Doctoral Studies in Communication Studies
University of North Carolina @ Chapel Hill

Graduate Handbook
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**Possible online search terms**

500
600
700
702
703
907
additional information
adjunct faculty
admission
adviser
application
assistantship
Assistant Chair
candidacy
certificate
core courses
coursework
deadline
defense
directed research
Director of Graduate Studies
dissertation
doctoral adviser
doctoral committee
enroll
extension
fees
fellowship
full-time
funding
grade
graduate school
Graduate School Handbook
Graduate Student Service Manager
GRE
health insurance
hoisting ceremony
incomplete
independent study
interim adviser
Inter-institutional registration
interdisciplinary
language
lines of inquiry
M.A.
methodological competence
minor
plan of study
professional development
proposal
qualifying exams
reading lists
Registrar’s calendar
requirements
research courses
research question
statement of dissertation research
T.A.
teaching assignment
teaching focus
TOEFL
transfer credit
tuition
tuition remission
tuition waiver
exempt
1. **What is the nature of the Ph.D. program?**

The intent of the Ph.D. program is to develop scholars, teachers, and practitioners capable of using, producing, and disseminating knowledge for the field of communication, the academic community, and the broader public.

The program provides training through a rigorous research curriculum. It is designed to encourage you to build on both the strengths in the department and cross-cutting, interdisciplinary concerns while developing your own research interests.

The program is question-driven. Your work is organized around research questions that require the integration of communication theory, perspectives towards theory and practice, and actual communication practices. Accordingly, you will gain an understanding of core aspects of the discipline, pursue lines of inquiry essential to your driving research questions, and engage interdisciplinary research supported, in part, by the department’s adjunct faculty in a wide range of academic units including Anthropology, English, History, Geography, and Social Work.

2. **What kind of scholar can I expect to be when I leave the Ph.D. program in Communication Studies?**

One with passion for your research.
One with an exceptionally strong teaching profile.
One with strong foundations in Communication Studies as well as a rigorous interdisciplinary background and vista.
One with a sustaining research agenda/trajectory.
One with an innovative institutional sensibility.
One with an investment in integrating teaching, research, and leadership.
One with a strong critical/cultural perspective.

3. **What are the general requirements for admission to the doctoral program?**

All doctoral students must have completed an M.A. degree in Communication Studies or a related discipline from an accredited college or university in the U.S. or its equivalent in an institution outside the U.S. They must show evidence of superior academic ability and scholarly and educational objectives congruent with the objectives of the doctoral program.

4. **What do I need to submit in order to be considered for admission?**

The Graduate Studies Committee uses the following documents to assess suitability for admission to the doctoral program:

- Transcripts from prior undergraduate and graduate work
• Grade Record Examination (GRE) aptitude scores
• A minimum of three letters of recommendation attesting to your academic and scholarly potential
• A formal statement of purpose that describes your educational and professional objectives
• A sample of scholarly writing that shows your ability to conduct research and to write effectively (e.g. seminar paper, selection from M.A. thesis, article published or in review)

5. How recently must I have taken the GRE?

The Graduate School requires a GRE exam within 5 years of the date of application.

6. What are you looking for in a prospective student?

The Graduate Admissions Committee is committed to admitting the best possible students, with consideration for general fit, diverse research interests, and departmental teaching needs. By “best possible,” we tend to mean that (although not necessarily in this order):

1) the Statement of Purpose shows a vital interest in a project or questions that suits research interests in the department; creative engagement across areas of research and teaching emphasis; enough command of the field, related literature, and the written language to put promise behind potential; and the start of significant research trajectory, understanding that it will/should change;

2) the student profile meets Graduate School baseline standards for GRE scores and/or suggests a strong case for a Graduate School Fellowship;

3) letters of recommendation indicate aptitude for achievement in advanced, graduate study;

4) the student’s G.P.A. and B.A./M.A. degrees are competitive;

5) awards, accomplishments, and distinctive strengths and contributions show promise for continued distinction;

6) application materials indicate strong potential for rigorous, interdisciplinary study within and beyond Communication Studies.

7. What are my chances of being admitted?

Admission to the Ph.D. program in Communication Studies is highly competitive. The number of applicants far exceeds the number of spaces available. Many qualified applicants are denied admission because of space limitations.
8. How do I apply?

Applications for admission to the UNC-Chapel Hill Graduate School should be submitted via the online admission application. This is the fastest and most secure method of applying. All required materials* should be submitted according to the instructions provided. Your application will not be reviewed until the application fee is received. By submitting an application to UNC-Chapel Hill, consent is granted to university staff to obtain any additional or missing information as needed, including campus safety information. Students are admitted for the fall semester only. All application materials must be received by December 13.

For further information on submitting your application, please go to: http://gradschool.unc.edu/, or write the Graduate School at CB #4010, 200 Bynum Hall, UNC-CH, Chapel Hill, NC 27599-4010.

*Required materials for all applicants include:

1. completed application form
2. A non-refundable $78 application fee;
3. Transcripts from prior undergraduate and graduate institutions;
4. Official GRE scores from the ETS Center (institution code #5816)
5. A minimum of three letters of recommendation attesting to your academic and scholarly potential (Recommendation Form);
6. A formal statement of purpose as described above;
7. A list of five key terms that describe your research interests.
8. A sample of scholarly writing as described above;
9. An abstract as described above;

NOTE: Please do not send any of your application materials to the department directly: all documents should be submitted online.

For International Applicants only:

- TOEFL score (no more than 2 years old)
- Financial Certificate (U.S. Immigration requirement for entry into the United States)
9. How do I get funding?

If you are interested in being nominated for Graduate School merit-based fellowships, send all application materials by December 1. The application deadline for departmental research and teaching assistantships is December 1, at which time the department will begin reviewing applications for the limited number of competitive openings.

Financial Aid Applicants and students in residence are eligible for Teaching, Graduate, and Research Assistantships. To indicate your desire for such an award, please check the appropriate space(s) on the Application for Admission. You do not need to submit a separate application.

Many of those accepted into our doctoral program are awarded teaching assistantships of $14,700 for teaching two courses or the equivalent during the academic year. Assistantships include health insurance and a tuition waiver. Tuition waivers are, however, dependent on yearly allocations to the department and are not guaranteed to all students. The waiver does not cover student fees.

By waiver, we mean the combination of what the Graduate School calls a tuition remission and in-state tuition award. These are typically offered by the department as a single “waiver.”

