in Health Communication
COM 492 Seminar in Communication Theory
COM 424 Seminar in Persuasion
COM 494 Seminar in Small Group Communication
COM 472 Seminar in Intercultural/Interethnic Communication
COM 473 Seminar in Qualitative Communication Research Methods
COM 418 Foundations of Mediated Communication
COM 433 Seminar in Leadership Communication
COM 483 Seminar in Communication Education: Instructional Communication

Suggested Graduate Courses Based on Interest Area (continued)

Public Relations

COM 475 Seminar in Public Relations
COM 478 Seminar in Public Relations Research: Case Studies
COM 436 Advanced Message Design
COM 473 Seminar in Qualitative Communication Research Methods
COM 402 Seminar in Rhetorical Communication Research Methods
COM 355 International Public Relations
COM 373 Internal Public Relations
COM 356 Executive Speechwriting
COM 495 Seminar in Organizational Communication
COM 424 Seminar in Persuasion
COM 472 Seminar in Intercultural/Interethnic Communication
COM 371 Political Communication
COM 385 Editorial and Feature Writing

Mass Communication

COM 460 Seminar in Mass Communication
COM 462 Seminar in Critical Studies in Mass Communication
COM 463 Seminar in Mass Media Effects
COM 418 Foundations of Mediated Communication
COM 492 Seminar in Communication Theory
COM 473 Seminar in Qualitative Communication Research Methods
COM 402 Seminar in Rhetorical Communication Research Methods
COM 360 Mass Media: Theory and Effects
COM 361 Mass Media Law, Policy, & Ethics
COM 304 Freedom of Speech and Press
COM 312 Broadcast History
COM 317 Digital Post Production
COM 319 Motion Graphics and Visual Effects
COM 350 Documentary Film History and Theory
COM 320 Mass Media: Cultural Criticism and Problems
COM 351 Advanced Writing for Mass Media
COM 352 Documentary Production on Social and Political Issues
COM 362 Non-Broadcast Television
COM 364 Broadcast Management
COM 367 Ethical Problems in Mass Media
COM 385 Editorial and Feature Writing

Rhetoric

COM 496 Seminar in Rhetorical Theory
COM 402 Seminar in Rhetorical Communication Research Methods
COM 492 Seminar in Communication Theory
COM 371 Political Communication
COM 424 Seminar in Persuasion
COM 462 Seminar in Critical Studies in Mass Communication
COM 302 Communication Criticism
COM 303 Controversy and Contemporary Society
COM 370 Psychology of Language

APPENDIX B

Schedule for Full-Time Graduate Students

Thesis Option (9 courses plus the Master's thesis)

Fall semester of 1 st year:	COM 422 (required), COM 402 or COM 473, Elective
Spring semester of 1 st year:	COM 497 (required), Elective, Elective
Fall semester of 2 nd year:	Elective, Elective, COM 499
Spring semester of 2 nd year:	Elective, COM 499

39-hour Option (13 courses plus the 39-hour project)

Fall semester of 1 st year:	COM 422 (required), COM 402 or COM 473, Elective
Spring semester of 1 st year:	COM 497 (required), Elective, Elective
Fall semester of 2 nd year:	Elective, Elective, Elective, Elective
Spring semester of 2 nd year:	Elective, Elective, Elective

*No more than 12 hours of 300-level course work may be applied toward the degree.

**Students may complete course work during Summer semester between the first and second years in the program to reduce the course load in the second year of study.

Typical Assignment Schedule for Graduate Teaching Assistants (20 hours per week)

Fall semester of 1 st year:	COM 110 (10 hours), Mentor (5 hours), Other (5 hours)
Spring semester of 1 st year:	COM 110 (10 hours), COM 110 or Other (10 hours)
Fall semester of 2 nd year:	COM 110 (10 hours), COM 110 or Other (10 hours)
Spring semester of 2 nd year:	COM 110 (10 hours), COM 110 or Other (10 hours)

*Other assignment in first semester is typically working in the Speech Lab/Communication Resource Center, assisting in a large lecture (COM 111, 160, 178, 223, or 229), or coaching Forensics or Debate.

