

**KANSAS STATE**  
**UNIVERSITY**

College of Arts and Sciences

A.Q. Miller School of Journalism and Mass Communications

# Master of Science Graduate Handbook

Updated August 2015

Dear Student,

Welcome to our graduate program! This is truly an exciting time to be studying, researching and working in the globally diverse set of endeavors that we call “mass communication.”

Today’s media professionals face unprecedented challenges. Advertising and public relations practitioners, journalists, broadcasters and specialists in computer-mediated communication are rapidly realizing that the changing media landscape calls for professional re-tooling in order to cope with these changes. Tomorrow is literally at our doorstep, and K-State’s A.Q. Miller School of Journalism and Mass Communications is pleased to take the lead with a visionary graduate program designed to help industry practitioners and educators meet tomorrow’s challenges today.

Our program requires a core of mass communication theory and research classes and offers several concentration areas -- Health/Risk Communication, Strategic communication (Ad/PR), and Journalism/Journalism Education. Students also have the flexibility to devise specialized scholarly degrees by taking upper-level courses from one or more of the school’s three sequences (Advertising, Journalism & Digital Media and Public Relations) or graduate-level electives from other academic units within the university.

Our graduate students regularly conduct research that positively impacts the media-related professions and improves the quality of life for people across the globe. But doing the research is only part of the process. Our master’s students are communicating with other scholars by presenting their research at national and international conferences (such as *the Association for Education in Journalism and Mass Communication*, the *International Communication Association*, *National Communication Association*, and the *Broadcast Education Association*), and many of our students have published their findings in academic journals.

Graduate education is an exciting and challenging experience, and you should take advantage of the many opportunities available to you. This handbook has been prepared by the graduate faculty to answer many of your questions about our curriculum, the procedures associated with completing your degree and the overall expectations associated with being a graduate student.

Please contact me at any time if you have questions or comments about our programs of study. And welcome to the K-State family!

Nancy Muturi, Ph.D.

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## **RE-INVENTING YOURSELF: What You'll Learn as a Student in this Program**

Students enroll in the Miller School's graduate degree program with varying objectives in mind. Some students want to advance their professional careers by taking higher-level courses designed to enhance their knowledge base in a particular facet of Mass Communications. Other students seek to switch from an existing line of work to a media-oriented occupational path. And some students seek to enter the field of higher education through teaching and research. Regardless of your objectives, the Miller School's Mass Communication graduate program is designed to help you re-invent yourself through a program of applied study issues, theory and research in strategic communications.

The School's graduate faculty has established four primary student learning outcomes that we believe are essential for students who complete our program of study:

- Demonstrate an understanding of mass communications concepts and theories.
- Demonstrate critical thinking and ability to write correctly and clearly in academic forms and styles appropriate for the communications field.
- Apply basic quantitative and qualitative research concepts.
- Evaluate research results using relevant methods.

All graduate classes in your program will be dedicated to accomplishing these goals.

## **PUTTING IT TOGETHER: Requirements for Completing a Master's Degree**

If you are a full-time student, the Master of Science degree will take about four semesters to complete. You must first choose from one of two tracks: the thesis track (which requires 24 class hours and six hours for writing your thesis) or the project/creative track (which requires 30 class hours including a 3-hr practicum and a comprehensive exam). If you plan on pursuing a Ph.D. at some point in your career, it is highly recommended that you choose the thesis track. A thesis proposal presentation at the graduate/faculty seminar is done in lieu of a comprehensive exam for those in this track.

Both degree plans require you to complete three classes:

MC 765 — Communication Theory (usually taken in first semester)

MC 780 — Research Methods (usually taken in first semester)

MC 850 — Applied Research (usually taken in second or third semester)

You are also required to complete two 700-level MC electives of your choice in addition to your thesis or report credit. Additionally, anyone in the project/non-thesis track will enroll in the Practicum (MC 770), and make a project presentation at the graduate/faculty seminar.

Beyond these basic MC requirements, you will be encouraged to complete the remainder of your coursework in a specialty area. We offer seminar upper-level classes that, combined with courses from other academic units on campus, allow you to build a focus area.

All graduate-level courses offered at the Miller School of Journalism and Mass Communications and in other departments that you can choose from are listed from **page 23** of this handbook.

In the past, students have focused their degrees around health communications, risk/crisis communication, Non-profit public relations, organizational communications, political communications, international communication, information communication technologies, and community media. Our program allows students to focus their research on what really interests them.

Example of Health Communication Specialization\*

<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Fall 2016</i>	<i>Spring 2017</i>
MC 765	MC 750-Health	MC 760 - Risk	MC 899— 3hrs
MC 780	MC 850	MC 899— 3hrs	MC 700+ elective
HN 600 or MC Elective	STAT 702 or other Elective	PSYCH 816 or other Elective	

*\*This scenario is for a full-time student, 9hrs a semester.*

At least 18 of the 30 required hours should be at the 700-level or above, including the thesis/research and the report/problems hours required by the thesis and report options. Courses at the 600-level may be included in your degree plan, but 500-level courses are generally considered to be undergraduate courses. It is possible to include 500-level classes in a graduate plan of study provided that (1) no course in Mass Communications is taken at the 500-level and (2) that you take no more than four credit hours from other academic departments at the 500-level.

No more than three credit hours in readings (MC 680), problems (MC 690) or other individualized courses may apply to the 30 required hours. Seminar (MC 730) and Colloquium (MC 740) may be repeated when the topic varies.

Students must also pass a written comprehensive exam covering research and theory in their area of specialization. For students in the thesis track, proposal presentation at the graduate seminar and a follow-up defense with the committee account for a comprehensive exam. , present a thesis/report proposal to the committee, and deliver an oral defense of their thesis or report and their final exam.

### **MAKING THE GRADE: Policies Regarding Minimum Grade Point Average**

As a graduate student, you will notice that there is a higher level of expectation in terms of classroom performance. The Graduate School and the Miller School both require that students admitted with less than the requisite 3.0 undergraduate grade point average be placed on “probationary” status. After completing nine credit hours of course work at Kansas State University, the student’s progress will be reviewed. Those who have earned grades of B or higher and have accumulated a GPA of 3.0 or higher on their first nine hours (exclusive of individualized study), and removed all deficiencies specified at the time of admission, will be placed in good academic standing.

Students are required to maintain a minimum 3.0 GPA during their degree program. Students who fall below this requisite level of performance at any time are placed on academic probation by the Graduate School, and will not be restored to good standing until such deficiencies are addressed. Additionally, a student's major professor and committee may recommend probation due to unsatisfactory progress of any kind within the degree program. Students may only be removed from such status after the major professor notifies the Graduate School that the student is making satisfactory progress.

## **DISMISSAL**

A graduate student will be denied continued enrollment at Kansas State University for:

- Not achieving a cumulative GPA of at least 3.0 within 2 semesters for full-time students and within 12 credit hours for part-time students.
- Failure to meet published departmental or University requirements.
- Failure to maintain satisfactory progress toward a graduate degree.
- Failure in the final degree examination (thesis defense or comprehensive exam for non-thesis).
- Failure to acquire mastery of the methodology and content in a field sufficient to complete a successful thesis.
- Qualifying for placement on probation a second time, except when the first period of probation a condition of admission is or when the second period is a condition of reinstatement.
- A recommendation for suspension or expulsion by the Honor Council.

A student who has been denied continued enrollment may petition for reinstatement to the same program or for admission to a different one.

