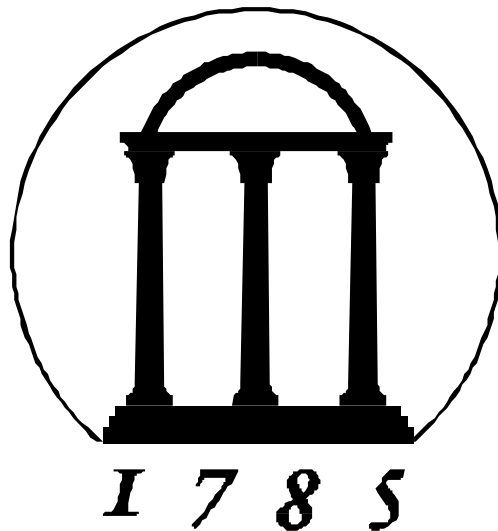


The
Ph.D. and M.A.
Programs
in
Speech Communication



2007-08 Overview for Prospective Students

Department of Speech Communication
The University of Georgia
110 Terrell Hall
Athens, GA 30602-1725

The
Ph.D. and M.A.
Programs
in
Speech Communication

An Overview for Prospective Students

This booklet is intended to help you become familiar with the general content and requirements of the Ph.D. and M.A. programs in Speech Communication and to aid you in completing an application. If you have other questions about one of the programs after reading this booklet, please write or call:

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Athens, GA 30602-1725

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Introduction

The faculty of the Department of Speech Communication is pleased to introduce you to The University of Georgia and the Graduate Programs offered in our department. We hope that this booklet will provide the information you need to determine if our Department has the kind of Ph.D. or M.A. program that matches your educational needs and career objectives.

The University of Georgia, the capstone of the 34 institutions in The University System of Georgia, is the oldest chartered state university in the United States and one of the nation's original land-grant institutions. Located in Athens, a city of about 100,000, the University is situated in the rolling foothills of North Georgia. Athens is located only 70 miles northeast of Atlanta, one of the nation's most dynamic cities.

The faculty of the Department of Speech Communication at The University of Georgia is proud of our growing graduate programs. The Ph.D. program, which was initiated in 1987, has gained a national reputation for excellence, including high rankings in the National Communication Association's recent surveys. Both the M.A. and the Ph.D. programs offer distinctive curricula and exciting intellectual challenges.

A primary attraction of the graduate study in our Department is our faculty. The Department's faculty members are nationally recognized authorities in specialized areas of rhetorical studies and human communication processes. They are active scholars and committed teachers who embrace a philosophy of accessibility and supportiveness in their relations with graduate students.

We invite you to apply for graduate work in our department by the procedures described in these pages. **The Graduate Admissions Committee usually begins assessing candidates and awarding fellowships January 10th. To ensure yourself the fullest consideration, you should have all of your materials to the Department and the Graduate College comfortably before this date.** Awards are usually completed by the beginning of April, though occasionally awards may be made later than this.

If you have additional questions, please write or call Dr. John Murphy, Graduate Coordinator, Department of Speech Communication, The University of Georgia, Athens, GA 30602-1725, (706) 542-4893, jmmurphy@uga.edu.

Sincerely,

Dr. Jerold L. Hale
Head, Department of Speech Communication

Dr. John Murphy
Graduate Coordinator

Overview for Prospective Speech Communication Graduate Students

I. Program Goal

The primary goal of both the M.A. and Ph.D. programs in the Department of Speech Communication is to develop scholars/researchers and teachers who will excel in teaching and research positions.

II. Faculty

We encourage students to look closely at the research interests of individual faculty members before deciding to enroll in our graduate program. Once you have identified individuals with whom you think you would like to work, you might consider writing or calling them to discuss research interests. The opportunity to work with faculty whose research you find interesting and stimulating is one of the most important factors contributing to a satisfying graduate school experiences.

The Department of Speech Communication Faculty is an award-winning community of teachers and scholars.

As Researchers ...

2007 Creative Research Medal
2004 American Public Health Association Distinguished Career Award
2004 NCA Golden Anniversary Monograph Award
2004 NCA Carroll Arnold Lecturer
2003 SSCA Outstanding Gender Scholar
2003 NCA Golden Monograph Award
2002 NCA Distinguished Scholar
2002 NCA Golden Monograph Award
2000 NCA Communication Apprehension and Avoidance Division Article of the Year Award
1999 NCA Black Caucus Publication Award
1999 NCA Applied Communication Division Distinguished Article Award
1998 SSCA Best Article of the Decade Award
1998 NCA Douglas W. Ehninger Distinguished Rhetorical Scholar Award
1998 NCA Charles H. Woolbert Award
1998 Pearce Research Award
1997 PCA/ACA Emily Toth Book Award
1997 OSCLG Outstanding Book Award
1997 NCA Black Caucus Publication Award
1997 NCA Winans-Wichelns Award for Distinguished Scholarship in Rhetoric and Public Address
1997 NCA Golden Monograph Award
1996 NCA Applied Communication Division Distinguished Article Award
1994 NCA Marie Hochmuth Nichols Award for Outstanding Scholarship
AND Over 25 "Top 3" Paper Awards

As Grant Recipients in the Last 5 Years ...

Centers for Disease Control
National Cancer Institute,
National Institutes of Health,
National Human Genome Research Institute,
National Institute of Mental Health
United States Department of Education
Richard B. Russell Foundation
John Templeton Foundation

As Teachers ...

