Program Handbook

M.A. Communication Studies

2016-17
**Table of Contents**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>4</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>5</td>
</tr>
<tr>
<td>Sample Plan of Study</td>
<td>6</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>7</td>
</tr>
<tr>
<td>Program of Study Guidelines</td>
<td>8</td>
</tr>
<tr>
<td>Core Readings</td>
<td>9</td>
</tr>
<tr>
<td>MACS Elective Courses</td>
<td>10</td>
</tr>
<tr>
<td>Omnibus Courses</td>
<td>11</td>
</tr>
<tr>
<td>CMN 580 Practicum (Teaching Assistant) Policy/Guidelines</td>
<td>12</td>
</tr>
<tr>
<td>CMN 593 Applied Project Policy/Guidelines</td>
<td>13</td>
</tr>
<tr>
<td>CMN 599 Thesis Policy/Guidelines</td>
<td>15</td>
</tr>
<tr>
<td>Thesis Completion Timeline</td>
<td>19</td>
</tr>
<tr>
<td>Thesis Completion Timeline Checklist</td>
<td>20</td>
</tr>
<tr>
<td>Quantitatively Oriented Thesis Guidelines</td>
<td>21</td>
</tr>
<tr>
<td>Qualitatively Oriented Thesis Guidelines</td>
<td>23</td>
</tr>
<tr>
<td>Written Comprehensive Examination Policy/Process</td>
<td>25</td>
</tr>
<tr>
<td>Written Comprehensive Examination Question</td>
<td>27</td>
</tr>
<tr>
<td>Written Comprehensive Examination Preparation Guidelines</td>
<td>29</td>
</tr>
<tr>
<td>University Policies and Campus/Departmental Resources</td>
<td>30</td>
</tr>
<tr>
<td>Contacts</td>
<td>32</td>
</tr>
<tr>
<td>Graduation Checklist</td>
<td>33</td>
</tr>
<tr>
<td>Graduate Faculty</td>
<td>34</td>
</tr>
<tr>
<td><strong>BA/BS — MA Accelerated Program</strong></td>
<td></td>
</tr>
<tr>
<td>Program Description</td>
<td>35</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>36</td>
</tr>
<tr>
<td>Program Policies</td>
<td>37</td>
</tr>
<tr>
<td>Program Timeline</td>
<td>38</td>
</tr>
</tbody>
</table>
Dear MACS Student,

Let me begin by welcoming new students to our program. We are pleased that you have chosen to join us for the pursuit of your Master of Arts in Communication Studies (MACS) at Arizona State University. In the spring of 2002 we proudly witnessed our first graduating class in the MACS program and have since enjoyed hearing about the impact and progress of our alumni in their chosen fields. We look forward to guiding you and your cohorts successfully through the program.

Our program strives to emphasize the interconnectedness of communication and advocacy, although the focus on advocacy and the direction you take this remains in your hands. The emphasis on the connection between communication and advocacy is both explicit and implicit, and our program endeavors to develop the overt skills and subtle understandings that interconnect theory and research to a variety of applied contexts, practices, organizations, and events. Thus, you will find the advocacy theme woven throughout our courses. Our program is unique from other graduate programs in this respect and we as a faculty are committed to maintaining a focus on advocacy.

As a graduate student in Communication Studies you will work intimately with a talented and devoted faculty and alongside committed students. Our faculty are diverse in their interests and approaches, comprising some of the most respected scholars in their academic specialties. They are talented teachers who will challenge you, engage you, and invite you to be part of the academic vibrancy that permeates the graduate school experience. An invitation that requires you to engage and seek out these opportunities, to take advantage of as well as create your own possibilities. You will find the students in our program have – like our faculty - varied backgrounds and experiences. Our students are talented, hardworking, and committed to finding unique ways to think about the world and advocacy. I highly recommend that you get to know them by forming diverse study groups and attending campus events, and I encourage you to create and organize new and additional events for the MACS community.

Graduate school will be demanding. You will be asked to read challenging material and to demonstrate independent and integrative thinking. You also will have to learn to navigate through the graduate school experience. This handbook is designed to help you do this successfully. In particular, the handbook details program specific policies and procedures. In addition, you should consult the graduate studies section of the ASU Catalog for more detailed information about university policies. Please also visit the New College of Arts and Interdisciplinary Sciences Graduate Studies web site at https://newcollege.asu.edu/graduate-studies. Here you will find important forms and helpful advice. As a New College graduate student, you can also take advantage of the graduate lounge (8am-5pm, Monday-Friday, Faculty and Administration Building (FAB) room N174).

If you have any questions or concerns about the program please direct your questions or comments to me. Again, welcome to the program. We look forward to working with you.

Regards,

Lindsey Meân, Ph.D
Graduate Director
Master of Arts in Communication Studies
Mission Statement:  
M.A. Communication Studies (MACS)

Within our M.A. program in Communication Studies we strive to explore, unpack, and when necessary deconstruct the notion of advocacy. This is achieved by examining advocacy across our discipline’s traditional classifications, from an interdisciplinary perspective, and within a variety of contexts. This approach allows us to journey with our students to discover and attend to advocacy in new and unique ways—to collectively theorize, develop, and practice advocacy. People who come to our program join the faculty in this endeavor.

We contend that advocacy occurs at the intersection of our public and private lives, in the space where the two overlap and mutually inform one another, often in complex and challenging ways. It is here that we seek to uncover the ways in which symbols, messages, and meaning are constructed and arranged to establish, facilitate, enhance, or detract from the social status, social support, and/or social identity of particular and often marginalized groups. Although we recognize fully that one can advocate on one’s own behalf, we believe that the true work of advocacy involves attending to the other. Advocacy though is not limited simply to speaking directly on another’s behalf. Rather advocacy involves working diligently and ethically to create a space, whether it is public or private, in which the other can speak for her or himself.

Advocacy is a calling to the responsibility we have for others in the global age—demanding that one be engaged and embedded not only within one’s immediate community, but also that one recognize one’s place in the global community. Understanding, theorizing, and practicing advocacy requires one to perform critical global citizenship. That is, to bring one’s local community needs into relief against the backdrop of globalization—attending carefully to the ways in which global issues shape and affect local issues. Advocacy requires one to recognize that in the wake of globalization humans are being marginalized in powerful yet subtle ways. The forces of globalization are not transparent and it is the advocate who finds a communicative lens to illuminate these forces and their marginalizing effects. The advocate uses communication theory and practice to reclaim space for and to provide voice to the other.

Our M.A. in Communication Studies serves a range of student interests and ambitions. Our program seeks to provide those interested in advocacy the opportunity to develop the intellectual and conceptual skills necessary to follow that calling. Alongside this we provide the opportunity to develop the organizational and applied skills need to work within a range of institutions, services, and industries providing and promoting advocacy. The program also draws students and produces graduates who work in traditional business fields such as human resources, management, and marketing. We have students and graduates who work in research and assessment, community and media relations, and government and politics. In addition, several of our students have continued their education in Ph.D. programs. The breadth of experience our students bring to the program and into the workplace supports our contention that opportunities to practice communication and advocacy can and will be found across occupations and professions.
**Program Requirements**

The Master of Arts Degree in Communication Studies consists of 36 semester hours of coursework at the 500 level or above. Students will complete the core requirements, a selection of elected courses, and complete the comprehensive examination.