Students whose petitions are granted are readmitted on probation as a condition of readmission. In such cases, the Readmission Committee usually stipulates enrollment in a specific number of hours or courses, as well as other conditions for probation.

## **DEGREE INACTIVITY**

A student will be placed in inactive status if he or she is not currently enrolled and has not been enrolled during the previous two years. Once in inactive status, a student must reapply to (and be accepted into) a graduate program before being considered for re-entry by the Graduate School. In order to be allowed to resume graduate studies, the student must meet all requirements for entry at the time of the new application. Inactive students who seek to regain active status will not, however, be required to recreate materials submitted with their original applications and held in their files by the Graduate School.

If allowed to regain active status, the formerly inactive student will be subject to all requirements in force in his or her graduate program and in the Graduate School at the time the student returns to active status.

## **MEET THE FACULTY: Assembling Your Graduate Committee**

During your time as a graduate student, a committee of three faculty members will supervise your individualized curriculum and your capstone research project. Upon admission to the master's program, you should confer with the Director of Graduate Studies (Dr. Nancy Muturi) and select a temporary advisor or major professor from the MC graduate faculty who are qualified to direct Masters students' and who are willing to assume the responsibility. This should be done upon completion of nine (9) credit hours (3 courses) and should be followed by a completion of a Program of Study to be submitted to the Graduate School. You may, however, work closely with a mentor to develop your research interests and focus area.

Upon the recommendation of the Director of Graduate Studies, the Dean of the Graduate School then appoints a supervisory committee consisting of the major professor, who chairs the committee, and at least two other members of the graduate faculty (at least one of these two must be MC graduate faculty). In addition to the members who have been recommended, the Dean of the Graduate School may appoint other members to the supervisory committee from the graduate faculty. All members of a student's supervisory committee participate as peers and have the responsibility for planning the program of study, advising the student, administering the final examination or evaluating the culminating experience, ensuring that University regulations and program requirements are met, and ensuring that the student's masters program is of high quality.

In the Miller School, the following faculty members have achieved graduate faculty status. Each professor has conducted research in various topic areas relating to the School's research mission, and those specialties are:

1. **Dr. Bill Adams** (Professor). Media programming, programming issues
2. **Dr. Louise Benjamin** (Professor). Broadcast media history, media law and policy
3. **Bonnie Bressers** (Associate Professor). Internet effects on journalism; media ethics
4. **Dr. Barbara DeSanto, APR, Fellow PRSA** (Associate Professor). Public Relations Management, tourism public relations, and international public relations practice
5. **Kelly Furnas**, (Assistant Professor), Graduate Faculty Associate, Journalism education
6. **Dr. Joye Gordon** (Associate Professor). Risk communication
7. **Dr. Thomas Gould** (Professor). Global cultural commercial communications, academic/online publishing, and curriculum development.
8. **Dr. Tom Hallaq-** (Assistant Professor) Journalism and Digital Media
9. **Dr. Curtis Matthews**, (Assistant Professor). Strategic communication, persuasion through narratives in television, online and social media

10. **Dr. Nancy Muturi** (Associate Professor and Associate Director of Graduate Studies and Research). Health and behavior change communication (HIV/AIDS prevention and Nutrition Communication).
11. **Dr. Sam Mwangi** (Associate Professor). Media and civic engagement, media technology
12. **Dr. Angela Powers** (Professor). Organizational ecology, media management, media economics
13. **Dr. Steven Smethers** (Associate Professor and Associate Director of Undergraduate Studies). Media and civic engagement, community journalism, and technology in community media.
14. **Dr. Birgit Wassmuth**, (Professor and Director), Advertising and gender issues.
15. **Dr. Wes Wise** (Assistant Professor). Strategic communication, processing of media messages, and media effects."

The supervisory committee also is responsible for ensuring that no conflicts of interest exist, which can be such situations as personal or professional relationships between committee members, committee members and the student, with funding sources, or with any other stakeholders.

### **THE PROGRAM OF STUDY: Preparing Your Official Degree Plan**

As a graduate student you will be expected to file a program of study, which is a formal list of the courses you intend to take to fulfill the requirements of the degree, with the Graduate School.

The program of study should consist solely of courses directly related to the master's degree. It will also indicate which type of capstone you intend to do: a thesis or a report.

If you are a full-time student, you must file your program of study before the end of your second semester of course work, and if you are studying on a part-time basis, the plan must be filed upon the completion of nine credit hours.

Your program of study should be prepared in consultation with the supervisory committee. Each committee member will indicate her/his approval of your plan by signing the form. The Director of Graduate Studies will then endorse the Program of Study and forward it to the Dean of the Graduate School.

Subsequent changes in the program of study require approval of all members of the supervisory committee, and if changes are made, a Program/Committee Change form should be submitted to the Graduate School before graduation.

When preparing the program of study, it is advisable to follow procedures outlined in this handbook and the general guidelines posted on the Graduate School website.

To receive graduate credit, you must earn at least a C in your classes. But to remain in good standing, you must maintain a cumulative GPA of 3.0 or higher. No more than three hours of credit/no-credit or pass/fail (exclusive of research credit hours) may appear on your program of study for the master's degree.

If you receive a grade lower than a C in a course, you may retake the course with approval of your major professor and supervisory committee. If the course is retaken, the original grade is noted as retaken and removed from your grade point average. The retake grade will always be used in computing the grade point average regardless of whether it is higher or lower than the original grade. A student may retake a course with subsequent removal of the prior grade only once for each course and for a total of two courses in the program of study. An approved program of study must be on file in the Graduate School at the time the retake request is submitted. Retake requests must be made prior to enrolling in the repeated course.

### **BRINGING IT TOGETHER: Preparing For Your Comprehensive Examination**

The A.Q. Miller School of Journalism and Mass Communications requires M.S. students take written comprehensive examinations over their research and theory classes. The exams (often referred to as “comps”) must be completed before the capstone thesis or final project report can be defended.

For students in the thesis tract, the comprehensive exam will entail completion of a research proposal (first three chapters) and public presentation at the faculty/graduate seminar. This is followed by an oral exam by the committee members. All three committee members **MUST** approve the three chapters prior to the oral presentation. The student must submit the research proposal to committee members at least 10 working days prior to the set examination date.

Students in the non-thesis track will take a written exam at the end of coursework. This will entail 6 hours of written exam on three questions – theory, research and content area. The exam will be set by the committee and sent by the committee chair to the Director of Graduate Studies who will administer it.

The examinations are normally developed and evaluated by the members of your supervisory committee. The process generally follows these guidelines:

- **Scheduling**: Written comprehensive exams are taken only by students in the non-thesis track. The exams may be taken after at least 15 hours have been completed and after the completion of MC 850-Applied Research in Mass Communication. The exams must be completed by the following dates in a full-time student’s final semester: **October 1** for fall graduates or **March 1** for spring graduates. At any rate, the exam must be completed by the time the student applies for the thesis defense meeting. The date, time and location must be approved by your supervisory committee that works closely with the Graduate Studies director on scheduling.
- **Proposal writing and presentation**: For those in the thesis track must be completed their research proposals and present them for approval before the end of third semester for fulltime students. Part time students must also present their research proposals one semester prior to their planned graduation time.
- **Time for written exam**: You will be given 6 hours to complete the examination.