2005 Lilly Teaching Fellow
2002 Sandy Beaver Teaching Award
2001 Sandy Beaver Teaching Award
2001 Lothar Tresp Teaching Award
2001 John Sisco Teaching Award
2000 Lilly Teaching Fellow
2000 ICA Teaching Award

And as Leaders - the faculty have held numerous leadership positions in regional and national professional associations. Some highlights:

Former president of CSCA
Former editors of Critical Studies in Media Communication
Former editors of Women's Studies on Communication
Former editor of Communication Studies
Former editor of Communication Education
Former Book Review Editor of Quarterly Journal of Speech

Faculty Research and Teaching Interests

Michael F. Adams, Ph.D., Ohio State University

Political Communication and Higher Education Administration

Celeste M. Condit, Ph.D., University of Iowa

Rhetorical Studies: social theory, women and minorities, rhetoric of science (genetics)

Kevin DeLuca, Ph.D., Pennsylvania State University

Rhetorical Studies: rhetorical theory and criticism, media theory and criticism, environmental discourse and cultural studies

Darrel Enck-Wanzer, Ph.D., Indiana University

Rhetorical Studies: rhetorical theory, critical rhetoric, latino/a studies, social movements

Vicki S. Freimuth, Ph.D., Florida State University

Human Communication Processes: health communication, research methods

Dwight L. Freshley, Emeritus, Ph.D., Ohio State University

Rhetorical Studies: social movements, political and religious communication

Thurmon Garner, Emeritus, Ph.D., Northwestern University

Rhetorical Studies: ethnographic and intercultural communication

Charles R. Gruner, Emeritus, Ph.D., Ohio State University

Human Communication Processes: wit and humor as communication, various language variables

Jerold L. Hale, Ph.D., Michigan State University

Human Communication Processes: relational communication, social influence, small group communication

Kelly Happe, Ph.D., University of Pittsburgh

Rhetorical Studies: rhetoric of science, women's studies, rhetorical theory and criticism

Tina M. Harris, Ph.D., University of Kentucky

Human Communication Processes: interracial communication, intercultural communication, mentoring and social support, textual analysis and cinema, and qualitative methods

John E. Hocking, Emeritus, Ph.D., Michigan State University

Human Communication Processes: nonverbal communication and social influence, communication and social problems.

Thomas M. Lessl, Ph.D., University of Texas

Rhetorical Studies: the rhetoric of science, religious communication

Calvin M. Logue, Josiah Meigs Emeritus, Ph.D., Louisiana State University
Rhetorical Studies: southern politics and racial studies

Jennifer M. Monahan, Ph.D., University of Southern California
Human Communication Processes: social influence and health communication

John M. Murphy, Ph.D., University of Kansas
Rhetorical Studies: American public address, political rhetoric, rhetorical criticism

Edward M. Panetta, Ph.D., University of Pittsburgh
Rhetorical Studies: argumentation and public discourse

Donald L. Rubin, Emeritus, Ph.D., University of Minnesota
Human Communication Processes: Language Analysis and Communication Education:
cultural diversity, literacy, and orality

Jennifer Samp, Ph.D., University of Wisconsin
Human Communication Processes: relational communication, message production,
strategic communication

Lijiang Shen, Ph.D., University of Wisconsin-Madison
Human Communication Processes: Persuasion, social influence and health
communication

Roger Stahl, Ph.D., Penn State University
Rhetorical Studies: rhetorical theory, critical and post-structural theory, war and media

III. The M.A. Program

The M.A. Program of Study

Requirements for the M.A. in Speech Communication include: (1) SPCM 8200 (Rhetorical Theory), SPCM 8500 (Communication Theory), SPCM 8010 Seminar in Communication Education during the Fall of both years, and SPCM 8020 Introduction to Graduate Studies during the Fall semester of the first year of study, (2) either SPCM 8300 (Rhetorical Criticism) or SPCM 8700 (Empirical Research Methods) during the Spring semester of the first year of study, (3) two hours of SPCM 8050 (Research Practicum), (4) deliver one departmental colloquium, (5) thesis, and (6) final oral examination on both the program of study and the thesis.

The Graduate School requires that any graduate student funded by the University must be enrolled in 12 hours each Fall and Spring semester and 9 hours during Summer semester to be eligible for funding. However, the Department does not advise that most students take more than 9 “content” hours. Thus, each semester, you will need to enroll in SPCM 7000 (Master’s Research) in order to reach a total of 12 hours.

The University of Georgia Graduate School Bulletin stipulates that an M.A. student must complete a program of study which constitutes a logical whole and that the courses listed in the program of study must carry at least 24 semester hours of graduate credit, exclusive of thesis and research hours, and at least one-half of this credit must be in University of Georgia courses open only to graduate students.

Each student has a three-person committee which, in consultation with the student, plans and approves the student's program of study, advises the student on required research skills, guides the thesis research, reads and approves the thesis, and administers the thesis defense and the final examination over the program of study. See the “Master’s Program Checklist” for a handy reference guide to chart your progress.

Plan of Study M.A. in Speech Communication

First year in residence

<u>Fall Semester</u>		<u>Spring Semester</u>	
SPCM 8200	(3 hrs.)	Electives	(6 hrs.)
SPCM 8500	(3 hrs.)	SPCM 8050	(1 hr.)
SPCM 8050	(1 hr.)	SPCM 8300 or 8700	(3 hrs.)
SPCM 8010	(1 hr.)	SPCM 7000	(3 hrs.)
SPCM 8020	(1 hr.)		
SPCM 7000	(3 hrs.)		

Second year in residence

<u>Fall Semester</u>		<u>Spring Semester</u>	
Electives	(6 hrs.)	SPCM 7300	(9 hrs.)
SPCM 7000	(5 hrs.)	SPCM 7000	(3 hrs.)
SPCM 8010	(1 hr.)		