Eligible out-of-state students receive both a tuition remission award that reduces their tuition to the in-state rate, as well as an in-state tuition award. (As an out-of-state student, you must receive an out-of-state tuition remission to be eligible for an in-state tuition award). Together, these two funding sources provide full tuition support for graduate students serving as university-supported T.A.s., excluding fees.

Eligible in-state students will receive an in-state tuition award that provides full tuition support, excluding fees.

The teaching load is usually 1/1. All stipends and course loads are the same, although specific responsibilities vary among teaching assignments.

The Office of Scholarship and Student Aid, http://studentaid.unc.edu/ CB# 2300, Vance Hall, Chapel Hill, NC 27599-2300, has information about FAFSA, loans and work-study jobs. Those seeking such financial assistance should consult that office as early as possible.

10. How is Ph.D. funding allocated?

Doctoral students who enter the program with M.A.s from schools other than UNC and who are awarded assistantships may expect 10 semesters of departmental funding as long as they are making reasonable progress toward their degrees and are meeting the responsibilities of their assistantships.
Although the department may not have the resources to offer assistantships to all graduate students, the department will only admit students who merit departmental funding.

Should funds become available during the admissions process, they will be offered to newly admitted students waitlisted for funding.

After the initial admissions period, funding will be based, in part, on available funds and curricular needs. In response to student requests for funding, the department will consider these general priorities in principle:

a. Students who are making good progress toward degree and who applied for but did not receive assistantships during the admissions process.

b. Students who are making good progress toward degree with internal or external M.A. degrees whose programs extend beyond standard assistantship funding.

c. Students who are making good progress toward degree who did not request assistantship at the time of their applications to the program.

Requests for funding should be made to the Director of Graduate Studies who will then make advisory recommendations to the department Chair.

11. What are the tuition and fees?

The estimated expenses for a graduate student for an academic year (two semesters), are as follows: tuition and fees for a North Carolina resident are $8,645.90 and for a non-resident they are $24,332.90; in addition, books and supplies are estimated at $2,000.00.

12. For how many hours do I need to enroll in order to get a tuition waiver and assistantship?

You must be a full-time student.

Before completion of coursework, to be “full-time” you must enroll for 9 hours. (The UNC Graduate School, not the department, imposes this rule for students who are teaching or assisting in two courses or doing other service of app. 20 hours/week. Because the state underwrites a substantial portion of all UNC students’ expenses, it expects UNC to encourage students to take full course loads and complete degrees in a timely manner.)
If you have completed your coursework and have only dissertation hours remaining in your program, you make take fewer than 9 hours and still be considered a full-time student (rules for student loans differ).

13. **Will the department cover my tuition if I enroll for hours after the university’s add period?**

No. The University gets appropriations from the legislature based on the number of student hours that are registered on the last day to add courses. Because the university does not get funding for courses added after that date, students must absorb the additional costs. Make sure that you adhere to UNC’s deadlines, even if you are taking course at Duke or other schools in the area.

14. **Can I get tuition remission or in-state tuition awards during summer sessions?**

No. You must pay your own tuition and fees during summer sessions.

15. **How are teaching assignments made?**

Each semester, the Assistant Chair of the department submits a form, soliciting student teaching assignment interests. This form must be completed in consultation with your adviser, who must approve your selections. Assignments are made with these considerations in mind:

1. Teaching assignments are guided by a number of criteria: departmental needs, faculty evaluation of teaching experience, past courses taught, overall professional development, and progress toward the degree. Your preferences are given strong, but not overriding, consideration.

2. To qualify to teach a section of your own course, you must have completed at least 18 hours of graduate classes, assisted in the course (or its equivalent) you wish to teach, and have strong teaching evaluations from faculty whom you assisted in teaching. You must also be making progress toward the degree. If you meet these requirements, you are qualified to teach your own section of a course and may be asked to do so when sections are available.

3. Teaching assistants are not normally assigned to assist faculty with 400-level courses, with the exception of some media courses. If you would like to assist with an advanced undergraduate course, please list the course, professor, and how the course is relevant to your professional development. Also, please have the professor provide a letter explaining why your assistance is necessary and describing your responsibilities. Please note that, if you are assigned to a 400-level course, the course's enrollment may be
increased.

4. The range of course offerings in relation to the needs of the undergraduate curriculum may change from term to term. Unanticipated changes in courses offered and resulting opportunities for graduate students to, for example, occasionally teach courses of their own design, may occur between the time teaching interests are first solicited and the beginning of the semester to which they apply. We will do everything to keep such changes to a minimum, but you need to remain aware that any such changes result from a variety of factors, some of which are beyond our control. At times such changes may mean a delay in the circulation of the final graduate teaching schedule until the issues resulting from such issues are resolved.

16. How much time should I expect to devote to assisting a large class?

The general expectation is that you will devote an average of 10 hours/week to each quarter-time assistantship (usually assisting one course). Hours will vary across the semester. For instance, T.A.s may spend more time on assisting in courses in weeks that involve grading papers or exams, and less time in others.

17. With whom should I raise concerns about a particular assignment?

After assignments are made and before the start of the term, you may consult directly with the Assistant Chair.

During the course of a particular assignment, consult first with the instructor and then, as necessary, with the Director of Graduate Studies.

18. Where can I find additional information about admissions and funding?

These resources may be helpful:

For information re: the Communication Studies Graduate Program:
Carole Blair, Director of Graduate Studies
cblair1@email.unc.edu

Vilma Berg, Graduate Student Service Manager
919-962-4984
vberg@email.unc.edu
CB# 3285, Bingham Hall, UNC-CH
Chapel Hill, NC  27599-3285

Department website:
www.unc.edu/depts/comm/
19. What are the degree requirements?

The Ph.D. program requirements have 7 components, which are explicitly laid out in the Plan of Study:

1. Core courses (4 courses), introducing students to foundational research and professional paradigms;
2. Elective research courses (10 courses), organized by two “lines of inquiry” and including courses necessary to achieve appropriate methodological competence;

3. Optional minor/certification in an area outside of Communication Studies;

4. Language proficiency (as determined in consultation with the student’s adviser);

5. Additional elective courses, as necessary to pursue the designated research questions;

6. Professional development training (4 credit hours) and accomplishments;

7. Completion of requirements for candidacy and graduation (successful completion of written qualifying exams, oral defense, and oral defense of the dissertation).