- Location: While this cannot be guaranteed, efforts will be taken to secure a room with some privacy and a computer for your use. No outside materials, notes, etc. will be allowed in the testing room.
- Emphasis Area: You will work with your advisor to create an emphasis area. The emphasis areas should identify concentrations of study you have experienced while doing your coursework or research. Examples of emphasis areas include health communication, political communication, and history of mass media or online journalism.
- Questions: Committee members will then prepare a question on the emphasis areas selected. In addition there will be a question on communication theory and one on research methodologies. Some committees may choose to offer more than one question in an area and allow you to select a question or questions from those offered. If no committee member has sufficient expertise in an emphasis area, the committee, with your consent, may turn to another faculty member to write and score questions.
- Evaluation: Answers to questions are to be evaluated by the faculty member preparing the question and the faculty member will report to the chair whether you have passed or failed that portion of the exam.
- Action: A passing, or positive, evaluation on all emphasis areas will be sufficient for the chair to record in your folder and notify the graduate director that you have passed the comprehensive examination. A failing score on any portion of the comprehensive examination will necessitate a meeting of the committee. The committee may choose one of the following actions:
  - The committee may record that you have failed the comprehensive exam and dismiss you from the program.
  - The committee may allow you to do additional work, such as a report that would demonstrate improved understanding in the emphasis area. The report would be evaluated by the entire committee and scored as pass/fail.
  - The committee may allow you to retake comprehensive examinations in the areas where you failed. You are allowed to retake the comprehensive examinations only one time. A second failure will result in automatic dismissal from the program.

## **THE THESIS: Writing the Thesis Proposal**

As previously mentioned, thesis-track students in the Miller School are required to complete a thesis or a based on a research-based project or creative component after classes have been completed. The thesis consists of six hours (in addition to 24 class hours). Students in the non-thesis track will complete a practicum and take a comprehensive exam after classes are completed. Both capstone efforts are to be completed under the guidance of the supervisory committee.

Before the thesis or report can begin, you must work with the major professor to develop a research topic. Students typically develop capstone ideas from past professional experiences, readings, class work, research papers and discussions with faculty, industry practitioners and friends. You should begin to seek ideas as soon as possible and discuss potential topics with appropriate faculty members.

Once you have developed an idea, you should develop a “proposal,” a written prospectus on the research you propose to do that is developed in consultation with your major professor and reviewed, and approved, by the supervisory committee. Since most students have difficulty getting started on their study, a proposal is a means of getting the work underway and getting something on paper. It is not uncommon to do two or three mini-proposals on different topics before picking one. And it is not uncommon to do a mini-proposal on one topic several times before ideas and procedures are clarified. Please note that faculty members require a detailed thesis proposal (up to three chapters) before data collection can be started.

Each thesis-track student will be required to present a proposal at the faculty/graduate seminar followed by a detailed discussion with the committee members. This will count for comprehensive exam and will comprise of detailed discussion of the topic area, theory and research methods to be applied in the project. All degree students may not defend their thesis or present their final capstone project until the exams have been successfully passed.

Thesis proposals should be structured using the following outline as a guide. The student should use the headings indicated as applicable. Not all proposals will contain all of the elements, especially in the case of the project/creative component report.

### ***Introduction***

Begin with a couple of paragraphs that clearly explain what it is that you intend to do in your study. Then include:

- Background: What is the general topic area that you seek to address?
- Research Problem or problem statement: What is the problem that your study will help solve? Why is the problem one that needs to be solved?
- Study objectives or broad research questions: What questions do you hope to answer with the study you are proposing? Note: These must be answerable questions, and you should consider what evidence will be necessary to answer them.
- Theory: What theory informs your project? You do not have to provide much detail here.
- Justification/Significance: What is the value of your proposed study? Who will benefit? Why should the study be conducted? Who will be interested in the study?

### ***Literature review***

- Related Research: A review of existing studies on the topic. This should include what other researchers and writers have to say about the problem. In doing the summary of previous work, you will be expected to use library resources.
- Theoretical Framework: Provide details on each theory that you intent to apply and explain how you apply it. What variables do you hope to focus on? In the methods section below you will indicate how you measure each of the variables
- Research Questions or Hypothesis – List the questions or hypotheses that your study seeks to address. The hypothesis or research questions need to be drawn from the theory that you use for your study

## ***Methodology***

Perhaps the most important aspect of the proposal is the methodology section, which should discuss:

- What study methodology do you want to use? (Survey, content analysis, experiment, case study, historical, etc.)
- Whom or what do you intend to study? That is, where are the data you want for your study? (People's heads, files, archives, reports, etc.)
- What variables do you want to study? How will you define and measure them? If appropriate, what research design will you use?
- What relationships are you examining? What do you expect to find? Do you have hypotheses? If so, what are they?
- How will you analyze the data? If you intend to use statistical analysis, what tests do you contemplate using?
- What do you expect to find? What leads you to believe you'll find that?
- What about costs and logistics? Do you have the funds to do what you propose? Are you able to do the travel necessary?

## ***Schedule***

Finally, your committee will want you to stipulate your planned schedule (actual dates) for the overall process. Start with when you hope to graduate and the deadline for turning in your completed draft and then work backwards, indicating chapter-by-chapter deadlines, and your timetable for completing data collection effort and analysis.

## **PRIOR TO RESEARCH: Obtain IRB Approval**

If you are doing research for a class or if you are planning research for your capstone thesis or report, you will most likely need to obtain clearance from the Kansas State University Institutional Review Board (IRB). This approval is necessary if your research involves human subjects (as do most research projects in our field). So if your project includes surveys, focus groups, experiments, observations, interviews or any other method where you will be interacting with human subjects, you will need to first obtain IRB approval. (Conversely, such permission does not apply to content analyses, document or archival research or studies relating to critical theory applications.)

Kansas State University complies with local, state and federal research guidelines, and under no circumstances may you do research that involves human subjects in any setting — whether for a class, a personal or group research project or for your thesis/report — without first ensuring that your proposed study complies with prescribed procedures that are designed to protect various populations.

It is very rare that students and faculty in our field do research that puts people at risk of injury or undue stress, and the Board usually grants an exemption to most of the proposals in this discipline. However, it's always a good idea to be sure you are within the legal and ethical boundaries prescribed by various agencies, something that IRB approval can guarantee.

Before you can do any kind of human subjects' research, you must also complete online training made available at the following address: <http://www.k-state.edu/research/comply/irb/training/index.htm>  
This is a series of modules that trace the history of human subjects' research and the various ways in which researchers can place people at risk.

Regulations, application forms and templates and contact information are available at the University Research Compliance Website: <http://www.k-state.edu/research/comply/irb/training/index.htm>

## **THE THESIS: Researching and Writing**

Once your committee has approved your proposal, you are free to begin the process of conducting your research and writing the thesis. The Graduate School website has a template for writing a thesis, while it's not required that you use the template, it will save you time and effort.

([http://www.kstate.edu/grad/etdr/create/guide\\_new.htm](http://www.kstate.edu/grad/etdr/create/guide_new.htm))

The graduate faculty of the A.Q. Miller School of Journalism and Mass Communications requires the *Publication Manual of the American Psychological Association* as the standard style guide for writing theses. Check for current editions. Your proposal and all thesis writing should be prepared according to this style guide.

The organization of a thesis is obviously driven by the nature of the research topic. However, most theses prepared in the Miller School follow the following organization plan:

### ***Chapter I: Introductory Chapter***

- Introduction: What is the thesis about?
- Background: What led up to the problem?
- Statement of the Problem: State the specific area of concern.
- Purpose of the Study: Outcomes of the research.
- Research Objectives: Specific outcomes.
- Methodology: A summary.
- Conceptual Assumptions (if any).
- Rationale and Theoretical Framework.
- Importance of the Study: Who benefits from the study?
- Definition of terms: Conceptual, not operational.
- Scope, Limitations and Assumptions: Narrow the focus.
- Outline of the remainder of the thesis.