M.A. PROGRAM STRUCTURE AND DURATION

The typical M.A. student takes two years to complete all degree requirements:

- a) **Course Work:** As described above, you will need a minimum of 24 hours of course work. This minimum excludes thesis hours. At least 12 hours of course work must be in courses offered by the Speech Communication department, exclusive of research thesis hours. *M.A. students may not count more than one independent study course toward the requirements for their degree.*
- a) **Thesis Prospectus:** After your Major Professor has approved your prospectus, copies will be distributed to your Advisory Committee. Ideally, you will be ready for your prospectus defense during the Fall Semester of your second year of residence.
- b) **Final Examination:** The Graduate School requires a final examination on both the program of study and the thesis. Ideally, you will take your final examination by the end of Spring semester of your second year of residence. **Thesis exams are not given during the Summer term.**

IV. The Ph.D. Program

The Ph.D. Program of Study

As a Ph.D. student in the Department of Speech Communication, you will have the opportunity to select one of two tracks of study within the field of Communication: (1) the **Human Communication Processes (HCP) track**, or (2) the **Rhetorical Studies track**.

During the first year of study, students in the HCP track take SPCM 8500 (Communication Theory) and SPCM 8010 (Communication Education) and SPCM 8020 (Introduction to Graduate Studies) in the Fall and SPCM 8700 (Empirical Research Methods) in the Spring semester. Students in the Rhetorical Studies track take SPCM 8200 (Rhetorical Theory) and SPCM 8010 (Communication Education) and SPCM 8020 during the Fall and SPCM 8300 (Rhetorical Criticism) during the Spring semester. Additional requirements for Ph.D. candidates include: (1) 6 hours of research tools, (2) competence in two concentrated areas of scholarship, (3) three hours of SPCM 8050 (Research Practicum), (4) at least 18 hours of course work must be courses in the department exclusive of research hours, dissertation hours, and SPCM 8050's, (5) deliver one department colloquium, (6) oral and written comprehensive examinations, and (7) dissertation.

Each of the two concentrated areas of scholarship in your program of study should include at least 3 courses (and courses may not be counted in both areas). It is helpful if one of the areas is more general (e.g., Rhetorical Theory and Criticism or Human Communication Theory and Research Methods) and the other is more specific (e.g., Rhetoric, Gender, and Culture or Communication in Health Care Settings). The Graduate School's Program of Study form does not ask you to list your two areas of competence; you will prepare a separate document for your committee that includes that information so that they may use it in making decisions about your comprehensive examination. *Ph.D. students may not count more than 2 independent study courses toward the requirements for the doctorate. Ph.D. students may not count more than 2 courses below the 7000 level toward the requirements for the doctorate.*

The faculty expects that you will take some coursework outside the department during your degree. The number and type of courses varies. Students will typically take one or more of their research tool courses outside of the department, in addition, they may also take courses that strengthen an area of specialty for them. Keep in mind that you will be required to have one member of your advisory committee be from another department at the University. Taking a course from someone is a good way to find this "outside" member.

The typical program of study will include at least 36 hours of course work plus dissertation hours. Each student has a five-person advisory committee which, in consultation with the student, plans and approves the student's program of study, arranges the comprehensive written and oral examinations, advises the student on required research skills, approves the dissertation prospectus, and examines the student on the completed dissertation. The committee must be chaired or co-chaired by a tenure-track faculty member in the department and at least three members of the advisory committee must be faculty in Speech Communication and at least one member must be from another department. On the next page you will find an outline designed to assist you in working out your tentative Program of Study. See also the "Doctoral Program Checklist" for a handy summary of requirements and a means of charting your progress.

The Graduate School requires that any graduate student funded by the University must be enrolled in 12 hours each semester. However, the Department does not advise that most students take more than 9 “content” hours. Thus, each semester, you will need to enroll in 3 hours of SPCM 9000 in order to reach a total of 12 hours.

**Plan of Study
Ph.D. in Speech Communication**

First year in residence

Fall Semester

SPCM 8200 or 8500	(3 hrs.)
SPCM 8010	(1 hr.)
SPCM 8020	(1 hr.)
Electives	(6 hrs.)
SPCM 9000	(3 hrs.)

Spring Semester

SPCM 8300 or 8700	(3 hrs.)
SPCM 8050	(1 hr.)
Electives	(6 hrs.)
SPCM 9000	(3 hrs.)

Second year in residence

Fall Semester

Electives	(9 hrs.)
SPCM 8050	(1 hr.)
SPCM 9000	(3 hrs.)

Spring Semester

Electives	(9 hrs.)
SPCM 8050	(1 hr.)
SPCM 9000	(3 hrs.)

Third year in residence

Fall Semester

SPCM 9000	(9 hrs.)
SPCM 9300	(3 hrs.)

Spring Semester

SPCM 9300	(9 hrs.)
SPCM 9000	(3 hrs.)

RESEARCH METHODOLOGY

To be successful researchers, doctoral students must develop facility with research skills or tools that are suited to their scholarly aspirations. All doctoral students are required to complete a minimum of 6 hours of research tools, although HCP and rhetoric students have different options for how to do this. *Courses taken to satisfy the research skills requirement cannot be included elsewhere in a student's program of study.*

HCP students:

- 1) Must receive a grade of “B” or better in the final course of the sequence of ERSH 8310-8320, the final course of the sequence of STAT 6210-6220, or an equivalent course. Alternatively, must receive a grade of “B” or better in a course where ERSH 8320, STAT 6220, or an equivalent course is a prerequisite.
- 2) Must satisfactorily complete at least one additional tool course to be determined in consultation with your advisor and committee. The completion of ERSH 8320, STAT 6220, or their equivalent and one additional tool course represent the minimum research methodology requirement. PhD graduates in HCP are expected to achieve depth in quantitative and/or qualitative methods of analyzing data. This requires students to work closely with their major professor and program committee to determine what additional coursework will satisfy their methodology requirement.