While the essential structure of the program is the same for all students, each student’s program will vary because of the differing designation of primary research questions. Based on these questions, each student will identify two lines of inquiry that must be pursued through coursework and supplemental research (possibly including fieldwork) in order to begin to answer the primary questions. The core courses and structure of the program thus provide a firm foundation for interdisciplinary communication study.

20. **How many independent studies or hours of “directed research” can I take?**

No more than 9.

21. **How do I enroll for courses at other schools?**

If you are interested in taking a course on another campus, you will need to fill out the Inter-Institutional Approval Form ([http://regweb.unc.edu/resources/II_approval_form.pdf](http://regweb.unc.edu/resources/II_approval_form.pdf)). The form will need to be signed by your adviser, the Graduate School and then forwarded to the Registrar’s Office. For more information on Inter-Institutional Registration, please go to [http://regweb.unc.edu/students/interinstitutional.php](http://regweb.unc.edu/students/interinstitutional.php).

22. **How many 500-600 level courses can I take?**

600-level courses are considered bridge courses; they are open to graduate and undergraduate students. With the approval of their committees, doctoral students may take up to 9 hours of credit below the 600-level.
23. *May I take courses below 600 taught by advanced graduate students?*

No. Both departmental and university policies state that graduate students may not grade other graduate students.

24. *How long will it take for me to complete the program?*

Completion of the Ph.D. program normally requires 4 years beyond the M.A.

25. *What is a “Plan of Study”?*

The Plan of Study refers both to the course of a student’s overall career and a working document used to plan it. The document addresses the student’s career in two parts: Coursework and Teaching Focus. The first part is intended to help students record and imagine appropriate coursework, given primary research interests. The second part is intended to help students correlate research with teaching interests anticipating postdoctoral fellowships and/or university teaching positions.

The Plan of Study is developed around primary research questions, with the expectation that these questions—and plans for related coursework and research—will evolve. You prepare the Plan of Study in consultation with your advisor. The planning document should be reviewed and revised for annual submission to the Director of Graduate Studies.

The Plan of Study has 7 components:

1. Core courses providing introductions to foundational research and professional paradigms;
2. Research courses defined by your overall, evolving research question(s), divided into two group groups or “lines of inquiry,” including 1 course min. defining your area of Methodological Competence;
3. Minor/certifications (*optional*);
4. Achievement of language proficiency (*determined in consultation with your advisor*);
5. Additional courses;
6. Participation in research and professional development opportunities, including two required courses, 702, “Teaching in Communication Studies” and 907: “Research Practicum in Communication Studies” a.k.a. “Buff and Polish,” as well as departmental and cross-university colloquia, research groups, and workshops; independent performances, media productions; and regional, national, international conferences/conventions;
26. Can I waive any of the required courses and how would that affect my required hours?

Under exceptional circumstances, a petition to exempt one or more of the required courses (700, 702, 703, 907) may be approved by the Director of Graduate Studies. An exemption reduces the minimum number of required credit hours of coursework.

In general, the required courses are distinctive to the department. However, if you think you have taken an equivalent course, talk with the Director of Graduate Studies about a possible exemption.

All students who have, or hope to have, teaching assistantships are required to take 702. Again, 702 is distinctive to the department; it contributes to building a teaching cohort within the department; and is warranted for students with little to extensive teaching experience. If, however, you wish to pursue exemption from 702, you are welcome to discuss the grounds for exemption with the Director of Graduate Studies. Please provide appropriate documentation of competence in teaching communication (letters from faculty supervisors, peer reviews, course evaluations).

27. Can I get transfer credit?

You may transfer credit from graduate-level coursework not taken to fulfill requirements of another degree. (In other words, you may not “double dip” or count the same credits towards two degrees.) Transfer requests will be reviewed on a course by course basis.

To petition for transfer credit, submit the coursework for which you are seeking transfer credit (including syllabus, course description, work completed) with a full explanation of the request to your adviser for review. With his/her approval, submit it in turn to the Director of Graduate Studies.

Only courses in which a grade of “P” or better (or its equivalent) may be transferred. If approved, courses for which you receive transfer credit will be considered part of your coursework for the degree. You may be expected to defend material from these courses as part of the qualifying exam process. Authority for final approval of transfer credit rests with the Graduate School.

For more information, please see the Graduate School Handbook, [http://handbook.unc.edu](http://handbook.unc.edu). The Graduate School does not limit the number of hours that can be transferred into a doctoral program to meet course requirements. In general, of course, the majority of your courses should come from the program conferring your degree.
28. **What if I want to pursue a minor?**

You are encouraged to pursue one or more independent or established minors/graduate certificate programs. Typically a minor consists of 15 credit hours in courses listed (or, if cross-listed, originating) in academic units other than Communication Studies.

Coursework for a minor should be developed in consultation with and approved first by either your adviser in Communication Studies or a faculty adviser in the program or department offering the minor/certificate program (e.g., Curriculum in Women’s Studies, University Program in Cultural Studies) and then by the DGS, per submission of the Plan of Study form.

Unless otherwise stipulated by the program overseeing the minor or certification, courses taken for minor credit may be cross-listed with those identified with First and Second Lines of Inquiry. Note that completing a minor or certificate program may increase your total numbers of credit hours.

29. **How are graduate courses graded?**

Graduate coursework is evaluated on a scale of H (high pass), P (pass), L (low pass), and F (failing). Generally students should expect to receive a P for excellent work. The grade of H is reserved for truly exceptional work. The grade of L is awarded to work that barely meets minimal expectations.

30. **What are the norms and expectations for seminar papers?**

All graduate seminars must include a significant written component. The aims of this requirement are to give students plenty of opportunities to engage with course content in original and productive ways, to develop research skills and interests, and to prepare for the discipline and practice of research presentation and publication. Research papers may be significant steps in developing an overall research agenda. Essay assignments may vary but typically require students:

- to investigate a particular area of interest per those stipulated on the course syllabus or by the course instructor(s);
- to integrate assigned and relevant, supplemental readings in thorough discussion of related topics;
- to develop a focused research question, explication and justification, and basic methodology;
- to prepare a clear, complete, and compelling argument.

Any paper handed in should reflect the student’s best thoughts and best writing. It is not appropriate to submit early drafts. Papers of all types should be drafted and revised, proofed and revised, until the student is satisfied that this is the best work that he/she can
produce for this assignment. All work should be fully, appropriately documented, following APA, MLA, or Chicago Style handbooks.

Students are encouraged to pursue integration of course topics and research interests across the span of their graduate careers. However, students may not submit the same paper for two classes except by prior arrangement with the instructors, in which case the student and instructors should develop a common, substantially extended or otherwise modified assignment. To the limited extent that this might occur, the two courses would presumably already, significantly overlap.