### ***Chapter II: Review of the Literature***

- Overview of the chapter: its organization.
- Historical background of the problem.
- Acquaint the reader with recent studies and expert opinions; often organized general-to-specific.

- Establish need for the study.
- Brief summary of literature reviewed.

### ***Chapter III: Methodology***

- Overview of the chapter: its organization.
- Description of research methodology or approach.
- Research design: variables, hypotheses, questions.
- Schedule for conducting the research.
- Pilot studies.
- Sampling plan.
- Research instruments (questionnaires, etc.).
- Data collection plan and recording.
- Data processing and analysis anticipated.
- Limitations and weaknesses.
- Summary.

### ***Chapter IV: Analysis of Data (or “Findings”)***

- Findings are presented in tables or charts.
- Findings are reported with respect to furnishing evidence for each question asked or each hypothesis posed, with appropriate statistics.
- Inference and evaluation are saved for next chapter.

### ***Chapter V: Summary, Conclusions and Recommendations***

- Summary: What was done, why it was done, with what results?
- Each research question and/or hypothesis is dealt with, indicating how each was resolved.
- Conclusions: The “so what” of the findings. What all of it means.
- Recommendations for implementing the findings if appropriate and for further research.
- Concluding comment: A brief, appropriate conclusion to the study.

### ***Appendices***

- IRB form.
- Survey cover letter.
- Subsequent mailing reminders.
- Copy of questionnaire.
- Detailed data.

## **THE THESIS DEFENSE**

When a thesis is completed, it is to be submitted to your supervisory committee for the “oral defense,” or, as it is officially known, the “final examination.” The date for the defense must conform to the semester deadlines as determined annually by the Graduate School and the Miller School graduate faculty.

The defense cannot be scheduled until every member of the supervisory committee certifies that a satisfactory copy of the thesis has been presented. The candidate must file with the Graduate School an Approval for Final Examination Form signed by each member of the committee **at least 10 working days** before the defense date. This means that your completed thesis must be submitted to the committee 10 days before the proposed defense date. By signing this form, the faculty member indicates only that the form of the thesis is acceptable for review and that a defense may be scheduled. Signing does not imply that the content of the thesis is satisfactory. When the defense has been scheduled, the Graduate School will send a final examination ballot and an Electronic Thesis/Dissertation Report (ETDR) to the major professor and notify in writing all members of the committee regarding the time and place of the defense.

Final examinations should be scheduled early enough to allow the supervisory committee at least two weeks to review the thesis. An oral defense entails presentation and discussion of the research findings to the committee as well as conclusions, theory and practical implications and lessons learned. The event is open to public who are invited to ask questions after the presentation. Preparation for a defense requires a student to become familiar with one's research study and anticipate questions from the faculty or from the attending public members. Handouts and visual aids are not required, but they are often used.

Based on Graduate School regulations, **all members of the committee must be present and participate in the evaluation process.** The examination cannot be held with members absent.

A defense is open to the public, and it generally takes about an hour to complete. At the outset the student makes a 10-15 minute statement to the committee about what was studied, why it was studied, the results of the study and what the results mean. Committee members then ask questions and offer suggestions to improve the research report. Next, the committee votes in closed session on the acceptability of the research work and on what changes are needed, if any. Students are then called back to discuss the committee recommendations.

The thesis defense should verify the student's competence to synthesize information across student's program of study. Results of an oral defense are reported to the Graduate School as "satisfactory" or "unsatisfactory" on the ballot sent.

### ***Satisfactory/Passed***

- Pass with no changes needed to the report.
- Pass with minor changes needed to the report.

### ***Unsatisfactory/Failed***

- Substantial changes needed because of the one or more of the following:
  - Inadequate literature review
  - Deficient research methodology
  - Deficient statistical analysis
  - Incomplete data collection
  - Deficient source citations

- Opinion confused with evidence
- Poor quality of writing

Negative votes by two or more members of the committee constitutes failure. A candidate who fails a master's examination may take a second examination no sooner than two months or later than 15 months after the failure, unless an extension is granted by the Dean of the Graduate School. No third trial is allowed. The majority of the supervisory committee must vote in favor for the student to pass his/her defense/final exam. The major professor is responsible for returning the signed ballot to the Graduate School.

## **AFTER THE THESIS DEFENSE**

Almost every thesis defense results in some changes that must be made to the content of the research report. Students have a short time after the defense to make all changes required. Changes must be approved by the major professor but do not need to be resubmitted to the entire committee. As you make changes and ready your final copy, please remember that an abstract, not exceeding 350 words, must accompany each copy of the thesis. Your thesis must also include a title page that carries the signature block listing the major professor.

The final copy of your thesis must be submitted electronically to K-State Research Exchange (KREx), the official electronic repository for all capstone work completed by graduate students at K-State. Access to all Electronic Theses, Dissertations, and Reports (ETDR) is available at <http://krex.k-state.edu/dspace>.

The Graduate School does not require you to submit a bound copy of your thesis or report. However, some students are interested in obtaining a bound copy for personal use. Bindery information is available on the Graduate School ETDR website at: <http://www.k-state.edu/grad/etdr/bound.html>

## **THE REPORT: Research and Writing**

The report is an alternative to writing a thesis at the Master's level. This option allows students to demonstrate their mastery of theory and skills in an applied fashion through the process of creating original work.

This capstone effort typically takes one semester to complete. Reports are usually grounded in more practical projects or creative endeavors and may vary in scope and character. Successful projects completed by students in the past have included:

- Producing a documentary about an all-volunteer community newspaper in Alma, Kan., and how the publication exemplifies problems associated with community journalism in rural areas.
- Reviewing the current marketing practices of the K-State Alumni Association in an effort to build stronger ties between new alumni and the University.

Students wishing to opt for doing a report in lieu of a thesis should plan to do so early in their first semester of studies, since this plan will alter the amount of hours necessary for completion of the degree (28 class hours for the report versus 24 class hours for the thesis). Students enrolling for credit to complete the report option should enroll in MC 899 for two hours of credit for the semester in which the project will be completed. Projects may extend beyond one semester, with the consent of the adviser, but no project may earn more than two hours of credit.

You should choose your major professor and faculty committee at the time you complete your plan of study during the first semester of course work. In similar fashion to writing a thesis, you should begin to meet with your major professor to decide on a topic before the Fall semester of the second year. You may begin writing the report proposal before completing comprehensive exams, but the project may not be defended until the exams have been successfully completed.

Sections of the proposal for should include:

- A rationale of why the project is necessary or beneficial.
- An outline of the steps the student will fulfill in the process of completing the project, including a short literature review pertaining to the topic being proposed and an explanation of how the project will be researched.
- Once the committee has been selected, you should arrange a meeting with your committee, where you will discuss the proposal and receive committee guidance on how to proceed with the project.

The final form of the project will be determined by the content and/or function of the project. You may begin working on the project immediately after the proposal hearing. In general, however, the written report will be comprised of the following sections:

- An introduction, including a rationale for the project and the steps on how it was completed.
- The literature review discussing other research and projects similar to your work and how this project relates to the other studies.
- A discussion of applicable theoretical principles associated with the project.
- The research section, detailing what kind of research was conducted in the process of completing the project and a through discussion of the results.
- A detailed time line illustrating the sequence in which the various phases of the project will be completed.
- An evaluation section that describes the findings of the project, how its success/effects were measured and what specific recommendations you can draw from the findings.
- An appendix that contains any additional materials relevant to the completion of the project. This section should include any tapes, scripts, treatments, manuscripts, final publications, promotional pieces or other items that were produced during the completion of the creative component/project. (Again, as stated above, the nature of materials to be included here is obviously dictated by the topic area of the project.)