A. There are 3 required core courses (9 hours):

- **CMN 502: Theory and Practice in Communication and Persuasion** Theoretical exploration of communicative and persuasive practices as applied in various contexts. Surveys classical, modern, and contemporary theories of persuasion.
  (OR)
- **CMN 522 Argumentation and Advocacy** Introduces various models of argumentation and their applications to various spheres of advocacy.
- **CMN 505: Methods in Applied Communication Research** Examination of the intellectual, practical, and ethical dimensions of engaging in applied research. Emphasis on empirical and quantitative research methods.
- **CMN 506: Humanistic Inquiry and Field Research in Communication** Examination of interpretive, critical, and rhetorical approaches to communication and advocacy; includes hermeneutics, ethnography, and cultural studies.

B. Students are required to take 27 semester hours of electives selected in consultation with the Director of MACS or their chosen graduate advisor (see the Communication Electives and the Program of Study Guidelines sections of this handbook).

C. Written Comprehensive Examination. All students will take a written comprehensive examination designed to test their ability to broadly synthesize and integrate knowledge across courses. For additional information see the Written Comprehensive Exam Policy/Process and the Written Comprehensive Exam Preparation Guidelines section of this handbook. Details of the Written Comprehensive Exam are also provided on the MACS BlackBoard. (Fall 2017 we transition to the “new” single comprehensive exam.)
## Sample MA Communication Studies Plan of Study

### Full-time MACS Student (18 Month)

<table>
<thead>
<tr>
<th>First Semester (Fall – 9 credit hours)</th>
<th>Second Semester (Spring – 9 credit hours)</th>
</tr>
</thead>
</table>
| CMN 505: Methods in Applied Communication Research | CMN 506: Humanistic Inquiry and Field Research in Communication  
**AND**  
CMN 502: Theory and Practice in Communication and Persuasion OR CMN 522: Argumentation and Advocacy  
**AND**  
Select one CMN* electives from available courses |
| **AND**  
Select two CMN* electives from available courses | |

<table>
<thead>
<tr>
<th>Third Semester (Fall – 9 credit hours)</th>
<th>Fourth Semester (Spring – 3 credit hours)</th>
</tr>
</thead>
</table>
| Select three CMN* electives from available courses | Select three CMN* electives from available courses  
**AND**  
Complete Comprehensive Examination |

* If appropriate, you may select up to 6 credit hours (two courses) from a non-CMN prefix.

### Part-time MACS Student (24 Month)

<table>
<thead>
<tr>
<th>First Semester (Fall – 6 credit hours)</th>
<th>Second Semester (Spring – 6 credit hours)</th>
</tr>
</thead>
</table>
| CMN 505: Methods in Applied Communication Research | CMN 506: Humanistic Inquiry and Field Research in Communication  
**AND**  
CMN 502: Theory and Practice in Communication and Persuasion OR CMN 522: Argumentation and Advocacy |
| **AND**  
Select one CMN* electives from available courses | |

<table>
<thead>
<tr>
<th>Third Semester (Fall – 6 credit hours)</th>
<th>Fourth Semester (Spring – 6 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two CMN* electives from available courses</td>
<td>Select two CMN* electives from available courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Semester (Fall – 6 credit hours)</th>
<th>Sixth Semester (Spring – 6 credit hours)</th>
</tr>
</thead>
</table>
| Select two CMN* electives from available courses | Select two CMN* electives from available courses  
**AND**  
Complete Comprehensive Examination |

* If appropriate, you may select up to 6 credit hours (two courses) from a non-CMN prefix.
Academic Advising

Each student in the program brings a unique set of interests and aspirations. Thus, no two students will be advised the same and there is not a centralized advising process like you may have experienced in undergraduate programs. Instead, advising happens in a few key meetings with the Director of MACS or with other faculty to whom you have been directed. As noted above in the Graduate Studies Program Timeline, all students are advised to meet with the Director of MACS for academic advising at two points in time:

1. General advising designed to direct the student to courses and faculty who could best meet their academic and professional interests.

2. Program of Study (POS) advising designed to assist students in the development and completion of their POS.

In preparation for these meetings, students should review:

- the elective courses in the program
- the core course rotation table below
- their intent to request Thesis or Applied Project
- relevant elective courses outside the program (within the College or ASU more widely)

Students also should consult the short faculty biographies provided in the ASU faculty directory on the ASU website to learn more about the research/teaching areas of each faculty member. This is especially important given that you will not have taken a course with all faculty and courses taught will not always reflect the main research and interests of faculty.

The table below lists the standard rotation of core courses.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMN 505</td>
<td>CMN 502/522</td>
</tr>
<tr>
<td></td>
<td>CMN 506</td>
</tr>
</tbody>
</table>
Program of Study Guidelines

The Program of Study (POS) is a document that all graduate students at ASU are required to submit. It serves to stipulate what courses a student intends to take to meet the university requirements for earning a graduate degree. It is submitted electronically and then routed to the Director of MACS and representatives from the Graduate College for approval.

The POS is binding once submitted so it is important that you give it due consideration before submitting. However, it also is amendable and can be changed as necessary when you progress through the program. Students may need to change their POS when courses originally scheduled are no longer available, when new courses are added that students would like to include in their POS, and when the scheduling of a course for a given semester prevents a student for being able to enroll in it. When changes are necessary, they can be made through the same system used to submit the POS initially (i.e., the student’s My ASU account).

To prepare for submitting your POS, keep in mind that each POS submitted for MACS must include:

- 36 hours of total coursework
- 9 hours of the required core courses
- 27 hours of elective hours

The elective hours will be comprised predominantly of MACS courses (those designated in the course calendar with the CMN prefix, see the list provided in the MACS Elective Courses section of the handbook)

In addition, students can include some combination of the following types of credit hours when appropriate and approved by the Director of MACS:

- 6 hours of graduate omnibus credit (i.e., CMN 580, 584, 590, 592, & 594) — restrictions apply with regard to the certain omnibus courses (see the Omnibus Course section of the handbook)

- 6 hours of graduate credit from other graduate programs at ASU (see approval process)

- 3 hours of undergraduate credit at the 400-level (can be a CMN course or a course from another discipline that is applicable to the student’s Program of Study) — must be taken as a graduate student and not part of a student’s undergraduate curriculum. If you are taking a cross-listed 400/500 level course and you already have 3 hours of 400-level credit included in your Program of Study you must register for the cross-listed course at the 500 level.

- 12 hours of nondegree graduate credit (this is graduate credit earned by taking courses in the MA in Communication Studies program at ASU before a student is officially admitted and enrolled in the MA program)

- 6 hours of graduate transfer credit from another university
Approval for Credit Taken Outside the Program

Before taking courses outside the program please confer with the Director of MACS to determine if the course is appropriate for inclusion on your POS. This will involve sharing the following with the Director of MACS:

- a brief description of why the course is relevant to your POS
- the course prefix and number
- the course title
- the course catalog description

In instances where this information is not substantial enough to make a determination regarding the course you may be asked to solicit and provide a sample syllabus from the course. Once the Director of MACS has approved the course you may enroll and include it on your POS.