31. **What if I get a low pass or failing grade in a course?**

You must complete 700 with a minimum grade of P in order to continue registering for classes.

You must complete all coursework with an average of “P” or better. If you receive one “F,” or nine credit hours of “L,” you become academically ineligible to continue in the doctoral program.

32. **What if I need to take an Incomplete in a course?**

Your course instructor is not obligated to give you an “IN” or grade of “Incomplete.” Should you feel an Incomplete is necessary or warranted, you should request an “IN” from your instructor in person, simultaneously making arrangements for completion.

You have one year from the time the IN is assigned to have it changed into a permanent grade. If you exceed that deadline, the IN will default to an F. The deadlines are posted on the Registrar's calendar ([http://regweb.oit.unc.edu/calendars/regcal089.php](http://regweb.oit.unc.edu/calendars/regcal089.php)).

To change the grade, you need to fulfill the requirements for the class and submit a Grade Change form. You may obtain the Grade Change Form from the Graduate Student Service Manager. Complete the first portion; ask your instructor to complete the rest, and return to the Graduate Student Service Manager. She/he will then submit the form to the Registrar. The Registrar will change the IN into a permanent grade on the student's transcript.

For related questions, see the Graduate School handbook ([http://handbook.unc.edu/](http://handbook.unc.edu/)).
33. **Do I need to learn a language?**

The department strongly encourages you to acquire speaking and/or reading proficiency in one non-English language. Appropriate acquisition of language proficiency should be determined in consultation with your adviser.

34. **What are the areas of teaching emphasis in the department?**

Graduate and faculty teaching in the department tends to focus on these overlapping areas:

Courses in *Communication and Cultural Studies* focus on the relationships between cultural practices or discourses and the broader social contexts of power within which they are produced, circulated and consumed and that they help to construct. By taking discourse as productive of social reality and power, and thus contextually bound, cultural studies is concerned with finding ways to better describe social contexts—including institutions, organizations and practices of social power and everyday lives—and the ways that they are shaped by political discourses. Whether based on models of text and ideology, communication, ritual, identity, hegemony, globalization, institutional discourse or everyday life, cultural studies is a contextual and interdisciplinary practice open to a wide variety of methods, theories and objects of study.

Courses in *Interpersonal Communication* reflect the traditions of the field of interpersonal communication while also participating in the department’s interdisciplinary PhD program that beckons us to engage intellectual traditions in a variety of disciplines. Courses reflect major areas of research, including gender and communication, interpersonal influence, discourses of hate, anti-hate discourses, race and social discourse, family communication, and identity and communication. Across these areas faculty pursue an understanding of communication practices that are grounded in the everyday practices and understandings of social actors.

Courses in *Organizational Communication* develop a critically-informed, engaged approach to understanding everyday organizational life from a communication perspective. Faculty emphasize multi-level, multi-method analyses of organizing across work, community, and social change contexts, with a sustained focus on communication as constitutive of organizing. Organizational communication courses feature grounded theorizing of everyday practice and explore possibilities for constructive organizational change. They reflect faculty research interests in globalization, labor, work and identity, power and resistance, ethics, leadership, democracy and citizenship, and gender, race and class.

Courses in *Media Studies* focus on the histories, processes, and consequences of the systems of film, television, sound (including radio and music), new media and communication technologies, and popular culture. They examine a broad range of issues, including questions of aesthetics and pleasure, interpretation, representation and
ideology, identity and subjectivity, production and reception, power, politics and ethic, and time and space. The Media Studies curriculum reflects faculty interests in international, national, and community media systems, the influences and uses of those media, and their relations to broader social and cultural contexts. The department also offers undergraduates an emphasis in Media Production.

Courses in *Performance Studies* focus on performance as it occurs in social, political, everyday, and cultural life. They address theoretical and practical issues in the embodiment of literary, personal, vernacular texts; rites, festivals, spectacles, and carnivals; gendered, raced, classed, and ethnic identities; and traditional, avant-garde and alternative theater events. Drawing on and contributing to interdisciplinary and cross-disciplinary research, performance studies courses engage the power and pleasure of performance to invite change, to enrich subjectivity, and to heighten awareness of the nature of complex political and cultural scripts and the possibilities for representation in action to intervene on constructed social realities.

Courses in *Rhetorical Studies* attend to the power of words, discourses, symbols and elements of material culture in everyday life. Rhetorical Studies focuses both on the persuasive strategies of symbols and discourses in order to understand better how such strategies succeed or fail, and on the effects of rhetorical practices in generating identities, political commitments, and modes of public life. Through the use of an extensive range of critical and interpretive methods, scholarship in rhetoric focuses on the ways texts come to have meaning for and effects on an audience, whether the text is a speech, printed publication, television program, film, or public ritual. Rhetorical theory aims ultimately to enable voices to be heard and citizens to be empowered to construct identities and interests that are meaningful for them and the larger society.

**35. What does the department do to support my professional development?**

a. Part II of the plan of study form encourages you to start developing a career orientation from the time of admission.

b. The department provides a series of rotating professional development workshops to supplement coursework, advising, and independent research initiatives. Topics include: preparing a vita, building a teaching portfolio, writing for publication, ethics in research, and conference preparation. All students pre-candidacy are expected to attend.

c. Graduate teaching assistants assist with and independently teach undergraduate courses, with the guidance of a faculty member. In addition, all students take the 1-credit pro-seminar, 702: Teaching Communication Studies.
d. Graduate students collaborate with faculty to develop the department’s research colloquium series, which variously features graduate student and faculty presenters, and generally provides a forum for collegial discussion.

e. As students approach doctoral candidacy, they are required to take 907: Research Practicum, commonly known as “Buff and Polish.” This is a capstone course in professional development, intended to prepare students to enter the job market.

f. Graduate students are invited to serve on a number of department committees and informally to collaborate with faculty on department events and initiatives.

g. In their role as graduate student mentors, advisers will provide direct counsel on any number of topics, possibly to include publication and presentation opportunities, collaboration on faculty/graduate student research teams or in working groups, service and leadership roles, and job application and postdoctoral fellowship decisions. Students are encouraged to review drafts of possible publication submissions, to carefully consider teaching options, and generally to address all issues of professional concern with their advisers.

h. All students review their accomplishments each spring with their advisers (see #60). This review is intended to enhance planning and to enable the student and adviser alike to “take stock” of the student’s scholarly and professional development.