In similar fashion to the thesis, the report must be written in APA style and should be prepared according to a template provided by the Graduate School.

## **THE REPORT DEFENSE**

The completed report is presented in a public defense, where the student's committee will evaluate the work. As in the case of a thesis (as described above), the defense cannot be scheduled until the supervisory committee certifies that a student has prepared a report that meets the expectations of the School of Journalism and Mass Communications and the Graduate School. You must file an Approval for Final Examination Form, signed by each member of your committee, with the Graduate School no less than 10 days in advance of the defense date. As in the case of procedures associated with writing a thesis, the Graduate School will send a final examination ballot and an Electronic Thesis/Dissertation Report (ETDR) to the major professor and notify in writing all members of the committee regarding the time and place of the defense.

The committee will evaluate your report using these criteria:

- The quality of the finished work.
- How well the final product matches the stated objectives.
- The application of theory and research methods into the project.
- If appropriate, the entity or person for whom the creative component/project was completed should provide a critique of the project's usefulness, quality and applicability.

The Graduate Faculty establishes the deadlines for all report defenses. You will be given one hour to present the work and field questions from committee members and spectators. When the defense has been completed, the major professor will return the signed ballot to the Graduate School.

## **AFTER THE REPORT DEFENSE**

As in the case of a thesis, the report must be submitted electronically to the K-State Research Exchange (KREx), the official electronic repository for all capstone work completed by graduate students at K-State. Access to all Electronic Theses, Dissertations and Reports (ETDR) is available at:  
<http://krex.k-state.edu/dspace> .

## **COMPLETING YOUR DEGREE**

Once the capstone thesis or report has been successfully defended and the final corrected draft has been filed with the Graduate School, you are ready for graduation. As a graduate degree candidate, you must be enrolled in at least one hour during the semester in which the degree requirements are completed. As stated earlier, your degree will be conferred if you have maintained the requisite 3.0 grade point average and if you have otherwise filed all of the required forms with the Graduate School:

- ✓ Program of Study
- ✓ Approval of Final Examination Form
- ✓ Final Examination Ballot

## **SERVICES WE PROVIDE FOR GRADUATE STUDENTS**

The Miller School provides important services for our Mass Communications graduate students, designed to help you during your time here.

### ***Financial Assistance***

While resources are somewhat limited, the school has a limited number of paid graduate assistantships to offer to professionally and academically qualified applications. Students can be employed on a .5 assistantship, which entails about 20 hours per week of work during the Spring and Fall semesters. Stipends are \$3750 each of the two semesters, paid out on a biweekly basis.

Graduate students appointed on a full-time (.5) Graduate Teaching Assistantship (GTA) receive a tuition waiver for a maximum of ten hours in the spring and fall terms and are given the opportunity to buy health insurance with 75% of the premium paid by the department. GTA tuition waivers for provided for tuition benefits only; students are responsible for campus privilege fees.

Some .25 assistantships are also available, where students work 10 hours per week. This type of assistantship has no tuition benefits.

Graduate students with good writing, editing and web skills are in demand across the university and occasionally, professors and units across campus occasionally hire our graduate students to work as research assistants (GRAs). GRAs who are employed at the requisite .5 FTE level are eligible for in-state tuition and health insurance discounts.

Some academic scholarships are also available from the A.Q. Miller School of Journalism and Mass Communications, which are awarded each spring. Scholarship applications are due each February 2, and more information is available at: <http://jmc.k-state.edu/current/scholarships/index.html>

We provide a shared office space for our teaching assistants in Kedzie 218. This space can be used as a place to meet students in classes you teach, and the location also serves a place for all graduate students to congregate. Individual desks are assigned at the beginning of each academic year. We provide graduate assistants with keys to Kedzie Hall, Room 218 and any classroom or lab for which you are assigned to teach. The photocopier in Kedzie 105 is available for use for anything related to courses you may be teaching (no personal use). All lab printers are available for teaching-related uses as well.

### ***Research Support: Kedzie 017 and 215G***

In Fall 2009, the A.Q. Miller School of Journalism and Mass Communications completed construction of a new research lab located in Room 017 in the basement of Kedzie Hall. This facility was built with funds provided by the University, and was equipped through funding provided by K-State President Kirk Schulz.

Additionally, the SPSS lab in Room 215G is fully equipped with SPSS and other research software. Room 017 has an area for conducting focus groups and observational studies, and 18 computer terminals that can be used for experiments, electronic surveys, and studies involving human-computer interaction or any research design requiring computer technology. These labs are available for faculty and student research projects.

As a bonafide Mass Communications student, you may use the labs for thesis or report research, or any scholarly activity pertaining to departmental classes free of charge. To reserve the lab, you should contact the Office Manager or the graduate program's administrative assistant, in Kedzie 105, indicating the exact days and times you will need to reserve the lab.

### **Research and Conference Participation**

All graduate students are strongly encouraged to submit their papers for presentation at regional, national and international conferences. Previously our students have presented their papers at the AEJMC, BEA ICA, and NCA. If your paper is accepted for presentation at any of these conferences you can submit the department for a small grant to cover your travel expenses. The student government Association (SGA) regularly sends out call for funding proposals to support graduate student research and presentations. See more information on SGA grants here <http://www.k-state.edu/grad/studentcouncil/tgapp.html>. The College of Arts and Sciences Deans office also offers funding opportunities for travel of up to \$1000 per fiscal year for graduate students. More information can be accessed at <http://artsci.k-state.edu/research/research-travel/index.html>. The School of Journalism supplements funding for graduate students to attend conferences up to \$450.

### ***Brown bags***

A brownbag is a research oriented session that enables graduates students to present their thesis proposals and papers they are continuously working on in their classes or collaborations with professors. The brown bags started in the Fall of 2013 and have since been a successful platform for graduate faculty and students to interact and brainstorm on research interests. The brown bags are mostly held to allow graduate students in their second year to present their thesis proposal. At this stage the thesis proposal is required to consist of 3 full chapters, which includes the introduction, the literature review and the methodology section. The brown bags are usually held weekly and proposed days are on Fridays between 12 noon and 2 pm. The brown bags are open for attendance to any student and faculty member at Kansas State University.

### ***Campus Student Media and Students Organizations***

Gaining experience in applied media production and reporting situations could be the hallmark of your graduate degree.

Kansas State University has always been known for the quality of its student-operated media outlets, which include the Kansas State Collegian and its online edition, the e-Collegian, the Royal Purple yearbook, 91.9 KSDB-FM, and TV programs, including Manhattan Matters, a weekly TV news magazine featuring campus and community news. These media outlets provide the opportunity for graduate students to hone their media production skills while completing their advanced degree. The Collegian and the Royal Purple have simultaneously won the prestigious national Pacemaker Awards, a combination achieved only by one other school. KSDB-FM continues to be the premiere student operated radio station in Kansas and perennially wins awards for programming excellence. Video programming is produced at the \$6 million K-State Center for Communications and Marketing in Dole Hall.

Graduate students also gain industry knowledge and acquire valuable professional networking opportunities through student professional organizations. Miller School has organizations that may interest you: the Advertising Club, Public Relations Student Society of America (PRSSA), TakeFlight and the Diverse Mass Communicators organization.