Summer Credit

Summer graduate courses are not regularly offered. Those students who intend to take credit during the summer should consider the options described above when composing their program of study. This includes independent study options, although it should be noted that faculty are technically “off contract” and typically engaged in research, writing and other significant and/or demanding activities during the summer. As such, their availability or lack thereof to mentor students during this time should be respected and valued.

Core Readings

These core readings are provided to give you some foundational content on issues relevant to the issue of advocacy and the many forms and orientations it can include. These also provide the core reading for the Comprehensive Exam, although you are encouraged to read these early in your program of study.

Readings (pdf copies provided on BlackBoard):


MACS Elective Courses

CMN 515 Ethical Issues in Communication Advocacy Variable Topics course examining the ethical issues or concerns related to communication advocacy. Course examines research, theory, and/or practice.

CMN 516 Mediation and Dispute Resolution Examination of advocacy’s role in fair negotiation and effective and successful dispute resolution. Course examines research, theory and/or practice.

CMN 520 Communication Campaigns Exploration of public communication strategies aimed at advocating for general or specific audiences and/or for particular issues/causes.

CMN 522 Argumentation and Advocacy Introduction to various models of argumentation and their applications to various spheres of advocacy.

CMN 531 Communication and Social Change Exploration of human communication and technologies of communication as agents of social change within groups, communities, organizations, and/or cultures.

CMN 532 Advocacy in Interpersonal Settings Examination of particular relational contexts in which advocacy plays a pronounced role (e.g. personal, family, and service provider relationships).

CMN 550 Advocacy in Organizational Settings Examines issues of upward influence, the expression of dissent, and grievance systems within organizational contexts.

CMN 551 Democracy and Power in Organizations Examination of structural, historical, relational, and symbolic dimensions of organizational communication and discourses that foster or impede communication advocacy.

CMN 557 Communication and Technology Assesses technology’s role in the social dynamics of human interaction. Emphasizing the impact of technology with regard to communication advocacy.

CMN 565 Globalization and Advocacy Exploration of the forces leading to increased intergroup contact and their impact on social, economic, and political dynamics.

CMN 570 Communication and Advocacy in Social Context Variable topics course exploring the intersection of communication and advocacy in specific contexts not addressed in other elective courses (e.g., environmental advocacy, health care advocacy, political advocacy, etc.). (May be repeated)

CMN 593 Applied Project (see the Applied Project Section of the handbook)

CMN 598 Special Topics Variable topics course that explores specific topics not emphasized in other elective courses. (May be repeated)

CMN 599 Thesis (see the Thesis section of the handbook)

Omnibus Courses
In addition to the standing elective courses, students can incorporate what are known as omnibus courses into their program of study.

Below is a list of courses with omnibus designations that are available for graduate students in the program. Enrollment in these courses requires the student to petition a faculty member to sponsor/serve as advisor for the given course.

To enroll in omnibus courses students must seek and obtain (a) approval from the Director of MACS to include the course in one’s program of study and (b) a faculty member who will serve as the sponsor for the omnibus course. Then the student must obtain clearance from the MACS Academic Success Coordinator to enroll as entry into omnibus courses is restricted.

Restrictions apply to the number of omnibus hours that can be included in a POS and to the number of hours earned in certain omnibus courses (see details below).

**CMN 580 Practicum** — Credit earned for graduate level teaching assistantships (see the Teaching Assistantship policy for more detail). Can only account for 3 credit hours of a student’s POS.

**CMN 584 Internship** — Credit for traditional internships which students identify, acquire, and petition to have included in their program of study. Can only account for 3 credit hours of a student’s Program of Study.

**CMN 590 Reading and Conference** — Credit for graduate level independent study courses designed in consultation with a faculty member. Designed to focus on additional content not covered in existing courses.

**CMN 592 Research** — Graduate credit earned for conducting independent research under the supervision of a faculty member. Research conducted as COM 592 must be unrelated or preliminary to thesis/applied project research. Can only account for 3 credit hours of a student’s Program of Study.

**CMN 594 Conference and Workshop**—Graduate level courses offered periodically to a small group of students designed around a particular focus not covered in existing coursework. Traditionally offered during summer session.

In total, only 6 hours of omnibus credit can be included in a MACS POS.
The list below includes the minimum expectations associated with CMN 580. Faculty may ask teaching assistants to take on additional duties as necessary and appropriate.

1. Teach some significant portion of the course to be determined in consultation with the instructor.

2. Compose at least one exam (use to be determined by the instructor) or comparable assignment.

3. Grade at least one written assignment (e.g., essay test, essay) or a presentation assignment (e.g., speech, group presentation). Final grade to be at the discretion of the instructor.

4. Complete a Teaching Assistant Portfolio to include as available:
   a. lecture notes
   b. discussion questions
   c. class activities/assignments
   d. exam(s) composed for the course/assignments developed for the course
   e. sample(s) of graded work
   f. sample syllabus for potential course
CMN 593
Applied Project Policy/Guidelines

This course is an option for students who are interested in engaging the community in some meaningful way. The final product of an applied project should be useful to an agency, community, or group. It could be an action research project, a needs assessment study, a program evaluation, the planning and conducting of an in-service training program, a proposal for funding, or a creative project of similar scope. The possibilities are numerous and too extensive to list here. Those interested in completing an applied project should consult the MACS Director to discuss ideas, possible faculty involvement, and the necessary requirements.

Applied project is limited to 3 hours except in the unusual circumstances that a project stretches beyond a single semester and entails additional work that would merit more credit hours. Students are encouraged to develop ideas that are accomplishable within a single semester. The work accomplished during these credit hours must reflect the process of maturation of ideas and give ample time for researching and planning the project, particularly if the project is being applied to an outside agency. The project should demonstrate the application of theory, research, and communication advocacy (broadly defined) to a concrete social context.

Because an applied project by nature addresses a public or community issue the results of the research must be presented in a public document/presentation (e.g., a paper, a handbook, a monograph, an exhibition, a training program, a film) that is made available to the agency, community, or general public. In addition, all applied projects require a written report documenting the execution of the applied project (i.e., the Applied Project Report). There is considerable flexibility regarding the nature and form for public presentation of results for the applied project. The best means for presenting the results of one’s applied project should be determined in consultation with your applied project advisor, the agency, and community members. In contrast, the Applied Project Report is a formally structured document, like a thesis, that adheres to a particular format.

Like the other omnibus courses, applied project requires a faculty advisor. The faculty advisor provides guidance during this process as necessary and evaluates the final applied project/applied project report. Before committing to oversee an applied project the faculty advisor may ask the student to provide any of the following:

- a brief (no more than 2 pages) prospectus outlining the applied project
- a writing sample
- other documentation as warranted

Students will be permitted to register for applied project semester hours only concurrent with or subsequent to completion of their 24th semester hour of coursework.
Applied project reports will vary in length and content, but at a minimum should include the following sections:

1. A rationale for the project and introduction to the subject matter.

2. A literature review that draws upon literature and resources pertinent to the subject matter.

3. A section detailing the steps undertaken in the applied project. This section will chronicle the student’s applied project experience*.

4. A discussion section that considers the lessons learned from completing the applied project, the relative success/failure as well as the strengths/limitations of the applied project, and the possible directions for future work/efforts related to the project. Students are expected to integrate appropriate theory/literature from other MACS courses into their discussion of the applied project.