Ideally, HCP students will acquire competencies in quantitative multivariate techniques such as factor analysis, structural equation modeling, and logistic regression; and/or they will acquire competencies in qualitative analytic techniques such as conversation analysis, manipulating complex relational databases, or ethnography. Examples of courses or course sequences where such skills can be acquired may be found in statistics (STAT), education (ERSH), sociology (SOCI), psychology (PSYC), and journalism (JRMCI).

Rhetoric Students:

Rhetoric students are permitted (but not required) to complete one of their research skills requirements within the department through one of the following courses:

SPCM 8340 Topics in Methodologies of Rhetorical Criticism
SPCM 8360 Feminist Rhetorical Theory and Criticism

The remaining three hours of research skills can be chosen from the courses below or from other courses at the university in consultation with your advisor and your committee. *The six hour requirement represents a minimum; your advisory committee may determine that development of the expertise required for your dissertation will require additional coursework.*

HIST 7900 Historiography
ERSH 8410 Qualitative Research Methods in Education
JRMCI 9030 Qualitative Research in Mass Communication
ERSH 8420 Advanced Qualitative Methods in Education Research
SOCI 6750 Qualitative Methods in Social Research
WMST 8010 Women and the Construction of Knowledge

PH.D. PROGRAM STRUCTURE AND DURATION

The typical Ph.D. student takes three or four years beyond the Masters degree to complete all degree requirements:

1. **Course Work:** As described above, you will need a minimum of 36 hours of course work beyond the Masters degree. However, the actual number of hours is set by the major professor and advisory committee and may involve substantially more than 36 hours. This minimum excludes dissertation hours. Taking an average of three courses per semester, you should finish course work in approximately two to two and one-half years.
2. **Transfer Credit:** The University of Georgia does not transfer graduate credit from other institutions. However, with the permission of the advisory committee, transfer students may be allowed to reduce their total number of course hours.
3. **Written Preliminary Examination:** Taken after you have finished all course work on your Plan of Study. The exam process may take one of two forms: papers option or comprehensive written exams.

a) Papers Option: Because of methodological differences, the papers process for HCP and for rhetoric students works somewhat differently.

- 1.) HCP Papers Process--Two papers, one in each substantive area. There are three possibilities for types of papers:
 - Two original data pieces
 - One theory piece and one original data piece
 - One secondary data analysis and one original data piece

Types of Papers:

Original Data Piece. Every student will have at least *one* original data piece. Student will submit a theory section, method/data analysis section and, if appropriate, instrumentation. By original we mean, this proposal did not originate in a class or an 8050. This piece is not based on a secondary analysis of another data set. Students *cannot* collect data until the proposal has been approved by committee.

What kind of help can the committee provide during the process?

1. Student will receive substantive feedback on the proposal and following the initial submission of the paper to the full committee.
2. As the student writes the paper, he or she should expect to receive answers from committee members to technical questions (is this analysis right? Should I recode? Is this alpha high enough? What goes in a discussion? etc).
3. Chair must read IRB forms, check questionnaires before going to printer.
4. The student should *not* ask for or expect substantive feedback at any time other than at the proposal defense and when turning in the first full draft to committee. This paper is an exam process, meant to establish the student's competency.

Secondary Data Piece. A student may have written a research proposal for a class paper that they want to re-develop for their comprehensive exam question. Or, the student may have been working with a faculty member on an 8050 project and there may be a part of the data set he or she thinks might be appropriate for a comps papers.

In both of these cases, the student will write a formal proposal (theory, methods, instrumentation) and submit it to the committee. Students should also submit a paragraph describing the history of the proposal (e.g., was this a class project? Have any other manuscripts been written using this data set? etc).

A second type of secondary analysis draws on data that has not been directly collected by the student. This would involve data that has been collected by another person as part of a larger project.

Similar to the requirements for the original data piece, the student will submit a proposal that includes a theory section and method/data analysis section. The student will also include: (1) a letter of transmittal from the original researcher indicating the student has permission to use the data; (2) a list of unpublished manuscripts, conference presentations, and published articles/book chapters that have been based on this data; and (3) a section that clearly details how the research questions and/or hypotheses can be addressed given the nature of the data and how it was collected.

When using secondary data, the student must make a strong case in the proposal that the work they are proposing is original and different from previous analyses of the data and that the data and the way it was collected is sufficiently robust to address the purpose of the research (i.e., includes relevant moderating variables, uses interview protocols that obtain the need data). In the case of some kinds of qualitative field work, the student may also need to indicate whether it is possible to validate their interpretations using techniques such as member checks.

Theory Paper. The faculty would expect the paper to add substantially to an existing theoretical position, to make a compelling case for doing so, and to suggest major avenues for research testing the major assumptions of the theory. The proposal for a theory paper is likely to be very different than for a data paper. It is expected that a theory proposal will describe the problem and outline the approach the student plans to take to address the issue.

Proposals

The student will submit a proposal for a paper to the full 5 person committee. All committee members have the opportunity to respond to the proposal, *however* the two committee members who are reading for a specific area must provide substantive feed back and must sign off on the proposal.

There is a presumption that a meeting of the full committee will occur for each proposal. At a minimum, the two readers and the chair must attend the meeting. At the discretion of the committee, the meeting requirement may be waived.

Students are encouraged to submit proposals as soon as they are complete. Thus, for example, a student may submit one proposal in February and another in October. Students may submit a proposal at any point in their program but the final papers can not be defended until program of study course work is completed.