**Some GTAs have assignments in addition to or in place of COM 110 with SMACC, Advisement Center, Field Experiences, COM 161 Convergent Media Writing, COM 123 Interpersonal Communication (second semester or after), Assistant Basic Course Director (second year only), WZND, TV-10, or Forensics or Debate.

APPENDIX C

Checklist for Enrolling in 300-Level Courses for Graduate Credit

Requirements:

1. In order to count toward a graduate degree, a 300-level course must be listed in the *Graduate Catalog*. Although many 300-level courses in the School of Communication are available for graduate credit, some are not (e.g., COM 378 is *not* available for graduate credit).
2. To earn graduate credit, a course must be taught by a member of the Graduate Faculty. When in doubt, check with the instructor of the course or the Graduate Coordinator. Members of the graduate faculty are also listed in the *Graduate Catalog*.
3. It is the responsibility of a graduate student in a 300-level course to inform the instructor of his or her graduate student status at the beginning of the semester. To receive graduate credit for a 300-level course, graduate students are required to complete one or more special assignments beyond what is required of undergraduate students. These additional requirements are normally listed on the course syllabus, but you should clarify them with the instructor early in the semester.
4. **No more than** 12 hours of 300-level course work (i.e., four courses) may be included in a Graduate Degree Audit. In most cases, graduate students should take no more than one or two 300-level courses. Students should consult their Graduate Advisor or the Graduate Coordinator prior to enrolling in a 300-level course.

Advice from the Graduate Coordinator:

1. Keep in mind that we do not offer 400-level courses (aside from 400, 498, and 499) during the Summer semesters. Thus, 300-level courses for graduate credit are your only options during a Summer term. Saving a couple of your 300-level credits for Summer may be a wise idea.
2. Since 300-level courses are populated primarily by undergraduate students, 400-level courses tend to be much smaller and more geared toward graduate students in terms of readings, discussions, and assignments. Thus, if we offer courses in the same content area at both the 300 and 400 level, graduate students should consider taking the 400-level version of that content.
3. Some content areas are offered at either the 300 or 400-level, but not both (e.g., 328 and 331 have no 400-level equivalents).

APPENDIX D

Possible Advisors & Committee Members by Topic Area or Methodology				
<i>COMMUNICATION EDUCATION</i>				
Cheri Simonds	Steve Hunt	John Hooker	Kevin Meyer	
<i>COMMUNICATION THEORY</i>				
John Baldwin	Phil Chidester	Joe Zompetti	Kevin Meyer	Brent Simonds
		Lauren Bratslavsky		
<i>DOCUMENTARIES</i>				
	John McHale	Brent Simonds	Maria Moore	
<i>FAMILY COMMUNICATION</i>				
	Lindsey Thomas	Aimee Miller-Ott		
<i>HEALTH COMMUNICATION</i>				
Aimee Miller-Ott	Lance Lippert	Kevin Meyer	Cochece Davis	Lindsey Thomas
<i>INTERCULTURAL COMMUNICATION</i>				
John Baldwin	Jong Kang	Joe Zompetti	Jeff Courtright	
<i>INTERPERSONAL COMMUNICATION</i>				
Lindsey Thomas	Aimee Miller-Ott	Cochece Davis	Kevin Meyer	
<i>JOURNALISM</i>				
John Huxford	Megan Hopper	Lauren Bratslavsky	Phil Chidester	Maria Moore
		John McHale		
<i>MASS COMMUNICATION</i>				
Joe Blaney	Jong Kang	John McHale	Brent Simonds	Phil Chidester
Maria Moore	Lauren Bratslavsky	Megan Hopper	John Huxford	
<i>MEDIATED COMMUNICATION</i>				
Aimee Miller-Ott	Caleb Carr	Brent Simonds	John Hooker	
<i>NONVERBAL COMMUNICATION</i>				
	Cochece Davis	Aimee Miller-Ott		
<i>ORGANIZATIONAL COMMUNICATION</i>				
Lance Lippert	Cochece Davis	Caleb Carr	Kevin Meyer	Pete Smudde
<i>PERSUASION</i>				
	Steve Hunt	Joe Zompetti	Kevin Meyer	
<i>POLITICAL COMMUNICATION</i>				
John McHale	Joe Blaney	Joe Zompetti	Steve Hunt	
<i>PUBLIC RELATIONS</i>				
	Pete Smudde	Jeff Courtright	Becky Hayes	
<i>QUALITATIVE METHODS</i>				
John Baldwin	Lance Lippert	Cheri Simonds	Aimee Miller-Ott	Becky Hayes
		Lindsey Thomas		
<i>QUANTITATIVE METHODS</i>				
Jong Kang	Kevin Meyer	John Hooker	Caleb Carr	Cochece Davis
	Steve Hunt	Aimee Miller-Ott	Lindsey Thomas	
<i>RHETORICAL METHODS</i>				
		Joe Zompetti		
<i>RHETORIC & PUBLIC ADDRESS</i>				
Joe Zompetti	Phil Chidester	Pete Smudde	Steve Hunt	
<i>SMALL GROUP COMMUNICATION</i>				
	Kevin Meyer	Aimee Miller-Ott	Cochece Davis	
<i>SOCIAL MEDIA</i>				
	Becky Hayes	Steve Hunt	John Hooker	
<i>TRAINING & DEVELOPMENT</i>				
	Lance Lippert	Cheri Simonds	John Hooker	