5. When appropriate, an appendix that documents any written or visual information produced as part of the applied project.

The applied project report should be turned into the faculty advisor by the end of the semester in which the student registered for the hours. A bound copy should also be deposited with the Director of MACS.

*If an applied project will involve collecting data from human subjects, students must complete the required Human Subjects Institutional Review Board training and forms before collecting data. Consult with your faculty advisor who must submit the materials for review. Details of training, submission process and exemplar materials are available from the ASU Office of Research Integrity and Assurance webpages at https://researchintegrity.asu.edu/
The thesis elective is an option designed for students who desire to thoroughly investigate a particular topic of interest through an extensive independent research project. An oral defense of the thesis is required. Thesis is reserved (and only recommended) for students who intend to pursue a doctoral degree after completion of the MACS program. Writing a thesis is a considerable undertaking and should only be pursued by those students who are well prepared to do so. Thus, there are several steps that must be completed in order to qualify for thesis hours. This process is designed to ensure that a student attempting to write the thesis possesses the requisite skills and can make the time commitment necessary to complete the thesis successfully.

Students enrolled in the thesis elective will earn 6 hours of credit (2 sections of CMN 599) spread across two semesters. Students will not be able to complete a 6-hour thesis in a single semester nor will they be able to enroll in thesis for fewer than 6 hours of credit.

To qualify to write a thesis, students must:

- Identify and solicit a thesis advisor/chair
- Draft a thesis prospectus
- Once their advisor/chair approves, submit the thesis prospectus to a potential graduate committee of three

The necessary steps for pre-qualification to write a thesis are outlined in greater detail below.

1. Students should begin by identifying a possible thesis advisor/chair. This should be a member of the MACS faculty who has research expertise in an area related to the student’s thesis topic. See the faculty roster at the end of this handbook to identify appropriate faculty to serve as the thesis advisor/chair.

2. Students should then meet with the thesis advisor/chair to discuss the thesis project in greater detail. If the faculty member agrees to chair the thesis committee then the student should consult with the advisor/chair regarding other possible committee members to solicit. Students should repeat this step with another faculty member if the initial faculty member approached does not accept the invitation to serve as the student’s thesis advisor/chair.

3. The student should then submit a thesis proposal to the thesis advisor/chair. Revise it as necessary.

4. The student then submits the thesis proposal along with an invitation to join the thesis committee to two other faculty members. One of these must come from the MACS faculty; the other can come from outside the program. This step may need to be repeated with additional possible committee members if those approached initially are unavailable.
5. Once two other committee members have been identified, have reviewed the prospectus, and have agreed to serve on the committee the student is pre-qualified to begin work on the thesis.

Students should register for CMN 599 Thesis in the appropriate semesters according to the timeline stipulated and approved in their prospectus.

- Students will be permitted to register for thesis semester hours only concurrent with or subsequent to completion of their 24th semester hour of coursework.

- If students have already completed 6 hours of CMN 599 before completing the thesis they must register for 1 hour of CMN 595 Continuing Registration. Students must be enrolled in a minimum of 1 hour of CMN 595 for each additional semester necessary for completion of the thesis. Students must complete their Thesis within 3 hours of CMN 595 Continuing Registration. This equates to either 3 additional semesters or 2 additional semesters and a summer session. In the event that there are extenuating circumstances that prevent students from meeting this deadline, students may petition their graduate committee for an extension. When necessary students should consult the MACS Director and their thesis advisor/chair for more information about petitioning for an extension to complete the Thesis.

Students should also, as necessary, amend their POS to reflect thesis credits. Students can apply to write a thesis either prior to or after they have completed and filed their POS. When a student’s application to write a thesis is approved prior to submitting the POS the student simply needs to incorporate 6 hours of CMN 599 (Thesis) into the POS. If the POS has been submitted already, the student simply needs to amend the existing POS so by including 6 hours of CMN 599 (Thesis) and by removing 2 courses (6 hours of credit) previously included on the POS. Students should also list their graduate thesis committee and the advisor/chair on the POS.

To actually write and complete a thesis, students must:

- Incorporate the feedback of their graduate committee
- Complete any necessary human subjects protocol
- Collect data
- Write the manuscript
- Follow the submission guidelines and calendar
- Participate in a public defense of the thesis
The necessary steps for writing a thesis are outlined in greater detail below.

1. After the student’s committee has been composed and the prospectus reviewed the thesis advisor/chair will provide the student with feedback from the committee regarding the research plan and objectives. Give due consideration to incorporating their suggestions since they are intended to increase your likelihood of success.

2. Before beginning the methods and in order to conduct research with human participants, students must complete required training and submit the appropriate paperwork to receive approval to conduct research. If the student is not using human participants but instead some form of archival texts completing these forms is neither mandated nor necessary. Consult with your faculty advisor who must submit the materials for review. Visit the ASU Office of Research Integrity and Assurance for details of training, submission process and exemplar materials at https://researchintegrity.asu.edu/

3. In addition to following the policies of the University with regard to research subjects, students must also adhere to the policies of the agency or site where the data collection will occur. This may entail completing human subjects paperwork specific to the agency or site. It is the student’s responsibility to learn if additional paperwork is necessary and to complete the paperwork accordingly and appropriately. Failure to do so jeopardizes both Arizona State University and MACS community relations and community support and therefore will not be permitted nor tolerated.

4. There is several different style guidelines used in academic writing (e.g., American Psychological Association, Modern Language Association). Students will need to follow the particular writing guidelines required by the thesis committee.

5. Conduct appropriate research and complete the thesis according to the recommendations, suggestions, and revisions provided throughout the process by your graduate committee.

6. In consultation with your faculty advisor/chair and, once your advisor indicates it is ready for wider committee review, with your other graduate committee members ready your thesis for public defense. This involves two steps: (a) satisfactorily meeting the expectations of your thesis committee and (b) formatting your thesis according to Arizona State University guidelines. Regarding step B above, obtain the ASU Format Manual and follow the guidelines provided regarding formatting the thesis. The formatting of theses is strictly governed and therefore students need to consult and follow the Format Manual closely. The Format Manual is available from the Graduate College at ASU Tempe or on the Graduate College website at (http://graduate.asu.edu/formatmanual).

7. Schedule an oral defense in consultation with your committee advisor/chair and your other committee members. Consult the timeline provided below before doing this. This needs to be a date when all committee members are available. This is done through the links available on your My ASU account.
8. Submit your thesis for formatting review by the Graduate College. There is a specific date by which this submission needs to be made every semester to ensure the Graduate College staff can make the recommendations without holding up a student’s graduation. Be sure you know what this deadline is. You can find it by following the links under your My ASU account. Missing this deadline may prevent you from defending your thesis on the designated date set. Note: Currently the Graduate College requires that the Comprehensive Exam has been successfully passed before a defense can be formally scheduled. As such and given the logistics of finding a date that works for you and all the members of your committee, you are advised to informally set a date for the defense early in the semester.

9. Make any suggested revisions as necessary for final format approval once you have received feedback from the Graduate College.