The proposal feedback should be in the form of a letter with “have-to-dos” and “recommendations.”

Submitting Completed Papers

Once program of study is complete and the two papers are written, both papers will be sent to all five committee members. Students will turn in their papers a minimum of 3 weeks before the scheduled oral examination date.

Committee members have *two weeks* to read the papers and respond. Each committee member should send substantive feedback to the chair and student. The substantive feedback must be clearly noted as to whether the proposed changes should be completed before the final defense or if they are recommendations for future publication or issues concerning the paper that the student should be ready to discuss in the meeting.

Faculty have the following options when reading the first draft of the full papers:

- a. give extensive feedback (as detailed above)
- b. let the chair know that the papers are ready to defend as is.
- c. failing the student on the written portion of the exam

The student has two weeks to make the *necessary* revisions to the manuscript. At the end of the 2 weeks, the student resubmits the revised manuscripts to all committee members. The committee members then have 1 week to read the revised papers and, if the manuscripts are approved, then the oral defense is held. If more than one member of the committee votes not to proceed to an oral examination on the second submission, the student will no longer be eligible for completion of the doctorate.

The oral defense should take approximately 2 hours. ½ of that time is allocated to a defense of the papers, the other half is allocated to examine program of study.

Students have one semester plus six weeks beyond the completion of the program of study to complete the paper option. Students not completing the paper option within that time will forfeit the paper option and must complete a written comprehensive exam.

2.) Rhetoric Papers Process

A student selecting this option will write one original research essay in each of his/her two areas of study. Each paper should be of a length that is suitable for publication in a scholarly journal, approximately twenty to thirty pages. Committee Members will evaluate the student's ability to examine important questions pertaining to the chosen area of study.

Each paper is expected to take form either as an original research study or as a conceptual review and synthesis of an area of study. The student will propose topics to his/her committee in the form of a two or three page prospectus for each area. Students will turn in their papers a minimum of 3 weeks before the scheduled oral examination date. Committee members will notify the advisor after 2 weeks whether or not they find the papers of sufficient quality to proceed to the oral examination. If more than one member of the committee does not vote to proceed, the oral examination will be cancelled, and the student will have one additional opportunity to submit papers. If more than one member of the committee votes not to proceed to an oral examination on the second submission, the student will no longer be eligible for completion of the doctorate.

When grading the documents, committee members will evaluate the student's ability to examine important questions pertaining to the chosen area of study. At the oral examination, the papers will be graded pass/fail on the exam as a whole. In the event of a failing grade on the oral examination, the student will have one opportunity to rewrite and resubmit the document(s) within a time frame and following conditions agreed upon by a majority of the committee.

A paper may be based on an assignment previously submitted for a course, but substantial revisions will probably be necessary to turn even an "A" paper into an acceptable comprehensive examination paper, as the standards of a course assignment and the goals of publication are often quite different. Essays published subsequent to the completion of the masters degree may be submitted for the comprehensive examination, but they should not be based on the master's thesis. One, but not both, of the papers may be used as a section of the student's dissertation.

The level of consultation permitted between the student and the major professor and committee members will be determined by the committee. However, these projects should be substantially independent works. For that reason, co-authored essays may not be submitted, and published versions of comprehensive examination papers should be solo authored, unless significant revisions are done for publication after their acceptance for the examination.

Students have one semester plus six weeks beyond the completion of the program of study to complete the paper option. Students not completing the paper option within that time will forfeit the paper option and must complete a written comprehensive exam.

- b) **Written Exam Option:** A student selecting this option will first answer open book exam questions in each of his/her two major areas. The student will be allowed two to three weeks to complete this part of the examination. After answers to Part I are graded, students will answer follow-up questions in a closed-book exam. Committees will return their responses to each part of the examination to the major professor with two weeks.

The Written Comprehensive Exam will consist of two parts. Part I will be an open book exam in which the candidate will answer questions in each of his/her two major areas. Two committee members are assigned to prepare the questions for each area. While there is no fixed form or length for the question, the written exam in an area might consist of one global question with a number of sub-questions, or three separate questions which are somewhat more focused in nature. The intent of this part of the exam is to give the student the opportunity to display mastery of the literature of an area and the ability to synthesize, critique, and offer original insights and commentary. The student will be allowed two to three weeks in which to complete the open portion of the exam. The advisor and the student will agree in advance on the exact time allotted. The faculty shall have two weeks to grade the exam. After the answers to Part I are graded (all committee members may read answers to all questions), committee members assigned to a given area may develop specific follow-up questions to be answered by the candidate in a closed-book Part II exam. In Part II of the examination process committee members may ask for more elaboration of an answer that they regard as inadequate or in need of further development. Part II will be written in the department within two weeks of the time Part I is graded. Students will be given a maximum of eight hours for their responses. At minimum, the committee members who wrote the questions will read and grade the answers. The answers to each question will be graded Pass or Fail.

A Ph.D. student must receive passing votes from four out of five members of the committee as a whole. In the event of a failing grade, the student will have one opportunity to retake part or all of the examination.

A student who fails one written exam may elect, with committee approval, to switch between options. For both options, however, a student who fails two sets of written exams will be dismissed from the program.

4. **Oral Preliminary Examination:** After a certified “pass” has been achieved in the Written Preliminary Examination, “the oral comprehensive examination will be an inclusive examination within the student’s field of study” (UGA Graduate School Bulletin). In the Department of Speech Communication, at least one half hour of the examination will be spent on program of study questions. The oral preliminary exam is graded pass/fail, with a majority of committee members required for an overall pass. A student who fails an oral preliminary exam will have a single opportunity to retake the examination within a time frame and following conditions agreed upon by a majority of the committee. **The Oral Preliminary Examination must be scheduled with the Graduate School two weeks in advance, and must be scheduled through the Graduate Program Secretary.**

Notify the Graduate Secretary *three weeks* in advance so that she may notify the Graduate School for the necessary paperwork.