APPENDIX E

Graduate Faculty Profiles

John Baldwin, Ph.D., Arizona State University

Dr. Baldwin is Professor of Communication at Illinois State University. He teaches communication theory and intercultural communication at graduate and undergraduate levels. His research and teaching interests include domestic and international diversity (e.g., interethnic and intercultural communication, cultural adjustment), especially issues of group difference and prejudice. He has multiple journal articles as well as book chapters in intercultural communication readers. He co-edited a book that analyzes the notion of “culture” from several different disciplinary perspectives, and recently published an undergraduate intercultural communication textbook. He is also interested in the social construction of “gender” and “race” in Latin America, including their construction through Brazilian popular music. He is conversational in Spanish and Portuguese.

Joseph Blaney, Ph.D., University of Missouri

Dr. Blaney received his Ph.D. at the University of Missouri in mass communication and political communication. His many scholarly publications include articles in *International Journal of Media and Cultural Politics*, *Public Relations Review*, *Quarterly Journal of Speech*, *Communication Quarterly*, *Political Communication*, and *Journal of Radio and Audio Media*, as well as seven books: *Campaign '96*, *The Clinton Scandals and the Politics of Image Restoration*, *Technological Issues in Broadcast Education*, *The Rhetoric of Pope John Paul II*, *Screaming for Change*, *Repairing the Athlete's Image*, and *Putting Image Repair to the Test*. He is the immediate past editor of the *Journal of Radio and Audio Media*. Dr. Blaney has taught campaign message design, mass communication theory and effects, media criticism, media and society, introduction to media, media writing, radio production, broadcast announcing, freedom of speech and press, and several different graduate seminars. His professional background includes radio stints in St. Louis, Boston, Providence, Chicago, and suburban Chicago. Dr. Blaney currently serves as Associate Dean of ISU's College of Arts and Sciences.

Lauren Bratslavsky, Ph.D., University of Oregon

Dr. Lauren Bratslavsky is an Assistant Professor of Mass Communication. She received her doctorate from the University of Oregon and her dissertation about the history of archiving television won the best dissertation award from the Broadcast Education Association in 2014. Among her conference papers and publications are topics such as radio and television history, representations of class in contemporary sitcoms, feminist approaches to media, and satirical news. She is a research associate with the Library of Congress's Radio Preservation Task Force and is currently participating in planning the next conference. Broadly, her research interests include broadcast history, media literacy, television studies, political economy of communication, media ecology, and the theory and practice of archives. Her professional background includes times at public access television, community media, and non-profit communication work.