36. How do I get an adviser?

The Director of Graduate Studies will assign you an interim adviser at the start of your graduate program. The interim adviser, matched with you according to your expressed interests as presented in the statement of purpose submitted at the time of application, will help you select first-semester courses, provide general support and ongoing orientation to the graduate program, and advise you in the initial preparation of your Plan of Study.

Interim advisers may be changed, if desired, with the approval of the Director of Graduate Studies.

You should anticipate inviting one faculty member to serve as your primary adviser and Chair of your doctoral committee by the end of your first year.

37. What does my adviser do?

Your doctoral adviser helps you to develop your Plan of Study. He/she provides reasonable support for and monitors your overall progress. Your adviser is expected to report significant lapses in progress to the Director of Graduate Studies and, under these circumstances, to confer appropriately with you.
Your adviser is also the Chair of your doctoral committee. She/he works with you to develop an appropriate doctoral committee; oversees development, implementation, and evaluation of qualifying exams; and directs completion of the dissertation proposal and dissertation.

As Chair of the doctoral committee, she/he is responsible for:

a) organizing a meeting of committee members to review qualifying exam reading lists and to prepare exam questions;

b) submitting final exam questions to the Graduate Student Service Manager for confidential distribution to the student;

c) leading evaluation of exams, proposal, and dissertation with committee members and in formal defense meetings (including advising committee members of department procedures);

d) reporting the outcomes of the evaluation of written exams (pass, retake one or more questions, fail), oral defense of qualifying exams (pass, revision, fail), and oral defense of the dissertation (pass, pass with expected revisions and possible additional review, fail) by filling out and submitting Part II “Report of Approved Dissertation Project” (http://gradschool.unc.edu/pdf/wdcomm.pdf) to the Graduate Student Service Manager, who in turn forwards the form to the Graduate School.

Your adviser is your primary point person in the department. Ideally, he/she will provide not only effective advice and supervision but mentorship. See the attached document, “Advising and Mentoring Graduate Students.”

38. If I am an M.A./Ph.D. student, what is the process for completing my M.A.?
All M.A./Ph.D. students must successfully complete the 3-part, third-term M.A. exam in order to continue in doctoral studies. While the student completes one portion of the M.A. exam in consultation with a faculty adviser, the M.A. does not involve composition of a separate committee. The exam is structured to include as many faculty as possible, to honor students’ accomplishments and to ensure that students are prepared to pursue doctoral research.

The exam is offered in three parts:

1. Seminar paper
Each student will submit a finished writing sample (which may or may not be performance or media-production centered, depending on the student’s coursework and accomplishments). This paper is generally assumed to have been completed as part of a
course taken in the graduate program at UNC, approved by the instructor of that course. The paper should generally be 12-20 pp. in length and may anticipate conference presentation and/or submission for publication.

**Rationale:** The paper is meant to allow students to take advantage of courses completed during their first year and to encourage students to develop papers they are comfortable sharing with faculty colleagues.

**Due:** With submission of the research proposal in mid-November, exact date TBD.

**Evaluation:** Taking into account the instructor’s final grade of H, P, L, or F on the paper completed for class, the GSC will review all papers for final approval (each member of the GSC will read 2-3 sets of 1. seminar papers and 2. research proposals).

2. **Preliminary research proposal**

Each student will develop a short research proposal (6-8 pp.) in consultation with a supervisory faculty member who has agreed to serve in this capacity and with whom the student will enroll in Comm 992 “Non-Thesis Option” in the 3rd semester of coursework. Each student should make arrangements for supervision of Comm 992 before the end of the second term. In consultation with his/her supervising faculty member, the students may wish to begin development of the research proposal during the intervening summer months.

The proposal should:
- Develop a research question.
- Explicate related epistemological and methodological issues.
- Define the value and potential contribution of such a project.

Note that, while the student may wish to refer to related studies, this proposal does not require a full literature review or explanation of method. It is intended to be a preparatory exercise, anticipating development of a dissertation proposal.

**Rationale:** Through intensive mentoring, M.A. students will practice the essential, preliminary components of thesis/dissertation research.

**Due:** With submission of the seminar paper in mid-November, exact date TBD.

**Evaluation:** Taking into account the supervising faculty member’s approval of the proposal, the GSC will review the proposal for final approval (each member of the GSC will read 2-3 sets of 1. seminar papers and 2. research proposals).

Note: the supervising faculty member for Comm 992 may or may not be the student’s interim adviser and/or the instructor of the course from which the student is submitting the seminar paper.
3. **Written Exam**
Students will take a 4-hour “sit-down”/in-house exam. He or she will be responsible for selecting and responding to 2 out of the 5 questions. Questions will be based on prior coursework. While members of the Graduate Studies Committee will ask faculty for input on questions (including syllabi from their respective courses), the GSC will be responsible for developing questions that cross particular courses and require students to synthesize preliminary coursework.

A single exam date will be set for the entire M.A. cohort. Students will receive questions one week in advance of the scheduled exam. Students may enjoy a full complement of collaborative study methods but must develop independent exams in accordance with the Honor Code.

At the end of the 4-hour period, students should digitally submit the written exam to the Graduate Student Service manager, the Director of Graduate Studies, and the supervising instructor for Comm 992.

**Rationale:** The written exam will, as generously as possible, help students begin to integrate coursework and research interests. It will also determine basic competency to continue advanced study. The common exam is designed to be both efficient and flexible, and to provide a core experience for the M.A. cohort.

**Evaluation:** The GSC will invite 2 faculty members to be readers for each of the five questions. Faculty reading responses to those questions will evaluate them on a P/F basis, P constituting endorsement of successful completion of written exam requirements for the M.A. and continuation in the doctoral program.

In general, to the extent that concerns emerge regarding any one student, the M.A. adviser and any other relevant faculty will be engaged in review of the M.A. exam portfolio. As necessary, the DGS, in consultation with the chair of the Department, will be responsible for final adjudication.

39. **If I am an M.A./Ph.D. student, can I choose to discontinue doctoral studies and still get an M.A.**?

Yes. A minimum of 30 credit hours and successful completion of the third-term M.A. exam qualify a student for conferral of the M.A. degree.

40. **Who can or should be on a doctoral committee?**

Your doctoral committee consists of a minimum of 5 members, including 3 full-time members of the Department of Communication and at least 1 full-time faculty member who is not home-based in the department.
The committee should reflect your primary lines of inquiry and methodological commitments. It should include faculty members who have served a prominent role in your Plan of Study but may also include faculty with whom you have not directly studied but who provide special expertise or interest.