### ***The Huck Boyd National Center for Community Media***

The Huck Boyd National Center for Community Media was established at K-State in honor of McDill “Huck” Boyd, a western Kansas newspaper publisher, who was also active in community affairs and state and national politics. When Boyd died in 1987, his family established the Huck Boyd Foundation in his hometown of Phillipsburg, which created the National Center for Community Media at K-State to serve and strengthen the local newspapers, radio stations, cable systems and other media that play a key role in the survival and revitalization of America's small towns. Each year, the Center sponsors a lecture on community media at K-State, featuring prominent speakers and workshops dedicated to discussion of issues affecting local media companies. The Center also presents the annual Newspapers and Community Building Symposium in cooperation with the National Newspaper Association each fall. The Center’s mission serves as a catalyst for collaborative research among graduate students and faculty members, and the Center’s well-known national brand is an important factor in promoting project funding.

## **STUDENT RIGHTS & COMPLAINT POLICIES**

Every graduate student has:

- Freedom of inquiry, conscience, expression, and association and the right to petition for the redress of grievances.
- The right, to the extent permitted by law, to have any information about his or her opinions and associations unrelated to academic performance or assigned responsibilities that has been acquired by professors or administrators in the course of their work as instructors, advisors, or counselors held confidential at his or her request and not disclosed to others without his or her consent.
- Freedom from unfair treatment by faculty or administration in the assignment and evaluation of academic work toward the completion of requirements for a particular course.

- The right to due process in the conduct of proceedings pursuant to the provisions of this document or of any proceedings conducted under any other provisions of any other rule or regulation governing Kansas State University.
- The right to immunity from reprisal in the form of University disciplinary action or proceedings for seeking redress pursuant to the provisions of this document.

Every graduate student is responsible for:

- The exercise of applicable rights and freedoms, as enumerated above, in a manner that does not materially and substantially interfere with the requirements of appropriate discipline in the operation of the institution nor infringe upon the rights of other students, faculty, or staff.
- Completing the requirements and meeting the standards of any course in which he or she is enrolled.
- Understanding the legal and ethical standards applicable to scholarship in general and to the student's discipline, and understanding the policies and procedures that the University has in place to ensure compliance with these standards.

***The Grievance Policy*** is designed to resolve concerns and grievances brought by graduate students related to their graduate level academic program as more fully defined below. The formal grievance must be initiated within 6 months of the time that the graduate student knows of the matter prompting the grievance, or the graduate student relinquishes any opportunity to pursue the grievance. Under these procedures, a graduate student is any person who has been formally admitted as a graduate student at the time the alleged events leading to the grievance occurred. A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is unjust or is in violation of his or her rights established through formal prior agreement. "Grievances" under this procedure shall include disputes over grades, course requirements, graduation/degree program requirements, and thesis and dissertation committee and/or advisor decisions.

Non-academic conduct of graduate students is governed by the KSU Student Code of Conduct in the Student Life Handbook and the hearing procedures therein. The K-State Honor & Integrity System, as described in the Student Life Handbook, governs issues of academic integrity. Allegations of misconduct believed to constitute discrimination, including sexual harassment as described and defined in the "Policy and Procedure for Discrimination and Harassment Complaints," in the University Handbook should be referred to the Affirmative Action Office or the Office of Student Life. Allegations of assault covered under the "Policy Prohibiting Sexual Violence" should be referred to the Office of Student Life.

The graduate student should attempt to resolve any grievance first with the faculty member, supervisory committee, or administrator involved. If, after earnest inquiry, the conflict remains unresolved, the graduate student should discuss the grievance with the department head/chairperson or other immediate administrative superior of the respondent, the Academic Dean or his/her designee and, if pertinent, with any relevant departmental faculty member or committee. If the outcome of this conflict resolution process is successful, then the resolution shall be reduced to writing. The resolution should be signed by all

participating parties to confirm their receipt of document. Copies of the signed resolution will be provided to the graduate student, respondent, administrative superior, and Academic Dean involved in the conflict resolution session. The official copy shall be sent to the Graduate School to be retained in the student's file.

If the conflict resolution process is not successful, the Academic Dean and the Associate Dean of the Graduate School will confer within 10 working days to determine if further conflict resolution steps should be pursued. The outcome of this conferral will be shared in writing with all parties.

The goal of the *Policy on Gender* is to create an environment at Kansas State University in which all students, faculty, and staff interact solely on the basis of individual strengths and characteristics, without having those interactions shaped by generalizations, stereotypes, or valuations based on gender; and to encourage constructive, thoughtful, and gender-sensitive behavior.

Kansas State University will maintain academic and work environments that are free of discrimination, racial/ethnic harassment, including sexual harassment and retaliation for filing a complaint under this policy. Discrimination or harassment based on race, color, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, or veteran status is prohibited. Retaliation against a person for reporting or objecting to discrimination or harassment is a violation of this policy whether or not discrimination, or harassment occurred. This Policy is not intended and will not be used to infringe on academic freedom, or to censor or punish students, faculty, employees, or staff who exercise their First Amendment right to express ideas and opinions on any topic.

Persons who violate this policy are subject to disciplinary action, up to and including dismissal from employment or expulsion from the university following proceedings prescribed in the University Handbook, or the By-Laws to the Constitution of the KSU Student Governing Association. Remedial actions will be taken to restore any losses. Examples of remedial actions include, but are not limited to reevaluation of a grade, an evaluation completed by someone other than the respondent, reconsideration of an application for employment, placement in a position, back pay and lost benefits, rescission of a disciplinary action, or a change of housing.

**Confidentiality Statement:** Kansas State University maintains various student records to document academic progress as well as to record interactions with University officials and staff. To protect the students' rights to privacy, and to conform with the Family Educational Rights and Privacy Act of 1974 (FERPA), the University has established the Student Records Policy. Interpretation of this policy is based on experience with educational records, and the policy itself may subsequently be modified in light of this experience. Notice of this policy and of students' rights under FERPA is given annually. Copies of this policy are available at the Office of the Registrar, 118 Anderson Hall, and it is published in the Undergraduate and Graduate Catalog and in the Course Schedules.

#### ***Student Rights According to FERPA***

- Right of inspection of records

- Right to challenge records believed to be inaccurate
- Right to consent to disclosure of personally identifiable records (with exceptions).
- Right to file complaints of alleged violations of the aforementioned rights.

There are various exceptions and areas of university discretion concerning student FERPA rights. To review further information visit the Student Records Policy section of this site, the Department of Education FERPA Site, or visit the Office of the Registrar in 118 Anderson Hall.

### ***Directory Information***

Certain information concerning students is considered to be open to the public upon inquiry. This public information is called directory information and includes: name, local address and telephone number, permanent address, e-mail address, date and place of birth, photograph or likeness, college, curriculum, enrollment status (full/part-time), classification, dates of attendance at Kansas State University, awards and academic honors, degrees and dates awarded, most recent previous educational institution attended, participation in officially recognized activities and athletic teams, and height and weight of student athletes. Directory information as defined above will be released upon inquiry, unless the student has requested that this information not be released. The student's request to have directory information withheld must be submitted to the Office of the Registrar, 118 Anderson Hall (208 College Center, Salina). The Office of the Registrar will notify other appropriate University offices by placing a notation within the student information system. See the FERPA Non-Disclosure page for further information and for a copy of the form.

## **WHAT ARE YOUR COURSE OPTIONS?**

**All 600-level and Above MC Classes if taught by Graduate Faculty. Some courses require pre-requisites (e.g. MC 640, MC 645).**

The Miller School offers several classes that allow you to build a specialization in specific areas or to get a more general background in Mass Communications. Classes offered during the Fall semester are denoted by "I", Spring courses by "II" and Summer courses by "S".