Caleb T. Carr, Ph.D., Michigan State University

Dr. Carr is an Associate Professor at Illinois State University, where he studies and teaches computer-mediated communication and organizational communication. He has taught both on-ground and online courses in many subject areas, including communication, media history and effects, telecommunication, and management. His research into mediated intrapersonal and interpersonal communication--specifically the development, maintenance, and perception of identity online--has been published in several outlets, including the *Journal of Computer-Mediated Communication*, *Human Communication Research*, and *Communication Research*; several book chapters; and regular presentations at meetings of the

International and National Communication Associations. His current projects focus on how online identity cues affect employers' and self perceptions.

Phil Chidester, Ph.D., University of Kansas

Dr. Chidester recently completed a doctorate degree in communication studies at the University of Kansas, where he was the recipient of both the Conboy Leadership Award and the Giffin Research Award as the department's top student researcher. He earned a bachelor's degree in communication at Southern Utah University in 1990 and a master's degree in communication studies at the University of Kansas in 2002. Prior to his enrollment in graduate school, Phil served as a reporter and staff writer at a daily regional newspaper and as a lecturer of communication and director of advancement relations at Southern Utah University. Phil's academic research interests area includes individual and social identity, in relation to race and class, as they are created and reinforced by media artifacts; he is also actively engaged in research on song as a communication system, on contemporary myth and on the formation of modern publics through a shared fandom of various media texts. He has also presented his work at numerous conferences of the National Communication Association, the International Communication Association, the Central States Communication Association and the Conference on Race at Harvard University, and has received top competitive paper awards from both the NCA and the CSCA.

Jeffrey L. Courtright, Ph.D., Purdue University

Dr. Jeff Courtright (Ph.D., Purdue University, 1991) has 10 years of experience in commercial and public radio and 26 years (full-time) in academia. This is his 16th year at ISU. He is teaching COM 475, Seminar in Public Relations Theories, this fall, on the subject of Organizational Rhetoric as Reputation Management. "Dr. C" also teaches 300-level electives that can be taken for graduate credit, one offered in Spring 2017: COM 355, International Public. Dr. C's research focuses on corporate identity, message design, and rhetorical criticism, in the contexts of environmental and international affairs. In addition to publications earlier in his career, he has co-edited one book and co-authored another, written six articles, and contributed eight book chapters with Dr. Pete Smudde since 2007.

Daniel Cochece Davis, Ph.D., University of Southern California

The primary thread underlying most of Dr. Davis' research, theory development, and teaching interests is understanding why humans communicate in the ways they do, especially neurologically (i.e., the neuro-cultural dialectic). To this end, he has researched and/or taught in the areas of interpersonal, small group, persuasion, organizational, leadership, and intercultural communication. His own educational background was far more diverse, with course work in neuroscience, psychology, culinary arts and nutrition, ancient philosophy, anthropology, theatre, and electronic technology. He believes education is not a race, but a process of learning how to learn. At ISU, he teaches in the organizational and leadership communication and research methods areas.

Rebecca A. Hayes, Ph.D., Michigan State University

Dr. Hayes is an Assistant Professor at Illinois State University and her research interests lie in the political and brand uses of social media. Specifically, she focuses on how political campaigns and brands using social media platforms to connect with voters and consumers, and how voters and consumers respond to these efforts. Prior to attaining her Ph.D., Dr. Hayes worked in public affairs for both the federal government and the State of Michigan, and has taught advertising, public relations, and organizational communication courses at Michigan State University and the University of Michigan-Flint. At Illinois State, she teaches courses in public relations campaigns and crisis communication while maintaining active connections with industry.

John Hooker, Ph.D., Purdue University

Dr. Hooker received his Ph.D. in Media, Technology and Society from Purdue University in 2010. His research interests include basic communication course pedagogy and administration, communication education, instructional communication, assessment, and the effects of the use of technology in the classroom. Dr. Hooker teaches courses in quantitative research methods, the assessment of pedagogy and training programs, and other courses in communication education. Dr. Hooker co-directs Communication 110; Communication as Critical Inquiry. His duties include supervising graduate teaching assistants who deliver the course, serving as their mentor, and teaching the Com 110 course as well.