5. Admission to Candidacy: In the Department of Speech Communication, a student is admitted to candidacy after successful completion of the comprehensive written examination, successful oral defense, and completion of the program of study.
6. Dissertation Prospectus: An examination of your dissertation prospectus will take place at a meeting separate from your oral preliminary examination. **Committee members must be given two weeks to read the dissertation prospectus.**
7. Dissertation Defense: The Ph.D. student in the Department of Speech Communication should finish his or her dissertation within approximately one year of completing the oral preliminary examination requirement. The oral dissertation will consist of an examination of the candidate's dissertation research. **The Dissertation Defense must be scheduled with the Graduate School two weeks in advance, and must be scheduled through the Graduate Program Secretary.** Notify the Graduate Secretary *three weeks* in advance so that she may meet the Graduate School deadline of two weeks for the necessary paperwork.
8. Summer Defense Policy: With rare exceptions, no dissertation defenses will be held in the summer, a period of time beginning on spring commencement and ending on the first day of the first full week prior to the week in which classes commence for the fall. Faculty members should not be expected to be available for summer defenses, and it is inappropriate to revise a committee simply because of a faculty member's unavailability in a specific date (although a general unwillingness on the scheduling front might be another matter). HOWEVER, a student may ask for an exception to the "no summer defenses" rule if he/she submits a letter from his/her employer indicating that his/her employment for the fall will be terminated if the degree is not completed. **A DESIRE TO AVOID PAYING THE FEES REQUIRED FOR A FALL DEFENSE IS NOT A LEGITIMATE REASON FOR ASKING TO SCHEDULE A SUMMER DEFENSE.**

V. Prerequisite Course Work for Graduate Programs

Those who teach the Department's core theory and methods courses, SPCM 8500, 8200, 8300, and 8700, presume that students will have had an appropriate introduction to these topics in their undergraduate education. If you are accepted to the graduate program in Speech Communication without having taken theory or methods courses in the field, you should prepare for your graduate work in one of the following ways:

1. Taking courses which are equivalent to SPCM 3700 (empirical research methods), and 3300 (rhetorical criticism) at other universities.
2. Enrolling in SPCM 3700 and 3300 at the University of Georgia prior to enrollment in Graduate School.
3. Reading the texts required for each of these core courses (information about the texts required for these courses can be obtained from the Graduate Coordinator),

Prospective students with a Human Communication Processes emphasis are encouraged to take one or more undergraduate statistics courses in preparation for their work in Speech Communication.

VI. Performance Expectations for Ph.D. and M.A. Students

The Department reviews students' research activities, performances in course work, and assistantship responsibilities on a regular basis.

At the end of Fall semester of the first year and after the Spring semester of each year of residence, your research activities, teaching, and course work will be evaluated by a committee composed of the Graduate Coordinator, the Basic Course Coordinator (or person supervising a research assistant's responsibilities), and your course instructors in the department.

After each evaluation, you will receive a letter from the Graduate Coordinator in which the feedback from faculty is provided. Fall letters are mailed sometime in January, and Spring letters are usually mailed by the beginning of July. Students are encouraged to talk with either the Graduate Coordinator or individual faculty members about the feedback they receive.

VII. Financial Aid for Ph.D. and M.A. Students

Graduate Assistantships

Five types of assistantships may be available to graduate students in the Department: Presidential fellowships, Graduate School non-teaching assistantships, departmental teaching assistantships, research assistantships, and debate program assistantships. All graduate assistants at The University of Georgia receive waiver of both in-state (\$2522 per term in 2007-08) and out-of-state (\$10,149 per term in 2007-08) tuition. Students holding graduate assistantships do pay the

standard student activity fees (\$563 per term in 2007-08) which include health, transportation, athletic, Ramsey Center, and technology fees. Graduate assistants also receive a \$25.00 reduced tuition fee each semester. The tuition waiver is also available for assistantship holders during the summer term. Thus an assistantship is worth between 10 and 11 thousand dollars to a Georgia resident and between 20 and 21 thousand dollars to a non-resident.

Types of Assistance:

1. **UGA Presidential Graduate Fellowships:** This program provides exceptionally qualified graduate students enrolled at the University of Georgia with an annual twelve-month stipend of \$24,000 with a reduced matriculation fee of just \$25 per semester and the student activity fee each semester. The student must be fully engaged in graduate studies and may not hold any other employment. Applications will be due February 1st 2008. Students must be nominated by the Department.
For more information about the Presidential Graduate Fellowship go to <http://www.uga.edu/gradschool/financial/assistantships.html#presidential>
2. **Graduate School non-teaching assistantships:** Each year the Graduate School selects graduate non-teaching assistants from a list of applicants recommended by their major departments. If the Department of Speech Communication determines that a student's record is particularly outstanding, the Department may nominate that individual for a Graduate School assistantship. In competition with other graduate students throughout the University, each applicant's academic record, publication record, recommendations, and GRE scores are rated by a faculty panel. Usually a GRE score of at least 1300 (verbal + quantitative) is required to be competitive for a Graduate School assistantship. Assistantship stipends for Graduate School awards are currently \$1,333 per month for a master's student and \$1,500 per month for a doctoral student holding a master's degree. These awards are made for the first 21 months of graduate studies. These awards are referred to as 40% assistantships and require a 16 hour per week work commitment. The student pays a reduced tuition of just \$25 per semester and the student activity fee each semester.