MC 600. Economics of Mass Communication. (3) I, II.

Study of the various economic models applicable to media firms and application of basic economic concepts and analytical tools necessary to evaluate media company behaviors and business strategies and assess the merits of public policies toward the media industry.

MC 605. Supervision of School Publications. (3) S.

A methods course for those planning to teach secondary or junior college journalism classes and advise high school or junior college publications.

MC 612. Gender Issues in the Media. (3) II.

The portrayal of women and men by the media, and media employment issues based on gender.

MC 625. Media Relations. (3) II, odd years.

Examines management skills necessary for establishing, maintaining, and evaluating a media relations program. Discussion includes working with journalists, conducting media events, preparing spokespersons, and developing crisis communications.

MC 662. International and Intercultural Public Relations. (3) II, in even years.

Global diversity in business, governmental, and charitable organizations and the demographic changes within countries and across communities that affect the role and practice of public relations worldwide.

MC 665. Managing Integrated Strategic Communications. (3) II.

Investigation of managerial decision making in advertising and public relation programs. Emphasizes strategic and logical thinking in the decision-making process. Theories and practices from media management, social/cognitive psychology, and integrated communication.

MC 670. Advertising and Social Responsibility. (3)

Examines social, ethical and legal issues and problems facing the advertising industry, and its relationship to the consumer.

MC 680. Readings in Mass Communications. (1-3)

Investigation on literature on mass communications. Three significant books per credit hour with written analysis and oral presentation. Pr.: Consent of supervisory instructor.

MC 682. Seminar in Public Relations. (3) I, in even years.

Contemporary topics in public relations practice, theory and research.

MC 690. Problems in Mass Communications (1-4)

Pr.: Background courses needed for the problem undertaken and consent of supervisory instructor.

MC 710. History of Mass Communications. (3) I.

Growth and development of the news media and mass communication media and systems in the United States and their economic, political and social significance.

MC 712. Environmental Communications. (3) II. (Cross-listed with AGCOM 712)

Combines theoretical discussions with practical experience regarding communications about environmental issues and provides introduction to natural and applied science topics related to a communications plan.

MC 720. Ethics in Mass Communications. (3) II.

Moral analysis, argument and decision-making by the mass communicator.

MC 725. International Communications. (3) II.

Comparative study of world media systems and the role of mass communications in national development.

MC 730. Seminar in Issues in the Media. (3)

A study of philosophical and technological advances in mass communications with emphasis on projected patterns of future growth and development. May be repeated once when topic varies.

MC 740. Colloquium in Mass Communications. (1-3)

MC 745. Seminar in Mass Communication Law. (3)

Analysis of mass communications freedoms and limitations in such areas as defamation, privacy, copyright, censorship, obscenity, and advertising and electronic media regulation.

MC 750. Strategic Health Communication. (3) II.

The role of effective communication through mass media and other communication strategies in health promotion and behavior change. Includes the theories and strategies used to promote public health messages, services or products for multicultural audiences, with a focus on human, environment and animal health. Legal, ethical issues and gender issues in health communication will be given special attention.

MC 760. Communication and Risk. (3) I.

Promotes understanding of strategic communication and media as tools to prepare, mitigate, and respond to threats to public health and safety.

MC 765. Communication Theory. (3) I.

An examination of major communication theories as they relate to mass communications.

MC 770. Professional Journalism Practicum. (1-4)

For graduate students. Supervised practical work in professional journalism and mass communications. Includes laboratory investigation, field work and internships.

MC 780. Research Methods in Mass Communications. (3) I.

Survey of research methods used in the study of the mass media.

MC 785. Media Management. (3) I.

Issues, ethics and practices in managing media companies, with special emphasis on problems and practices in converged media operations.

MC 850. Applied Research in Mass Media. (3) I.

Study and application of mass media research, its literature and methodology.

MC 899. Research in Mass Communication. (V)

Thesis/Report credit. Pr.: Sufficient training to carry on the line of research undertaken.

## CLASSES IN OTHER DEPARTMENTS

Graduate students in the MS Mass Communications program are allowed to take **only ONE 500-level** in other departments. There are several courses that might students in our graduate program depending on their research interests. A full list of graduate classes may be found at [catalog.k-state.edu](http://catalog.k-state.edu). You can access the Graduate catalogue on the left-hand panel and within the drop-down menu under “courses”.

### AFRI 501. Seminar I. I.

Economics of Poverty and Wealth Creation in Africa (social science component). Explores opportunities for breaking the cycle of poverty across the continent using strategic wealth creation techniques that overcome poverty. Focusing on the agriculture and food system, the environment and natural resources, and the health of the African people.

### AGCOM 590. New Media Technology. I.

This course focuses on the study and application of emerging “new media” technologies to effectively communicate information and market products and programs to general and targeted audiences. Students will study underlying communication theories such as Roger’s Theory of Innovation Diffusion to provide a context of how society adopts and incorporates new technology.

### AGCOM 610. Crisis Communication. II.

Focus is placed on the application of effective crisis communication practices and techniques. Students will learn relevant interpersonal and organizational communication theory, assess/evaluate organizational risks, and develop a crisis communication plan. Students will partner with a community business to create and deliver a comprehensive crisis communication plan.

### AGCOM 810. Scientific Communication. I.

Written, visual and oral communications for scientists. Attention is focused on literature reviews, scientific papers, graphics, poster presentations, and oral paper presentations. Grant applications, ethics, and communications with non-science audience are discussed.

### ANTH 508. Male & Female: Cross-Cultural Perspectives.

Sex roles and male-female relationships in the world’s cultures. Stresses sex-role complementarity within the anthropological framework of cultural relativism.

### ANTH 510. Kinship & Marriage in Cross-Cultural Perspective. II, even years.

Systems of family, marriage, descent, and sex taboos in cross-cultural perspectives.

### ANTH 514. Language & Culture.

Study of language and dialect as aspects of social and ethnic group identities. Emphasis on analysis of conversational style in diverse cultural settings. Research project to be determined according to student interests.

### ANTH 600. Cultural Dynamics.

Cultural processes and their conditions and consequences, mechanisms by which customs originate and become culturally significant; development, modification, and decline of customs and cultures; processes and consequences of intercultural contacts; applied anthropology.

ANTH/SOCIO 633. Gender, Power & International Development.

Examination of various models of development and their impact on various roles of women and men in various cultures. Emphasis upon Africa, Asia and Latin America. Comparisons of public, service, and economics sectors, including agriculture, marketing, and industry. Examination of policy issues.

ANTH 685. Race & Culture.

The biological meaning of race; the interrelationships of biological and cultural traits in human evolution; processes of racial formation of man; methods of classifying human races; cultural inheritance; the distinction of race, culture, personality, and intelligence; a review of modern racism; race as an evolutionary episode.

ART 575. Graphic Design & Illustration.

Problems in layout design and illustration for newspapers, magazines and general advertising. Pr.: ART 205

CDPLN 620. Ecological Economics. I.

Synthesis across the notion of “utility” as represented in environmental/natural resource economics, as well as the notion of “ecology” in ecological economics. Focus will be on the influence the community and ecosystem have on one another, and the potential for complementarity between the two.

CDPLN 621. Sustainable Communities. I.

The management of natural capital as linked to other community-based actions around resource allocation and the impacts on quality of life. The literature on community-based natural resource management will be examined and alternative ways of valuing natural capital will be assessed. Contrasting theories of the role of natural capital in communities.