K. Megan Hopper, Ph.D., University of Missouri

Dr. Hopper received her Ph.D. at the University of Missouri in communication with a focus on media effects. Her research focuses on the sexual objectification of the female body in the media, the training and experiences of journalists, and the use and impact of new media. Hopper's teaching interests include introduction to mass communication, media and society, mass media theory and effects, reporting for the mass media, and media convergence. Before entering graduate school, she served as a print journalist for *The Pantagraph*. Dr. Hopper continues to freelance for print and online news sources in her spare time.

Stephen K. Hunt, Ph.D., Southern Illinois University

Dr. Stephen Hunt serves as Professor of Communication and Executive Director of the School of Communication at Illinois State University. He recently completed an assignment serving as Chair of Illinois State's American Democracy Project. As a Carnegie Fellow for Political Engagement, he helps lead national efforts to sharpen the political and civic leadership skills of today's college students. Hunt is the author of over 30 scholarly articles, many focused on civic and political engagement, and is co-author of a public speaking textbook focused on critical thinking and civic engagement that is used by several communication departments throughout the country. Hunt earned his Ph.D. in communication education from Southern Illinois University in 1998.

John Huxford, Ph.D., University of Pennsylvania

Dr. Huxford is a former journalist from Britain whose experience in the profession spans nearly 20 years. His work at various local and regional newspapers encompassed news and feature writing, theater and movie reviews, and editing and graphic design. In 1996 he was offered a scholarship to study at the Annenberg School of Communication at the University of Pennsylvania, where he completed his Doctorate. He later joined the faculty at Villanova University in Philadelphia where he designed, established and supervised a journalism program that covered print, broadcast and on-line media, as well as teaching classes in both mass communication and journalism theory and practice. John's research focuses on the visual and textual construction of news, with recent papers exploring journalism's role in economic recession, the use of visual symbolism in broadcast news, and the links between news images and community ritual.

Jong G. Kang, Ph.D., University of Massachusetts

Dr. Kang's research interests include broadcasting/cable programming, broadcasting/cable management, electronic media policy & implication, broadcasting & new media education, television socialization & enculturation, and functions of new media technology. He teaches such courses as Broadcasting in America, Broadcasting and Cable Programming, Broadcasting and Cable Management, Television Production, Electronic Media Research, Electronic Media and Society, and Seminar in Mass Communication: Media Effects.

Lance Lippert, Ph.D., Southern Illinois University

Dr. Lippert is an Associate Professor of Communication. He received his Ph.D. from Southern Illinois University, Carbondale in organizational and health communication. His research interests include civic engagement pedagogy, humor use, workplace relationships, health care relationships, leadership-follower communication, and instructional pedagogy. He primarily teaches in the areas of organizational communication, health communication, leadership communication, and training & development. Lance is currently the program coordinator for Communication Studies in the School of Communication.

John P. McHale, Ph.D., University of Missouri

Dr. McHale has earned degrees at Southern Illinois University at Carbondale and Columbia College. Dr. McHale has published several pieces in the area of political communication and also studies religious discourse. McHale is the co-author of *Campaign 2000: A functional analysis of presidential campaign discourse* (2003), *The primary decision: A functional analysis of presidential primary debates, 1948-2000* (2001), and is the author of *Communicating for Change: Strategies of Social and Political Advocates* (2004). He is the Chair for the Mass Media Division of the Central States Communication Association as well as an award winning documentary film producer and director. He teaches Media Writing and Presentation, Documentary Film, and Social and Political Movement Communication in the School of Communication at Illinois State University. Dr. McHale earned degrees at Southern Illinois University at Carbondale and Columbia College. He is the Vice Chair Elect for the Mass Media Division of the Central States Communication Association as well as an award winning documentary film producer and director. Dr. McHale has published several pieces in the area of political communication and also studies religious discourse. He will teach Media Writing and Presentation in the Department of Communication in the Fall.

Kevin R. Meyer, Ph.D., Ohio University

Dr. Meyer's research interests include instructional communication, communication education, graduate teaching assistant training programs, health communication campaigns, and sports apologia and image repair. His research projects focus mostly on quantitative methods, but have also involved qualitative methods and rhetorical analysis. In particular, Dr. Meyer is intrigued by research projects that explore student silence and graded participation. He has taught courses in communication theory, small group, persuasion, quantitative research methods, argumentation and debate, public speaking, and the senior capstone for undergraduate Communication Studies majors. He currently serves as Graduate Coordinator for the SoC.