You are responsible for inviting faculty to join your committee. Note that faculty schedules and commitments may require them to decline.

All members of your final doctoral committee must be members of the UNC Graduate Faculty. Should you wish to include a faculty member from another institution, ask your doctoral adviser to submit a nomination for a Fixed Term Graduate Faculty Appointment to the Graduate Student Service Manager. External committee members will be offered temporary appointments to the UNC Graduate Faculty.

Once your doctoral committee has been confirmed, notify the Graduate Student Service Manager so that he/she could prepare the report of the Doctoral Committee Composition form (http://gradschool.unc.edu/pdf/wdcomm.pdf).

Ordinarily, the doctoral committee remains the same from approval of the exams and proposal through completion of the dissertation. It may be necessary, however, to alter the composition of your committee to respond to the evolution of your dissertation. Please be sure to keep the Graduate Student Service Manager informed of all changes.

**41. What does my committee do?**

Your committee members prepare and evaluate your qualifying exams. They support the development of and evaluate your dissertation proposal and dissertation.

Because the qualifying exams are so closely linked to the foundations of your dissertation research, the department strongly recommends inclusion of all committee members in the preparation and implementation of the qualifying exams. Similarly, the full committee is encouraged to participate in the exams and/or proposal defense.

The exams *may* be prepared and evaluated by a minimum of 3 faculty members, however. The oral defense of the dissertation *must* be attended by a minimum of 5 committee members.

More specifically, committee members:

1. review proposed reading lists in informal consultation with you (upon your initiative) prior to formal review with the committee as a whole;
2. prepare qualifying exam questions with other committee members;
3. evaluate written exams (committee members should notify the chair of the committee of any serious concerns prior to the oral defense);
4. participate in an oral defense of the exams;
5. participate in an oral defense of the dissertation proposal (ideally, this occurs at the same meeting as the oral defense of the exams);
6. guide your research based on the proposal;
7. guide the writing of the dissertation in the manner agreed upon by the committee as a whole (based on respective areas of expertise and interest, committee members may be especially significant to development of particular chapters);
8. conduct the final oral defense of the dissertation.

42. What steps do I take in preparation for the Ph.D. qualifying exams?

1. Exam dates:

In consultation with your adviser, identify appropriate exam dates. You may not take qualifying exams until you have completed all coursework or unless you are concurrently taking final coursework, including 907: Research Practicum.

Alert the Graduate Student Service Manager to the precise dates and times of your exam schedule as soon as possible.

2. Reading lists:

In consultation with your adviser and committee members, develop 3 reading lists - 2 based on your designated lines of inquiry and 1 reflecting your relationship to the broad field of Communication Studies. You should begin preparing these lists well in advance of the semester in which the exams are to be taken. Each list should include a short preamble (1 paragraph) identifying and briefly explicating the line of inquiry as well as any guidelines or criteria that may help your committee understand your approach to selection.

Note that the third exam is not a review of the field of communication or of any of its subdisciplinary parts per se. Rather it requires the student to locate his/her study in relation to the field. See previous exams (held in the office of the Graduate Student Service Manager) for examples. The reading list should be prepared accordingly.

In the course of preparing your reading lists, be sure that all committee members understand the basic nature of your intended study. Distributing a 1-p. working summary is strongly recommended.

Reading lists are neither dissertation bibliographies nor comprehensive lists of readings related to a student’s research interests but a selection of approximately 20-30 works (books and/or key articles) essential to respective lines of inquiry.

3. Pre-exam schedule:

3 months in advance of the anticipated exam dates, submit the reading lists and a 2-3 pp. statement of dissertation research interests to your advisor for committee review. As
indicated above, each list should be headed by a short paragraph summarizing the student’s understanding of the designated line of inquiry and consequent criteria for selection.

2 months prior to the anticipated exam dates, your committee will meet to discuss and revise the reading lists and to develop the written examination. You are not present at this meeting. During the meeting, your adviser will seek committee members’ perceptions of your academic needs, strengths, and weaknesses. Collaboratively, the committee will review and amend the reading lists and develop 1 question for each of the three parts of the written exam. *Note to faculty: in order to develop the highest level of collaboration and review across disciplinary interests, this meeting should be held in person.*

Plan to meet with your adviser shortly after this meeting to discuss appropriate ways of studying for the exam and completing the dissertation proposal in a timely fashion.

43. **What is the format of the qualifying exams?**

The written qualifying examination consists of three consecutive (not simultaneous) parts.

Parts 1 and 2 are take-home essay exams. Questions for these exams require integration and development of the first and second lines of inquiry designated on your Plan of Study represented by your first and second reading lists. You have 1 week to complete each essay for each of the first two parts. Each essay should be fully developed, coherent, clear, and appropriately documented.

Part 3 is what is conventionally referred to as a 4-hour “sit-down” exam. It is taken without notes, books, or other materials, and under the Honor Code. Students should locate a relatively private space in Bingham for this portion of the exam (the adviser may be able to make his/her office available). This part of the exam assesses the student’s ability to locate his or her work and its assumptions in relation to the field of Communication Studies.

Questions are given to you at the start of each exam period. They are not provided in advance.

Responses to each of the week-long exams are expected to be the equivalent of an approximately 20 page paper in substance and style. They should reflect careful development and editing. The length of the 3rd exam will obviously be limited by the time allowed and will vary by the question. Students are on their honor not to use notes, books, or other materials in development of the 3rd exam.

Each student should make arrangements to receive questions from his/her adviser or the
GSSM at the start of each of the three exam periods. Some advisers may wish to receive an email confirmation of start and end times.

**44. How do I schedule the exams?**

Consult with your adviser about an appropriate timeframe. Confirm specific dates with the Graduate Student Service Manager.

**45. Who schedules the exam defense meeting—and when does it happen?**

You schedule the defense meeting (anticipate 2 hours), in consultation with your adviser and committee members. The defense meeting must occur within 4 weeks of the completion of the qualifying exams (allowing for weekends and academic calendar breaks). In general, all defense meetings should be scheduled within the academic year or by the end of the Spring exam period. Note that faculty are neither required nor expected to be available to meet after the end of the Spring term or before the beginning of the Fall term.

_in order to ensure timely evaluation, schedule your defense meeting well in advance of taking, or at the time of scheduling, the exams._

Please notify the Graduate Student Service Manager immediately of the confirmed date and time of the defense meeting. Contact him/her as well for assistance with room reservations.