Graduate School assistants are expected to meet regularly with the Graduate Coordinator (e.g. at the beginning and at the end of each semester) in order to plan specific goals for their Graduate School experience as well as to evaluate progress toward those goals. Such evaluation will play a key role in decision making about the renewal of Graduate School funding. Duties and responsibilities of a student on a Graduate School assistantship may include assisting faculty in undergraduate or graduate courses as well as working on research, and providing support services for the Department.

For more information about the Graduate School assistantships go to

<http://www.uga.edu/gradschool/financial/assistantships.html#GraduateSchoolAssistantships>

3. **Graduate Recruitment Opportunity Fellowships:** The GRO Assistantship is designed to include any entering graduate student who is considered first generation, educationally or economically disadvantaged, or has some aspects of a uniquely diverse background that add to their discipline of study. Nomination for the GRO Assistantship is determined by the departmental admission process and is forwarded to the Graduate School for

consideration. *If you believe yourself to be eligible for the GRO, you should indicate that in your application materials.* Pay for the GRO is approximately the same as for Graduate School Assistantships.

4. **Departmental teaching assistantships:** Each year the Department awards a number of graduate teaching assistantships. Most persons holding teaching assistantships teach either the basic public speaking course (SPCM 1500), the basic interpersonal communication course (SPCM 1100), or other duties that the department may specify. Advanced doctoral students frequently have an opportunity to teach more advanced coursed for majors. While teaching, the graduate student works under the close supervision of the basic course coordinator. All teaching assistants are required to attend a teaching workshop which is offered only once each year, the week before Fall classes begin. Teaching assistants for each basic course meet regularly throughout the year with their basic course coordinator. Continuance of the assistantship is dependent upon satisfactory progress toward the degree and upon satisfactory performance of classroom responsibilities. The 2007-08 pay schedule for teaching assistants on a four course teaching load, nine-month appointment is approximately \$14,780 for students holding an M.A. degree. For teaching assistants on a four course teaching load, nine-month appointment who hold an undergraduate degree, the pay schedule is approximately \$13,856.
5. **Debate Program Assistantship:** The Department of Speech Communication also sponsors an assistantship for a person qualified to work with the University's debate program. Continuance of the assistantship is dependent upon satisfactory progress toward the degree and work with the debate program. **The debate program assistantship carries the same stipend as the departmental teaching assistantship.** Please contact Dr. Edward Panetta, Director of Debate, at epanetta@uga.edu for more information on the debate assistantship.
6. **Research Assistantships:** The availability and nature of research assistantships depends upon external grants that have been produced by faculty. The graduate coordinator will inform you of any individual faculty who may have need for funded research assistants.

Financial Aid

Persons not applying for an assistantship who need financial aid, and persons on assistantships who require additional financial aid, should write to:

Director, Student Financial Aid
220 Holmes/Hunter Academic Building
The University of Georgia
Athens, Georgia 30602-6114

VIII. Research Facilities

Computer Facilities

In its facilities in Terrell Hall, the Department of Speech Communication has a computer lab and graduate offices with computers and laser printers for graduate students. The Department provides a variety of software packages, including SPSS. Graduate students are able to use photocopying equipment in the Department for free.

You will also have free access to many computer facilities located throughout the campus. These labs contain PC machines, Macintoshes, and terminals wired directly into the University's mainframe computer system, the largest in the Southeast. These computers also include the latest versions of popular computer packages including SPSS. Laser printing is also available campus-wide for a small fee. The University maintains the UGAMail e-mail service which is free of charge to every UGA student and which allows for individuals' web site maintenance.

Several courses, most specifically SPCM 8700, Empirical Research Methods, provide additional training in analyzing research data using computers.

Library Holdings

The University of Georgia's Main Library is located on North Campus. It houses more than three million volumes, including standard research materials, an extensive selection of materials in speech communication and related social sciences, and government documents. The library also subscribes to over 6,000 periodicals. Also on campus are the Science Library and the Law School Library. The UGA Library staff is helpful in meeting the unique needs of the Department of Speech Communication and those of individual researchers.

IX. Admissions Procedures

A copy of the application for admission to either the Ph.D. or M.A. program in Speech Communication is enclosed in this booklet. You can also get the application at <http://www.uga.edu/~spc/Graduate/application.pdf>. You can use the checklist below to ensure that your application is processed properly. A separate application to the Graduate School must be obtained directly from UGA Graduate Admissions. This may be accomplished by visiting their website at <http://www.uga.edu/gradschool/>.

Application Materials

Your application will be reviewed by the Graduate Admissions Committee of the Department of Speech Communication when all of the materials itemized below have been submitted:

1. The following materials are sent directly to the University of Georgia Graduate School at this address:

**Graduate Admissions Office
Graduate School
The University of Georgia
Athens, GA 30602-7402
(706) 542-1787**

___ a) Graduate School Application and application fee of \$50.00. Note: Complete the application form as follows:

Degree Objective: Ph.D. (840A) or M.A. (840)
Major: Speech Communication

___ b) One official transcript from each college and/or university attended.

___ c) Official copies of your GRE scores sent by the testing agency.

___ d) International students: Applicants for whom English is not their native tongue must submit Internet Based TOEFL scores. For additional information concerning TOEFL scores please contact Dr. Kathleen Smith at ktsmith@uga.edu.

___ e) International students: Applicants for whom English is not their native tongue need to review guidelines for Graduate Assistants at UGA:
http://www.ctl.uga.edu/teach_asst/pdf/Fall07Policy.pdf.