Aimee Miller-Ott, Ph.D., University of Nebraska-Lincoln

Dr. Miller-Ott joined the faculty at Illinois State University in 2014 as an Assistant Professor. Since earning her Ph.D. in Communication Studies from the University of Nebraska, Lincoln, in 2007, she has taught numerous graduate and undergraduate courses. These courses include interpersonal communication, family communication, research methods, the dark side of interpersonal communication, health communication, and managing interpersonal and organizational tensions. Her research interest focuses on how people in romantic and family relationships manage their private information and identities. She has examined this dynamic primarily in parent-child and other family relationships. She also has a current line of research on cell phone communication in romantic and family relationships.

Maria Moore, Ed.D., National Louis University in Chicago

Dr. Maria Moore is an Associate Professor of Communication at ISU. A graduate of National Louis University in Chicago, she has twenty-five years of senior broadcast media management experience. Her teaching interests are in Mass Media Law and Ethics and her research focuses on the role of whistleblower sources for investigative journalists. She taught at the Newhouse School of Communications at Syracuse University and at Columbia College Chicago. She served on the executive boards for the Sundance Film Festival and the National Association of Television Program Executives. She is an accomplished journalist and producer of television programs and is the recipient of numerous awards, including one from the National Association of Governors for Best Outreach Program in America.

Brent Simonds, Ed.D., Illinois State University

Dr. Simonds completed his Ed.D. in post secondary education with an emphasis in arts technology at Illinois State University. His interests include visual communication, media ecology, interactive media, and digital filmmaking (training, education, & documentary). He has won Telly and Aurora Awards and his productions have also been recognized by the Broadcast Education Association, the National Broadcasting Society, and the Oklahoma Association of Broadcasters. Before his academic career, Dr. Simonds spent several years as a producer/director at local television stations (NBC & Fox Affiliates, Independents). He has produced more than 60 training and educational films for the United States Postal Service, Prentice Hall, Houghton-Mifflin Co., and St. Martin's Press. Two recent grant-funded films are currently being distributed by "Films for the Humanities & Sciences."

Cheri Simonds, Ph.D., University of Oklahoma

Dr. Simonds conducts research in Communication Education. Her interests include teacher clarity, challenge behavior, portfolio assessment, and evaluation fidelity. In addition to publishing articles on these topics, Dr. Simonds has produced several instructional videos and has co-authored textbooks in Classroom and Intercultural Communication, and Public Speaking. She is also interested in teaching courses in Communication Pedagogy, Instructional Communication, and Communication Assessment. Dr. Simonds is currently the Co-Director of Communication as Critical Inquiry. As such, she trains and supervises the graduate assistants in teaching this course, serves as mentor, and teaches the course as well. Most recently, Dr. Simonds has committed to provide training for Basic Course Directors across the country as no such formal training opportunities exist.

Pete M. Smudde, Ph.D., APR, Wayne State University

Dr. Smudde's career path did not follow that of a traditional academic. He moved to academia in 2002 after 16 years of industry experience and completing master's and doctoral degrees. He is also accredited in public relations (APR) through the PRSA. Dr. Smudde is Professor and Associate Director of the School of Communication, Coordinator of the public relations program, and Director of the study-abroad program in the Netherlands. Dr. Smudde is most interested in several areas of study in public relations, all based on his unique combination of industry and academic experiences. First, he studies public relations' synergy with corporate strategy, including performance management. Second, he examines corporate message design, especially in cases of managing corporate reputations. Third, he is interested in internal public relations (a.k.a. employee relations). Fourth, he examines leadership and management matters for organizations, especially linked to internal PR. Fifth, he explores pedagogical approaches to public relations that meet academic and industry demands. Dr. Smudde also recently started investigating spirituality in the workplace, and he has his sights on selected topics in the PR field. Specific orientations for his work have included Kenneth Burke, Michel Foucault, Karl Weick, and those from the fields of linguistics, semiotics, composition studies, and business management. Dr. Smudde favors the methodologies of rhetorical criticism and discourse analysis, and he is comfortable working with other approaches that are qualitative or quantitative.