11. Submit your thesis electronically to UMI/ProQuest. https://graduate.asu.edu/completing-your-degree

Check the Graduate College webpage for more detailed information on these steps, including current deadlines.
Thesis Completion Timeline

The final steps of the thesis process are quite involved. They are discussed in greater detail here along with a timeline which will assist you in ensuring you move through these steps as required.

To successfully complete and defend a thesis, students must:

1. Complete the initial/defensible draft of the manuscript (a first-final draft that the student’s graduate committee deems defensible)

   Students in consultation with the thesis advisor/chair should identify an appropriate date to share the thesis with the other committee members. As a rule, committee members should be given 10 working days (two calendar weeks) to read the thesis and determine whether it is ready for the public defense.

2. Submit the thesis for format approval

   Once deemed defensible students should submit their thesis to the Graduate College for format approval.

3. Defend the thesis

   Once deemed defensible students should consult with their thesis advisor/chair to determine how best to prepare for the thesis defense. Defenses which are scheduled for 2 hours typically follow a standard format whereby the student presents an overview of the thesis for the first 20-30 minutes. This is followed by a question and answer session in which the committee members pose questions about the thesis to the candidate.

4. Revise the thesis as necessary depending on the outcome of the defense

   After the defense the committee will request any revisions they believe the thesis requires. These can range from no revisions requested to minor or substantive revisions.

5. Submit the revised/final thesis to your thesis advisor/chair.

   If revisions were necessary, students will revise the thesis and resubmit it to the thesis advisor/chair to ensure that the revisions requested by the committee have been addressed adequately.

6. Submit the final draft of the thesis to the Graduate College.
Thesis Completion Timeline

CHECKLIST

Consult the timeline checklist below to ensure you take the appropriate steps according to the necessary dates.

All dates are set by the university based upon the scheduled date for graduation for a given semester. This checklist below is generic with regard to dates but will give you some sense of when they will fall in a given semester based upon graduation. The actual dates for a semester can be found by accessing the deadlines/procedures calendar on the Graduate College webpage (graduate.asu.edu).

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate Date to Submit Final Draft Thesis to One’s Graduate Committee</td>
<td>Two Weeks Before Scheduled Defense Date</td>
<td>Two Weeks Before Scheduled Defense Date</td>
</tr>
<tr>
<td>Last Day to Submit the Draft of the Thesis for Format Approval</td>
<td>10 working days before the Scheduled Defense Date</td>
<td>10 working days before the Scheduled Defense Date</td>
</tr>
<tr>
<td>Last Day to Schedule a Defense</td>
<td>End October – see website for specific dates</td>
<td>End March - see website for specific dates</td>
</tr>
<tr>
<td>Last Day to Hold an Oral Defense</td>
<td>Early November – see website for specific dates</td>
<td>Early April - see website for specific dates</td>
</tr>
<tr>
<td>Last Day to Submit Final Revisions</td>
<td>In or Around the 3rd Week of November – see website for specific dates</td>
<td>In or Around the 3rd Week of April – see website for specific dates</td>
</tr>
<tr>
<td>Last Day to Submit the Thesis to UMI/ProQuest</td>
<td>In or Around the End of November – see website for specific dates</td>
<td>In or Around the End of April – see website for specific dates</td>
</tr>
</tbody>
</table>
Quantitatively Oriented Thesis Guidelines

Numerical data collection and statistical analysis are the hallmarks of quantitatively orientated research. A thesis of this nature has several clearly identifiable parts. The various parts and the purpose of each respective portion of a quantitatively oriented thesis are detailed below. Although numerical data and statistical analysis serve as the source of interpretation in quantitatively oriented theses when possible and as appropriate students should interpret and relate their work to the practice of communication and advocacy.

Abstract
The abstract is a brief summary of the thesis. It summarizes all of the sections listed below in a concise format (1-2 pages).

Introduction/Rationale
The introduction/rationale introduces the reader to the topic of interest by clearly stating the purpose of the work and by establishing the importance of the work. First, the student describes and clarifies the topic of study for the reader. The student then makes a case for why the research is important for empirical reasons and/or practical reasons. The student describes the importance of conducting the research and the potential contribution of the research to the field of communication study. The student can discuss contributions the work will make in relation to the existing communication literature, in relation to communication theory, in relation to solving practical problems, and/or in relation to providing opportunities for future exploration in the area.

Literature Review
The literature review serves to summarize and review literature pertinent to the topic of interest. There are two identifiable sections of the literature.

In the summary of the literature section the student summarizes previous research and theory to inform the reader about the state of current knowledge in the area. The student identifies trends, themes, and ideas that exist within the literature in this section. The student as necessary also discusses relationships, gaps, inconsistencies, and contradictions in the literature.

In the critical evaluation section the student carefully examines the research done to date. In this section the student critiques the conduct and validity of the research in terms of theoretical applications, construct definitions, operationalization and measurement of constructs, research design and execution, and empirical conclusions. Additionally, the student concludes the literature review in this section by arranging the existing literature to support the proposition of clearly stated research questions and/or hypotheses.
Methods
In this section the student describes in detail the methods used to conduct the study. Specifically, the student discusses (a) the sample and sampling procedure, (b) the research design, (c) the data collection procedure, (d) the measures used and (e) any other methodological considerations not discussed in the areas previously listed. This section should be detailed and precise so that another researcher could replicate the study.

Results
In the results section the student describes the data analysis procedures and reports specific findings. This involves clearly and precisely describing how the student conducted the data analysis. The student also provides the reader with the specific findings and the necessary data representations to accompany these findings (e.g., statistical tests, summary tables, etc.).

Discussion
This is the final section of the thesis. Here the student discusses the findings of the research. In this section the student: (a) describes how current results align with or contradict previous findings, (b) discusses theoretical implications and/or practical applications of the findings, (c) considers where expected results were not found and attempts to provide explanations for the absence of expected results, (d) notes the limitations of the current work, and (e) suggests directions for future research in the area of study.
Qualitatively Oriented Thesis Guidelines

Writing a thesis from a qualitative perspective requires making a choice between two broadly construed areas of focus. We are all no doubt aware that one might well combine these two ways of investigation. For the sake of preparing a set of guidelines, however, we keep them separate. That said, one can either write a thesis that is a theoretical work or write a thesis that offers a reading of some cultural phenomena (the so-called application of theory) by way of an already existing and established theory/method.

In either case, one would be expected to make a theoretical contribution to or employ a recognized body of thought in communication studies. These areas include but are not exhausted by the following: critical theory; cultural studies; ethnography; hermeneutics; queer theory; phenomenology; psychoanalysis; post-colonial theory; semiotics; or one of the various means of rhetorical analysis such as fantasy theme; Burkean, feminist, narratological, for example. In each case students must relate their work to the practice of communication and to the concept and practice of advocacy as it is understood in their study.

We might think of the qualitative thesis as having at least three distinct parts each of which would be expected of any thesis. Below are the three requisite sections with a short description of what the author is minimally required to accomplish in each section.

Introduction and Method: What, why, and how

The author makes two related moves in this chapter. First, state the thesis of the work clearly. In a theoretically-oriented work, the author introduces the issue and/or issues to be addressed, and in a work that applies a specific theory, the author introduces the theory to be employed and the cultural phenomena that constitute the focus of the study. In both cases, you will need to provide a short introduction of the texts and thinkers to be utilized and engaged in the work. Also, in both cases, the introduction must give reasons for the undertaking of this particular project and how it either contributes to a theory of communication and advocacy or how this manner of reading cultural phenomena better our understanding of communication and advocacy.