Ideally, students will defend their qualifying exams and dissertation proposals in a single meeting. Doing so tends to focus development of the exams and to facilitate progress toward completion of the dissertation. In consultation with their advisers, students may choose to take and defend qualifying exams separately from submission and defense of the dissertation proposal. If you plan to defend your exams and proposal in a single meeting, you must submit the final proposal to the committee 10 days-2 weeks prior to the scheduled defense meeting.

**46. What happens during a qualifying exam/dissertation proposal defense meeting?**

As noted above, a student may determine in consultation with his/her adviser that it is appropriate to separate the qualifying exam and dissertation proposal defense meetings. For those students defending their exams and proposal in a single meeting, the basic protocol is as follows:

The student and committee gather at the appointed time and place, anticipating 2 hours total. The dissertation adviser asks the student to step out briefly to give the faculty a chance to share their perspectives on the exams and proposal, and to discuss directions for the meeting. The student returns and faculty pursue questions about the exams (the chair may choose to invite faculty from outside the department to begin the round of
inquiry). About 40 minutes later (more or less depending on discussion) the adviser will signal transition into discussion of the proposal--at which time the student will have a chance to make 4-5 minutes of comments. These comments should not summarize the proposal per se but indicate questions, reflections, and points of concern. This is the student’s opportunity to set the tone and direction of the meeting. The committee will respond with questions and discussion, knowing that this is a key moment in the collective development of the project. The adviser will bring discussion to a close with about 20 minutes remaining; he/she will ask the student to step out again while the committee reviews the defense. The student will then ritually return to learn results and recommendations.

47. How are the exams evaluated?

All members of the doctoral committee evaluate all parts of the exam. Committee members need not assign grades to the exams but should alert the Chair of the committee about serious concerns in advance of the scheduled defense meeting.

Within 1 month of the completion of the written qualifying exams, the committee meets with the student to conduct an oral examination that uses the written exams as a point of departure but assumes that the student has command of the full reading lists.

At the conclusion of the defense meeting, the committee will determine by consensus whether the student passes or fails each part of the written exam and whether the student passes the oral exam.

The committee may ask you to retake one part of the written exam. In that case, the committee must develop the new question(s) within 2 weeks of the defense meeting. The student must submit answers within one week of receiving the question(s). A student who does not pass 2 or 3 parts of the exam fails the written qualifying exam. A student who fails the exam may retake it only 1 time and only after the semester in which the exams were first taken has passed.

The committee may determine that the oral exam should be continued at a future date. The student may retake the oral exam only 1 time and only after the semester in which the initial oral defense occurred has passed. It is expected that a second or continued oral exam will be at least as, if not more, rigorous than the first.

Be sure to copy the Graduate Student Service Manager on submission of all exams.

Submit hard and electronic copies of your approved proposal to the Graduate Student Service Manager immediately upon completion of the proposal defense meeting.

48. May I see copies of other students’ exams in preparation for my own?
You may review copies of exams Parts 1 and 2. These are maintained in a file in the office of the Graduate Student Service Manager for your perusal. The file should not be removed from the office.

You are strongly cautioned, however, against basing your expectations for questions or evaluation on prior examples. Your exams will be specific to you, your plan of study, and your committee.

Be sure to copy the Graduate Student Service Manager on the submission of each part of YOUR exams.

49. What is a dissertation proposal?

A dissertation proposal clearly identifies and explains the primary research question you wish to pursue; the methodological concerns and commitments you will bring to the study; your justification for pursuing it; the scope and limitations of the study; and a timeline for completing the dissertation. It may include a literature review and/or chapter summaries/outline. Consult with your adviser and committee members about additional expectations.

The proposal is typically 20-25 pp. in length and must be submitted to the committee no less than 1 week prior to the scheduled defense meeting.

50. May I see copies of other students’ proposals?

Yes. Copies of approved proposals are maintained in a file in the office of the Graduate Student Service Manager for your perusal. The file should not be removed from the office.

Note, however, that expectations for your proposal will be specific to you, your dissertation research, and your committee.

Be sure to submit electronic and hard copy of YOUR approved proposal to the Graduate Student Service Manager immediately upon completion of the proposal meeting.

51. How is the proposal evaluated?

The proposal is evaluated in a defense meeting, ordinarily held in conjunction with the oral defense of the written exams. Discussion of the proposal will include recommendations for developing the dissertation. At the conclusion of the meeting, the members of your committee will approve the proposal, require minor or major revisions to the proposal, or fail the proposal.
52. Do I need to get university approval for my dissertation study?

The university must review and approve all studies involving human subjects before research begins. The aim of the Institutional Review Board is to ensure ethical conduct among research scholars. Students in Communication Studies should submit applications for IRB approval to the Behavioral Review Board. Students typically seek IRB approval after the dissertation proposal is approved but must gain approval before conducting any preliminary research or applying for off-campus research grants. See the “Guide to IRB Process” on the Office of Human Research Ethics website (http://research.unc.edu/Offices/human-research-ethics/index.htm).

53. When do I become a Ph.D. candidate?

Once you have successfully completed the written exams, oral defense of the written exams, and oral defense of the proposal. At this time, you are officially “A.B.D.” (All But Dissertation)!

Note that many grants and fellowships require that you achieve candidacy before application and/or award.

54. What IS a dissertation?

The dissertation consists of a fully documented written analysis of a problem that extends the knowledge and/or the theoretical framework of the field, and reflects your competence to conduct independent research using appropriate methodologies.

55. How many dissertation hours do I take?

You are required to complete a minimum of 6 hours of dissertation credit after being admitted to candidacy. (There is no maximum.) These hours are in addition to required minimum of 46 hours of coursework. Please be aware that you need to be registered (and you will need to pay) for the three hours of dissertation in the semester you defend your dissertation. The University will also charge you student fees even if you are not using any of the University’s services, facilities, etc. If you are a non-NC resident, your cost for those three credit hours will be almost three times higher than the price for the same hours paid by NC Residents.

56. How long do I have to complete the dissertation?
As specified by the Graduate School, all work for the doctoral degree, including transfer work, must be completed within eight years from the date of initial registration in the doctoral program.

57. What if I need an extension?

When extenuating circumstances warrant, a student in good academic standing may request one extension of the degree time limit for a definite, stated period of time (up to one year). You must first complete the Request for Extension of Time Form, which requires a statement of support from your advisor and approval from the DGS. The DGS will then forward the petition for extension to the Graduate School. Ordinarily, an extension of the degree time limit may not be extended.