2. The following materials are sent directly to the Department of Speech Communication at this address:

**Graduate Coordinator
Department of Speech Communication
University of Georgia
110 Terrell Hall
Athens, GA 30602-1725
(706) 542-4893
(706) 542- 3245 fax**

___ a) Curriculum vitae/resume.

___ b) Three letters of recommendation from individuals able to evaluate your potential for success in either the Ph.D. or M.A. program.

___ c) Department of Speech Communication Application for Graduate Program.

___ d) Answers to two questions as specified in the department application form.

___ e) Sample of your writing as specified in the departmental application form.

___ f) An official transcript from **every** college and/or university you have attended.

Application Deadlines

Both M.A. and Ph.D. students begin the program in the Fall term. We do not admit students to begin in the Spring or the Summer term. **The application deadline is January 10th.** This means you should take the GRE in October or November preceding the January that you apply. The Graduate Admissions Committee in the Department of Speech Communication begins to consider applications and to award departmental assistantships in early January. Acceptance letters go out between February 1st and April 15th.

X. Admission and Assistantship Requirements

Admission and assistantship decisions are based on a holistic examination of all credentials presented, including previous academic performance (transcripts), three letters of recommendation, a writing sample, statement of objectives, and Graduate Record Examination (GRE) scores. Ideally we admit students who have strong credentials in all of these areas. However, a deficiency in one area does not eliminate an applicant from consideration. To be admitted an applicant with marginal credentials in one area would need to be especially strong in other areas.

Masters Admission: To be admitted to the Masters program we generally like to see undergraduate Grade Point Averages of at least 3.0, Graduate Record Exam Scores of at least 1000 (Verbal and Quantitative), as well as strong letters and a very good paper. *

Doctoral Admission: To be admitted to our Ph.D. program we look for Graduate GPAs of at least 3.5 and GRE scores of at least 1100 (Verbal and Quantitative), as well as exceptionally strong letters and an excellent paper. *

Assistantships: Assistantships are awarded on a competitive basis and the level of competition varies from year to year. On average the department offers about eight new assistantships each year. Students receiving these assistantships typically will have a grade point average above 3.5 and GRE scores above 1200.

Admission and assistantship decisions are made by an admissions committee. Any applicant denied admission may appeal the decision to the graduate committee (Speech Communication faculty).

*** Note: These general guidelines neither preclude nor assure admission.**

Application for Admission
Department of Speech Communication
Graduate Studies Program

Rev. 8/13/07

Application Deadline is January 10th, 2008

_____ I am applying for admission into the Ph.D. Program
_____ I am applying for admission into the M.A. Program

The area of study I am interested in is:

Human Communication Processes _____ Rhetorical Studies _____

Name: _____

Social Security Number: _____

Address for receiving correspondence:

Telephone: Home: _____ Other: _____

E-mail: _____

Education: (List all colleges/universities attended, dates attended, and degrees earned.)

Institution	Dates attended	Degree(s) earned
_____	_____	_____
_____	_____	_____
_____	_____	_____

Graduate Major: _____ GGPA: _____

Undergraduate Major: _____ UGPA: _____

Graduate Record Exam Scores: Verbal _____ Quantitative _____
Total _____

I have not taken the GRE, but I plan to take it on this date _____

NOTE Official GRE scores must be forwarded to the Admissions Office of the UGA Graduate School.

If you are interested in a Graduate Assistantship, please check the type of which you wish to be considered.

_____ Teaching Assistantship

_____ Debate Assistantship

_____ Research Assistantship

_____ Graduate School Assistantship

_____ Graduate Recruitment Opportunity Assistantship (eligible students are considered first generation, educationally or economically disadvantaged, or have some aspects of a uniquely diverse background that adds to their discipline of study.) **If you check here, please include a statement indicating why you are eligible.**

Attach a brief statement about the kinds of assistantships for which you would like to be considered and any relevant experience or preparation you have had that will assist you in attaining that particular assistantship.

On separate pages, please answer these two questions:

1. Why do you intend to pursue a Ph.D. or an M.A. in Speech Communication?
2. What education or experience has prepared you for graduate work (e.g. Identify course work and research experience)?

Additional Required Information:

You must answer both questions. If your answer to either of the following is “Yes”, you must submit a full statement of relevant facts on a separate sheet to be attached to this application. *Failure to answer these two questions properly will result in a delay in processing your application.*

1. Are you currently, or have you ever been, charged with, or subject to, disciplinary action including suspension or expulsion for scholastic or any other type of misconduct at any high school, college, or university? _____ Yes _____ No
2. Have you been convicted of or pled guilty or nolo contendere to a crime other than a minor traffic offense, or are any criminal charges now pending against you?
_____ Yes _____ No

Convictions shall include: A finding of guilty by a judge or jury, a plea of guilty, or a plea of nolo contendere, irrespective of the pendency or availability of any appeal or application for collateral relief. If “Yes,” explain fully, specifying the nature of the offense(s), the date(s) it/they occurred, the name and location of the court(s), and sentence(s) imposed. Please have the appropriate authority submit official court documentation directly to UGA’s Department of Speech Communication.

Additional Requirements:

1. Include with this application your vita or resume.
2. Include with this application a sample of your writing. We would prefer 7-20 pages of academic writing, e.g., a term paper, convention paper, or published work.
3. Arrange to have three letters in support of your application written by individuals who will be able to evaluate your potential for success in either the Ph.D. or M.A. program sent directly to the following address:

Graduate Coordinator
Department of Speech Communication
University of Georgia
110 Terrell Hall
Athens, GA 30602-1725

** Be aware that this application does not constitute an application for admission to the Graduate School of the University of Georgia. A separate Graduate School Application must also be completed and forwarded to the Graduate Admissions Office. A Graduate School application can be obtained through the Graduate Admissions Office at (706) 542-1787 or <http://www.uga.edu/gradschool/>