Your second primary concern is method. At a minimum, your objective here is to tell readers HOW you plan to go about your theoretical construction or your application of the theory you plan to apply.

In the case of an application of a theory/method the author explicates the major tenants of the established theory to be employed in the reading/evaluation of the cultural phenomena they have under study. This will include a review of other investigations of the same or related phenomena. (A lengthy study in which one is applying a theory/method might well separate the two moments of this first part into separate chapters. This is seldom done for theoretical work.)
Body: The doing of the what
Very simply stated—but more challenging to accomplish—the chapters in this section articulate the arguments that support the thesis/project. Thus, you would do well to organize these chapters in such a way as to show how each relates to the others. This is also where you have ample opportunity to provide the details of your interpretation, which makes this section the heart of your thesis.

Conclusion: The restatement of the why, review of the what, and speculations about what still remains for future work in this area
In this section you face four primary opportunities:

- reviewing your achievements,
- iterating your reasons for having undertaken the project in light of having reached its (near) completion,
- playing out the consequences this study has for our understanding of the practice of communication and advocacy, and
- pointing toward work that remains for those interested in investigations along the lines of your project.
Written Comprehensive Examination Policy/Process

1. Students are permitted to take comprehensive examinations only concurrent with or subsequent to completion of their 36th hour of coursework.

2. If a student is taking the written comprehensive examination during a semester when the student is not enrolled in any other coursework that appears on the Program of Study then the student must register for at least one hour of graduate-level credit as CMN 595 Continuing Registration.

3. Comprehensive examinations require students to write (i.e., answer a designated question) that connects to the Core Readings stated earlier and provided again below with the exam question. These readings are available on the MACS Black Board.

4. The Comprehensive Exam question will be composed by the student at home and turned in by the due date stipulated for the given semester.

Exam dates will be posted on MACS BlackBoard when formalized.

The answer or response to the Comprehensive Exam Question should be submitted to the MACS Academic Success Coordinator

Students are expected to clear the date well in advance so that they prepare and submit the comprehensive exam on the day stipulated. In the event that you are unable to make the specified date, you must petition the MACS Academic Success Coordinator in order to receive permission to complete your comprehensive examination on an alternative date.

5. Early in the semester in which they intend to take the comprehensive examination, students must notify the MACS Academic Success Coordinator of their intent to do so.

6. The Graduate Committee (a standing committee of 3 MACS graduate faculty) will evaluate the answer/responses to the Comprehensive Exam Question.

7. The Graduate Committee will make a determination regarding the performance of the student on the comprehensive examination. Each member of the graduate committee will read each question and provide one of the following marks:

   - High Pass
   - Pass
   - Rewrite
   - Failure
A high pass indicates an exceptionally high and strong answer/response in terms of content, argument, substantiation, and structure.

A mark of pass indicates that the student has demonstrated mastery.

A mark of rewrite indicates that the response has some deficiencies that need to be addressed before it can receive a passing mark.

A mark of failure indicates that the response is unacceptable and cannot be adjusted through a simple rewrite. Rather the response needs to be composed anew.

8. Once the review of examination answers/responses has been completed by the Graduate Committee, the MACS Director will notify students of their respective performance outcome.

Students who receive a passing mark will have completed all requirements of the comprehensive examination process at that point in time.

Students who receive either a rewrite or failure mark will need to follow the steps outlined below.

9. **Rewrites** will require students to rework their responses based upon feedback from the Graduate Committee. The student will be notified of the rewrite by the MACS Director. A meeting can be scheduled in which the student and the MACS Director will review the feedback and discuss the rewriting process.

10. Students will have a designated time to complete their rewrite (see below) sufficient to incorporate the feedback provided into a re-written response that corrects for the deficiencies noted by the committee.

11. In the unlikely event that a student does not produce a substantive rewrite that warrants a passing mark, the overall exam mark will become a failure.

12. **Failure** of the written comprehensive examination is considered final unless the MACS Director and the Dean of the Graduate College approve a re-examination. Only one re-examination is permitted and may be administered no sooner than 3 months and no later than 1 year from the date of the original examination. Students sitting for a re-examination must register for 1 hour of CMN 595 Continuing Registration in the semester in which they will take the re-examination.
Written Comprehensive Examination Question

The MA CS Comprehensive Examination is an opportunity to reflect on your course work and synthesize those approaches that have become particularly meaningful and relevant to you as an advocate.

Please read and respond to the exam question with the following description of the MACS program in mind:

*The Masters of Arts in Communication Studies at Arizona State University West is designed around the practice and theory of advocacy. As a necessary component of democratic life, advocacy is a fecund area of study for those who wish to have their academic study inform their concerns for community and social life.*

*A focus on advocacy in all its various forms allows the integration of the practical and theoretical study of social practices and institutions, persuasion, ethics, politics, and culture in a program of study designed to each student’s interests. All the traditional areas of study within communication from interpersonal to organizational and from empirical research to rhetoric are brought to bear on an understanding of communication and advocacy.*

**Question**

In a communication studies program focusing on advocacy, the question is raised concerning the relation between these two concepts (communication and advocacy) alongside the relation of advocacy with the concepts at the heart of the study of communication more generally. Drawing from what you have learned in your course work and the essays in the Communication and Advocacy Exam Reading List develop an essay exploring your understanding of one or more of the following:

- why advocacy needs the insights gained by the study of communication
- how the study of communication informs advocacy
- the role of advocacy in communication as a discipline and/or a practice.

Your answer should be yours in that it uses the focus and understanding most appealing to you. This means the response you make may come from any one of the various ways of studying communication and any of the methods recognized by the discipline.

Your exam answer should contain:

- a clear introduction that offers a rigorous and non-obvious statement of the relationship between communication and advocacy that you will be exploring in the essay to follow
- further, the introduction should signpost the scholars/concepts you will be employing in your response (that is, by the end of the introduction, the reader should have a clear sense of the organization of the essay to follow and the key communication and advocacy concepts it will explore)
- the exam answer should be at least 5000 words and no more than 8000 words in length *EXCLUDING* References section
- the exam answer should employ material from at least three of the essays on the Advocacy Exam Reading List and additional relevant scholarly readings of your choice (from classes, literature searches, etc.)
• the exam answer should cover a range of content as relevant, including (but not limited to) specific scholars, theories, theoretical concepts, methodologies, etc.
• do not name the classes done in course work nor simply report what you have learned in a list, rather develop the lessons and points most important into an argument
• the essay should correctly utilize the chosen citation system and format (e.g., APA, Chicago) including headings, sub-headings, in-text citations, and so forth
• the essay should be well-written and free of mechanical errors (grammar, spelling, punctuation, etc.)

It is strongly recommended that you attend one of the exam preparation workshops in order to begin gathering your thoughts and organizing your essay.

Model Exam Answer
A model of an introduction to an exam response is provided for you. The model is there to show you the relevant academic tone and amount of detail required in your response using a strong structure. However, this is not the ONLY way to introduce your answer and it is intended as an exemplary model so be confident about providing your version.