58. Who schedules the dissertation defense meeting—and when does it happen?

You schedule your final defense meeting once you and your adviser agree that the dissertation is complete and defensible.

Please notify the Graduate Student Service Manager immediately of the confirmed date and time of the defense meeting. Contact him/her as well for assistance with room reservations.

As you anticipate completion you may wish to consider scheduling the defense meeting at least 2 weeks prior to the Graduate School’s deadline for dissertation submission for December or May graduation, allowing sufficient time for revisions per the committee’s recommendations and formal review by Graduate School staff. Please note that faculty are neither obliged nor expected to be available during the summer, except to the extent that they are involved in Summer School.

You must submit the final dissertation manuscript, including complete documentation, full bibliography, title p., table of contents, and list of illustrations (as applicable), to your committee at least two weeks prior to the scheduled defense meeting.

59. How is the dissertation evaluated?

The dissertation is evaluated in a rigorous discussion with committee members. At least 5 committee members must be present (possibly to include one by phone or video) at the defense meeting. Committee members may provide notes or written commentary but are not obliged to do so.

At the conclusion of the meeting, the committee will determine whether the dissertation passes or fails, and/or what revisions are required before submission to the Graduate School.
Your Chair fills out and submits the Doctoral Exam Report Form 
(http://gradschool.unc.edu/pdf/wdexam.pdf) to the Graduate Student Service Manager. 
Once the final changes to the dissertation are made and the dissertation is ready to be 
submitted online, the Chair signs his/her final approval on the same form and submits the 
form to the Graduate Student Service Manager, who in turn forwards the completed form 
to the Graduate School. 

Follow the Graduate School Thesis and Dissertation Guide for dissertation submission 
(http://gradschool.unc.edu/etdguide/).

60. Is my progress in the program monitored?

Yes. You are expected to revise and resubmit your plan of study annually. The Graduate 
Student Service Manager maintains a file of all forms recognizing “benchmark” progress: 
completion of qualifying exams, dissertation proposal defense, and dissertation defense, 
as well as students’ comments on their annual progress per the review protocol described 
below.

Annual review protocol

We ask all students to meet with their advisers annually to review completion of goals 
for the year and to assess challenges, new directions, and objectives for the following 
year. This is a kind of personal summit intended to give you and your adviser a chance to 
get a grip on “the big picture”: where have you been, where are you going? As such, this 
is a critical part of developing an active research trajectory that begins with your 
enrollment in graduate school and carries you through a successful career.

Steps in the process:

In mid- spring of each year, the GSSM will ask all faculty for informal input regarding all 
graduate students with whom they’ve worked, whether as instructors, supervisors, 
producer/directors, or research colleagues. Faculty are asked to limit their comments to 
2-3 sentences per student and are encouraged to remark on achievements about which the 
student’s adviser may not be aware.

The GSSM will then sort and distribute these comments to advisers and the DGS. These 
comments are NOT formally maintained in the student’s file and are considered 
confidential. They are intended to enhance conversation with the adviser.

Students and advisers meet in mid- to late spring to discuss any and all matters pertaining 
to research, teaching, service and leadership, and the general graduate experience. In that 
light, they should review and revise the student’s plan of study, with a particular focus on 
strengthening the student’s primary and secondary research questions.
Instead of the adviser writing a report on the student, each student is asked to write a summary report of the meeting with his/her adviser. The report should be no more than 1 page and should reflect integration of discussion re: strengths, concerns, accomplishments, goals/vision and plans to address each of the above. The student may wish to add additional, subsequent reflections.

By the start of the last week of classes each spring:

all students should submit the revised plan of study (with adviser approval) to the GSSM;

all students should also submit the annual report to the adviser and DGS. Should the adviser wish to underscore, supplement, or correct any portion of a report, he/she may contact the DGS and/or the student directly.

The DGS will then forward all reports to the GSSM for maintenance in students’ files.

61. Can you give me a picture of progress towards completion of the Ph.D.?

Complete M.A. degree
Submit application

↓

Admission to program

↓

Semester 1
Interim adviser assigned
Course work initiated, including required courses: 700, 702, 703
(702 may be offered Fall or Spring of the first year)

↓

Semester 2
Chair of doctoral committee selected
Plan of Study submitted to the DGS
(reviewed, revised, and resubmitted every second semester thereafter)

↓

Semester 3
Preliminary doctoral Committee formed
Course work continued
62. What does the department do to support my professional development?

   a. Part II of the plan of study form encourages you to start developing a career orientation from the time of admission.

   b. The department provides a series of rotating professional development workshops to supplement coursework, advising, and independent research initiatives. Topics include: preparing a vita, building a teaching portfolio, writing for publication, ethics in research, and conference preparation. All students pre-candidacy are expected to attend.
c. Graduate teaching assistants assist with and independently teach undergraduate courses, with the guidance of a faculty member. In addition, all students take the 1-credit pro-seminar, 702: Teaching Communication Studies.

d. Graduate students collaborate with faculty to develop the department’s research colloquium series, which variously features graduate student and faculty presenters, and generally provides a forum for collegial discussion.

e. As students approach doctoral candidacy, they are required to take 907: Research Practicum, commonly known as “Buff and Polish.” This is a capstone course in professional development, intended to prepare students to enter the job market.

f. Graduate students are invited to serve on a number of department committees and informally to collaborate with faculty on department events and initiatives.

g. In their role as graduate student mentors, advisers will provide direct counsel on any number of topics, possibly to include publication and presentation opportunities, collaboration on faculty/graduate student research teams or in working groups, service and leadership roles, and job application and postdoctoral fellowship decisions. Students are encouraged to review drafts of possible publication submissions, to carefully consider teaching options, and generally to address all issues of professional concern with their advisers.

h. All students review their accomplishments each spring with their advisers (see #60). This review is intended to enhance planning and to enable the student and adviser alike to “take stock” of the student’s scholarly and professional development.

63. What UNC policies should I be aware of?

See the Graduate School's Graduate Student Handbook (http://handbook.unc.edu/) and all notices sent regularly by administrative offices. In particular, see:

Prohibited Harassment http://www.unc.edu/depts/eooada/PDF/HarassmentPolicy.pdf
The Honor System http://www.unc.edu/ugradbulletin/stu_aff.html#Honor
Instructional Policy http://regweb.oit.unc.edu/resources/rpm08.php (#8)