Lindsey J. Thomas, Ph.D., University of Iowa

Dr. Thomas joined the School of Communication faculty in the fall of 2017. She studied Interpersonal and Health Communication at the University of Iowa, earning her Ph.D. in 2015, and served as a visiting assistant professor at University of Puget Sound prior to coming to Illinois State University. Her multi-method research centers on studying interpersonal/family communication processes and their intersections with health, culture, and policy, particularly in at-risk populations. Most recently, her work has focused on the contexts of foster care and family estrangement. Dr. Thomas has taught qualitative and quantitative research methods, communication theory, interpersonal communication, and introductory rhetoric courses.

Joseph P. Zompetti, Ph.D., Wayne State University

Dr. Zompetti received his Ph.D. in 1998, after finishing his dissertation on the rhetorical strategies of Cesar Chavez. He taught at Mercer University in Macon, GA, prior to coming to Illinois State in the Fall of 2003. His research interests include the areas of rhetoric, cultural studies, and civic/political engagement. He is most comfortable with critical approaches to these areas, including neo-Marxist rhetorical theory, postmodernism and poststructuralism, postcolonialism, semiotics, cultural studies, and critical pedagogy. Dr. Zompetti's teaching interests include argumentation, rhetorical theory & criticism, communication and social issues, political communication, and intercultural communication. His current research projects involve examining the polarization of political rhetoric, neo-Marxist critique of capitalist rhetoric, and the rhetoric of magic. He has received Fulbright grants to study and/or teach in Sri Lanka and Brazil, and he has traveled to over 50 countries.

APPENDIX F

Helpful Links

<i>Website Name</i>	<i>Location</i>	<i>Website Features</i>
HR	www.hr.illinoisstate.edu	Benefits, Policies, FAQs, Forms, Wellness, Labor/Employees
Comptroller	www.comptroller.ilstu.edu	Forms, Travel Vouchers, Federal & State Tax forms, Federal & State W-4s
Registrar	www.registrar.ilstu.edu	Academic Policies, Final Exam Schedule, Transcripts, Registration support
University Policies, Procedures	www.policy.ilstu.edu	Campus Conduct, Academic Activities, Academic Personnel
Phones	https://isu.cherwellondemand.com/CherwellPortal/ISUSelfService	Phone, Voice Mail
CTLT	www.teachtech.ilstu.edu	Computer Course Descriptions, Training Schedules, Course registration
E-mail & Passwords	https://isu.cherwellondemand.com/CherwellPortal/ISUSelfService	ULID Setup & Maintenance
ISU Credit Union	www.ilstucu.org	Financial services available for credit union members
Computer Help Desk	https://isu.cherwellondemand.com/CherwellPortal/ISUSelfService	Computer-related support, answers
Milner Library	www.library.ilstu.edu	Library services for Faculty/Staff, Students
College of Arts & Sciences	www.cas.ilstu.edu	Information regarding CAS departments, programs, etc.
University Calendar	www.calendar.ilstu.edu	Events happening at ISU
Counseling Services	www.counseling.ilstu.edu	Counseling, crisis intervention for students
Graduate School	www.grad.ilstu.edu	Forms, Info for Grad students
Parking	www.parking.ilstu.edu	Faculty/Staff Parking, Parking Maps
IRB	http://research.illinoisstate.edu/ethics/	Statistical info about ISU, Interesting Facts about ISU
CAS-IT Help Desk	https://about.illinoisstate.edu/casit/ http://cas.illinoisstate.edu/about/casit/	Report Technology Problems
Communication Research Study Announcement Board	https://sites.google.com/site/ilstusocstudies/home	Take surveys, Collect data, formerly known as the Research Pool
SoC Graduate Program Website	http://communication.illinoisstate.edu/graduate/	Forms and everything else you need!
Payroll	http://payroll.illinoisstate.edu/calendar/monthly.shtml	When are graduate assistants paid
GA job postings	https://www.jobs.ilstu.edu	Find graduate assistantships