Readings (pdf copies provided on BlackBoard):


Origins of the word: ADVOCATE
(Online Etymology Dictionary)
mid-14c., "one whose profession is to plead cases in a court of justice," a technical term from Roman law, from Old French avocat "barrister, advocate, spokesman," from Latin advocatus "one called to aid; a pleader, advocate," noun use of past participle of advocare "to call" (as witness or advisor) from ad- "to" (see ad-) + vocare "to call," related to vocem (see voice (n.)). Also in Middle English as "one who intercedes for another," and "protector, champion, patron." Feminine forms advocatess, advocatrice were in use in 15c.

(ARCade Dictionary of Word Origins)
“Etymologically, advocate contains the notion of ‘calling,’ specifically of calling someone in for advice or as a witness. This was the meaning of the Latin verb advocare (formed from vocare ‘call,’ from which English also gets vocation).
Written Comprehensive Examination Preparation Guidelines

Students should consult the guidelines below to prepare for the comprehensive examination.

1. The objective of the comprehensive examination is for students to demonstrate “mastery”. There is no one way to do so. In fact, no two students’ answers will be the same or even similar. Rather, they will draw upon their own experiences in the program to formulate their responses. Thus, students should forego the idea that there are “correct” answers to the comprehensive questions.

2. “Mastery” is not tied to providing “correct” answers, but rather is developed by producing well-informed and comparatively comprehensive responses versus less-informed and poorly developed responses.

Students’ responses should show:

- a firm command of the material
- a breadth of knowledge
- accuracy and precision when discussing relevant ideas
- provide good support and substantiation, including relevant in-text citations (appropriately detailed in the References, etc).

Conversely, responses should not be:

- lacking in substantive content and substantiation
- too narrowly focused
- imprecise
- poorly executed and edited

3. Students should follow the preparation steps outlined below to develop the best possible responses to the questions.

A. Review the core readings, additional readings of your choice, and material from your courses

B. Develop an outline for your response

- Carefully consider the content of material that you intend to include in your outline
- Build a rough outline sketching the major points you intend to make
- Add content until you have a detailed outline

C. Compose your written response

- Compose your response in time so that you can reread, revise, and edit it as necessary to ensure that you have composed the best possible response
- Check thoroughly before submission for format, style, typos, and other issues – every element of this document should be executed to the highest standard.
UNIVERSITY POLICIES:

All Graduate Students are responsible for reading and understanding the Graduate College policies available online at http://graduate.asu.edu/faculty_staff/policies.

ASU has policies related to a variety of aspects of student life and academics available online at http://www.asu.edu/aad/manuals/usi/index.html.

Satisfactory Academic Progress Policy

Note: The MA Program follows the New College of Interdisciplinary Arts & Sciences Satisfactory Academic Progress Policy. The current policy can be found at the MA Communication Studies Advising website.

Campus/Departmental Resources

BlackBoard
The program has established a Blackboard website to allow students to keep informed of programmatic information. The site is an area where announcements about upcoming events as well as class and handbook information are available. In addition, the email option gives students and faculty the ability to contact each other. In order to be a user on the MACS blackboard site, you will need to open and maintain an ASU rite account. For first time setup of accounts, please go to: https://ucc.asu.edu/.

Fletcher Library
The Fletcher Library is located on the far end of the campus next to the south parking lot. The Library’s website at http://lib.asu.edu/fletcher provides access to the library’s catalog, hundreds of scholarly databases, thousands of electronic books and journals, and RefWorks, a citation management tool. Students also may obtain assistance at the Reference Desk. The library staff will assist students in locating resources for research projects, as well as helping them to use electronic databases and other information sources in the library. The website for the library is: https://lib.asu.edu/services/graduate-students.

Technopolis
Technopolis is the general-purpose student computing lab at ASU. It is equipped with networked computers, general-purpose and class-related software, printers, scanners, and adaptive technology. Macintosh and IBM-format/Windows personal computers are available for use. It is located in the basement of Fletcher Library. Students are encouraged to establish and learn to use an e-mail account and the Internet.

My ASU is an e-mail and conferencing system that is available free to all registered ASU students. Stop by Technopolis to find out how to use the system, which can also be accessed from a home computer.
The Student Success Center

The Student Success Center at the West Campus provides tutoring and academic support services to help students succeed. These programs and services include: Writing Center, Subject Area Tutoring, Supplemental Instruction, Summer Bridge, and Academic Success Courses. With convenient hours and locations, the Student Success Center provides assistance with what to learn and how to learn. For more information visit: https://tutoring.asu.edu/.
https://tutoring.asu.edu/student-services

The Graduate Writing Center is a great resource with appointments that can be made regularly throughout the semester, but will need to be booked in advance. Each appointment focuses on one piece of writing at a time. Up-dated details will be posted on MACS BlackBoard, but information can always be accessed at https://tutoring.asu.edu/.

Career Services

A variety of services are available through this office, including information and assistance in career planning and placement, workshops, and job listings. Students can make contact with career recruiters through this office as well.

For more information visit: https://students.asu.edu/career/west.

Student Mailboxes

Each graduate student has an individual mailbox (hanging folder) located across from MACS faculty offices on the Southside of the 1st floor of the Faculty Administration Building (FAB). They are individually labeled. Information about departmental policies, events, and courses will be distributed in student’s mailboxes. Students should check their mailboxes regularly. In addition, students should be sure that the MACS Academic Success Coordinator has current telephone, mailing, and emailing information. If and when student contact information changes they should inform the MACS Academic Success Coordinator as soon as possible. Students may change their information online at My ASU. They may change their address/phone number and email address. This will reflect changes in all ASU systems. They may also download forms from http://students.asu.edu/forms and fax or mail the forms.
Contacts

Faculty offices for Communication Studies are located on the first floor of the Faculty Administration Building.

With specific questions about the Graduate Program in Communication Studies contact:

Dr. Lindsey Meân
Graduate Director, MA in Communication Studies
New College of Interdisciplinary Arts & Sciences
(602) 543-6631
FAB S141A
lindsey.mean@asu.edu

or

Academic Success Coordinator
MA in Communication Studies
Graduate Studies
New College of Interdisciplinary Arts & Sciences
(602) 543-6266
ncgradadvising@asu.edu

With questions about Program of Study:
http://graduate.asu.edu/progress/steps/filing_your_plan_of_study
https://graduate.asu.edu/plan-of-study

With general questions about ASU Graduate Studies policies/procedures contact:

Graduate College
Administration Building, B Wing, Suite 285
(480) 965-6113
http://graduate.asu.edu/

With questions about tuition, scholarships, and financial aid:

ASU Financial Aid
http://students.asu.edu/financial-aid
Graduation Checklist

By the time you have reached this page you’ve accomplished much. Early congratulations are in order as you are quickly approaching graduation. Before being able to graduate though students need to ensure they have all of the appropriate paperwork updated and completed. The checklist below will help make sure you have done everything you need in order to graduate.

Prior to the beginning of your final semester, please complete the following tasks:

- Review all course requirements and make sure you have completed them.
- Submit any required revisions to your POS and make sure they are approved by the MACS Director and the Graduate College. File any necessary petitions and have them approved by the MACS Director and the Graduate College. Review and comply with deadlines for thesis.
- Review all graduation requirements to ensure they have been met, meet with the MACS Director or MACS Academic Advisor if you have some issues or concerns or simply want to review requirements to make sure everything is in order.
- Early in final semester file for graduation by the appropriate deadline. Information may be found at http://students.asu.edu/graduation.
Graduate Faculty

Diane Gruber (Ph.D., Purdue University). Senior Lecturer with research and teaching interests in gender and communication, communication and consumerism, public speaking, persuasion, and rhetoric of social issues.

Jeffrey Kassing (Ph.D., Kent State University). Professor with research and teaching interests in organizational communication, applied communication, environmental communication, and communication and sport.

Douglas Kelley (Ph.D., University of Arizona). Professor with research and teaching interests in interpersonal communication, with a specific focus on issues related to the family, conflict management, and counseling.

Lindsey Meân (Ph.D., University of Sheffield). Associate Professor with research and teaching interests in identities, gender, language, culture, sports, and social construction.

Majia Nadesan (Ph.D., Purdue University). Professor with research and teaching interests in organizational communication, biotechnology and communication, and social power and control.

Ramsey Eric Ramsey (Ph.D., Purdue University). Associate Professor with research and teaching interests in the study of the imagination and theology as they can be used to inform questions concerning communication and ethics as well as studies in classical Greek rhetoric and philosophy investigating the long history between communication, rhetoric and philosophy.

Vincent Waldron (Ph.D., Ohio State University). Professor with research and teaching interests in interpersonal communication processes in work and personal relationships including conflict management, interpersonal persuasion, relationship maintenance, social support, and information-seeking behavior. Professor Waldron increasingly studies these issues among older populations.

J. Macgregor Wise (Ph.D., University of Illinois). Professor with research and teaching interests in cultural studies and the philosophy and sociology of technology with a particular focus on issues of culture and technology, new media, and theories of everyday life and globalization.
BA/BS — MA Accelerated Program
Program Description

The accelerated program allows undergraduates in the BA or BS Communication program to share 12 credit hours with the MA in Communication Studies and to complete the 36 required hours in the MA program in just over one calendar year from their undergraduate graduation date (i.e., from May to August of the following year).

Once accepted students will take 6 hours of graduate credit in the fall semester of their senior year and another 6 hours of credit in the spring semester of their senior year. To maintain the accelerated program students have two main options:

First, to take 9 credit hours in the fall and spring semester of their first MA year plus CMN 592: Research (3 credit hours) during the first summer session and one graduate level elective course the second summer.

Second, to take 9 credit hours fall and spring semester of their first MA year plus another fall semester of 6 credits. Of course summer credits can be taken into account and these options amended within individual programs of study.

As part of this accelerated calendar students, then, will earn:

- 12 shared credit hours (must be completed at the West campus)
- 18 credit hours during fall/spring semesters of one academic year
- Optional: 6 credit hours spread across two consecutive summers after the undergraduate graduation, 3 credit hours of which must be CMN 592 Research OR 6 credits in an additional fall semester.

The accelerated program will culminate with successful completion of the comprehensive examination.
Accelerated Program Requirements

The Plan of Study (POS) for each student will include 12 hours of shared credit that corresponds with the program’s 12 hours of required coursework (CMN 502 or 522, 505, 506, and one elective). Students will be required to take these courses in the fall and spring semesters of their senior year and therefore will be well situated to move forward in the graduate program once they have completed their undergraduate degree.

In addition to taking these core courses during one’s senior year there is one additional requirement for students enrolled in the accelerated program: They must complete comprehensive examinations. If taking summer credit, these will occur during the second session (typically spring) of their MA year. Without summer credit, exams will occur during the third session (typically fall) of their second MA year.

NOTE: To complete the MA within one year summer credit options are required.

Beyond these stipulations, each Plan of Study will be personalized for the student. Students will complete the culminating process by sitting for comprehensive exams either in their final semester of coursework or in the semester after they complete coursework.

See the Accelerated Program Timeline for more information.
Accelerated Program Policies

Students enrolled in the accelerated program should be familiar with the guidelines/policies set forth below.

- Acceptance is conditional upon the final demonstration of a GPA of 3.50/4.00 or better in the 90 credit hours of prior undergraduate coursework.

- Students are considered undergraduates until all BS or BA requirements have been satisfied and the degree has been posted.

- If the student does not complete all requirements for the bachelor’s degree within one year of being admitted to the accelerated program or does not maintain a 3.00 GPA the student may be recommended for dismissal by the Graduate College from the master’s portion of the accelerated program.

- At any time, a student may choose to withdraw from the accelerated program and return to the regular BS or BA program in Communication. Withdrawal from the program will not prevent the student from applying to the regular (not accelerated) MA program in future semesters.

- Completion of the MA program does require completion of the BA or BS degree.

- Upon receipt of the B.S. or B.A. degree, the student must change his/her status from B.S. or B.A. to the graduate M.A. degree program.

- Enrolled students will work closely with the Director of Graduate Studies to complete their initial coursework (i.e., the senior year graduate courses and the initial summer session). See the Accelerated Program Timeline for more details.

- After completion of 12 hours, students will file a Plan of Study (POS).

- Satisfactory progress in the BS or BA — MA program is maintained when a student’s GPA remains at or above a 3.0/4.00 in overall undergraduate coursework and in the student’s graduate Plan of Study.

- Administration of the B.S. or B.A. — M.A. program will include a semester-by-semester review of each student’s academic progress with the understanding that progress toward the undergraduate degree should be the primary focus of the program. This review will be conducted by the MACS Director.
# Accelerated Program Timeline

## Undergraduate — Senior Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>6</td>
<td>CMN 505 (shared) Methods in Applied Communication Research, CMN 500 Level Elective (shared)</td>
</tr>
<tr>
<td>Spring</td>
<td>6</td>
<td>CMN 506 (shared) Humanistic Inquiry &amp; Field Research in Communication, CMN 502 (shared) Theory and Practice in Communication &amp; Persuasion or COM 522 (shared) Argumentation and Advocacy</td>
</tr>
<tr>
<td>M.A. Summer Session</td>
<td>3 optional credits</td>
<td>CMN 592 Research (not shared)</td>
</tr>
</tbody>
</table>

## MA Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>9</td>
<td>CMN 500 Level Elective or equivalent</td>
</tr>
<tr>
<td>Spring</td>
<td>9</td>
<td>CMN 500 Level Elective or equivalent</td>
</tr>
<tr>
<td>Summer</td>
<td>(Optional) 3 credits</td>
<td>CMN 500 Level Elective</td>
</tr>
</tbody>
</table>

**Comprehensive Exams**

Taken in final fall/spring semester

---

**Graduate Hours Accumulation Possibilities:** 36 hours total required

### With Summer credit
- Fall Semester (shared) - 6 hours
- Spring Semester (shared) - 6 hours
- Summer Term Senior Year - 3 hours
- Fall Semester MA Year - 9 hours
- Spring Semester MA Year - 9 hours
- Summer Term MA Year - 3 hours

### No Summer credit
- Fall Semester (shared) - 6 hours
- Spring Semester (shared) - 6 hours
- Fall Semester MA Year - 9 hours
- Spring Semester MA Year - 9 hours
- Fall Semester 2nd MA year - 6 hours