CDPLN 632. Nonprofit Management.

Managing nonprofits including the role of nonprofit organizations in addressing various social problems. Focus: growth of the nonprofit sector and impact on the community as a source of citizen empowerment. Topics include individual giving/volunteering, board and executive leadership, government and nonprofit relationship, ethics and accountability, and issues and challenges in nonprofit management.

CDPLN 633. Grant writing.

The intricacies of grantmanship provide the focus of this course. Topics covered will include identification of fund sources, procedures for proposal preparation, composition of grants, and the effects of organizational and personal linkages. Students will prepare a grant application based upon an RFP or to a continuous funding source.

CDPLN 725. Community & Natural Resource Management.

An introduction to the breadth of consideration involved in community resource management. Included are theoretical frameworks, methodological investigation and applied practices to enhance the ability of community development professionals to work with their communities to plan, develop, and monitor the conversion and development of natural resources with multiple functions.

COMM 526. Persuasion. II.

The study of communication as persuasion; examination of contemporary approaches to persuasion.

COMM 710. Introduction to Communication Research Methods. II.

Introduction to descriptive and experimental methodologies in communication, including conceptualization and operationalization of communication concepts, strategies of research design, and logic of inquiry.

COMM 716. Small Group Communication. I, alternate years.

Review literature and develop research projects pertaining to the communication processes in small task groups. Topics include group communication processes, barriers to group communication, and style-specific theories of effective group communication.

COMM 726. Seminar in Persuasion. II, odd years.

Survey and analysis of advanced theory and experimental studies in persuasion.

COMM 742. Relational Communication. I.

A survey of theories and research on the role of communication in social and personal relationships. Emphasis is on observing and evaluating communication behaviors using real-life media examples.

COMM 745. Political & Corporate Speechwriting.

A study of the principles and practice of professional speechwriting with a special emphasis on the role of speechwriting in a democratic society.

COMM 780. Intercultural Communication.

A study of the relationship between language and culture and its impact on human communication.

COMM 810. Research Writing in Communication Studies.

A study of the problems of writing and rewriting the results of scholarly investigations in communication studies.

DMP 650. Fundamentals of Public Health and Food Safety. I.

Organization and function of food inspection services; principles of disease transmission; diseases transmitted to humans through the food chain.

DMP 815. Multidisciplinary Thought and Presentation.

Training in critical thinking, writing, and speaking for the food, veterinary, plant, health, and related

sciences. With emphasis on writing, students prepare technical reports, news releases, abstracts, and commentaries. Students prepare meeting agendas and present seminars. Committed students will emerge with enhanced critical-thinking and written-presentation skills.

ECON 527. Environmental Economics. II.

Economics of environmental market failure and the efficient use of exhaustible and renewable resources. Topics include the application of markets and government policies to greenhouse warming, air and water pollution, and recycling.

ECON 688. Health Economics. I, odd years.

This course applies the tools of microeconomics to the health-care sector. It analyzes the behavior of consumers and providers of medical care, the functioning of insurance markets, and the roles of government and the private sector. International comparisons are made.

ENGL 516. Written Communication for the Sciences.

Theory and intensive writing practice for students in the basic and applied sciences.

FSHS 801. Grant Development and Management. S.

Introduces students to the grant development process and provides an overview of what happens after a grant is awarded. Topics include: identifying funding sources, generating fundable ideas, assessing needs, project planning, budget design, evaluation and project management.

GEOG 865. Rural Medical Geography. II, odd years.

Emphasizing the pattern of social and environmental conditions on health and disease, this course examines medical care systems and health issues in rural areas of both developed and developing countries. Pr.: STAT 702

HIST 564. History of Mass Communications in America.

Growth and development of media and media technology in the United States and their economic, political and social significance.

HMD 720. Administration of Health Care Organizations. II.

Comprehensive review of current health care institutions and their response to the economic, social/ethical, political/legal, technological, and ecological environments.

HN 530. Nutrition Education in Extension. II.

The process of and strategies for providing nutrition education outreach to diverse community audiences, including those with limited resources.

HN 600. Public Health Nutrition. I.

Public health nutrition issues for various segments of the population; nutritional components of community assessment; program planning and evaluation; and policy issues pertaining to the nutritional status of the population.

HN 995. Grantsmanship and Publication. I, even years.

Grant writing, identifying external funding, managing grants, preparing manuscripts for peer-reviewed publication, and preparing papers and poster for presentation at professional meetings. Pr.: STAT 720 or graduate level research methods course.

KIN 655. Fitness Promotion. I.

The study of the implementation and promotion of preventive health programs for populations at work, hospitals, and community fitness settings.

KIN 818. Social and Behavioral Bases of Public Health. I.

The role of behavioral, social, psychological, economic, environmental, and social structural factors in both the occurrence of health problems in groups and populations, and in the development of the risk factors that contribute to these problems. Principles of health behavior change and the application of these principles to a variety of health issues as well as an emphasis on how social structural factors impact health are examined to better understand health behavior and health inequities in contemporary society.

KIN 830. Advanced Public Health Physical Activity. II.

Exploration of the social and behavioral epidemiology of physical activity in public health: outcomes, influences, and promotion in individuals, settings, and communities.

MKTG 543. Integrated Marketing Communications.

Focuses on the management of promotional programs which include elements of advertising, personal selling, sales promotion, and public relations. Includes a review of concepts from economics, behavioral sciences, and mathematics which play a role in creating, executing, and evaluating promotional programs.

MKTG 642. Marketing Research.

Designed to acquaint the students with the marketing research literature, concepts, methods, and techniques. The emphasis of this course is on how to actually conceptualize and conduct a marketing research project as well as use research as an aid for marketing management decisions. Topics include the marketing research industry, defining the marketing research problem, research design formulation, data collection, data preparation and analysis, communicating the research project, and international and ethical dimensions of marketing research.

POLSC 643. Global Human Rights.

Introduction to human rights in the global system with a focus on the philosophical foundations, historical evolution, institutional development, and important actors in global human rights.

POLSC 650. Not-For-Profit Management.

Unique management issues in terms of policy setting, participation, administration and accountability of non-profit organizations.

POLSC 710. Policy Analysis and Evaluation. II.

Methods of policy analysis and evaluation. Includes a discussion of the relationship between public policy and the distribution of values in society. Students analyze policies in an area of their choice; e.g., agriculture, business, health, income, trade.

PSYCH 530. Psychology of Mass Communications. II.

The psychological effects of mass communication on behavior and thought, including advertising, stereotyping of women and minorities, effects on children, violence and sex in the media, effects of news on behavior, and the promotion of prosocial behavior through the media.

PSYCH 518. Introduction to Health Psychology. II.

Psychosocial factors relevant to general health maintenance, recovery from disease or injury, and the achievement of health. Topics include stress-management techniques, personality characteristics associated with disease, cognitive-emotional effects of diet and exercise, and theories of pain and pain management. Concepts of prevention and behavioral medicine are also included.

PSYCH 540. Psychology of Women. II.

Investigation of psychological processes of women. A developmental sequence with emphasis on major life events for women. Female physiology, early socialization into sex roles, friendship, achievement motivation, sexuality, marriage, childbearing, work, and mental health.

PSYCH 545. Consumer Psychology. I.

Survey of psychological principles and facts in perception, learning, attitude formation, personality, etc., as they apply to behavior of consumers.

PSYCH 816. Psychology of Health. I.

Presents psychological research investigating illness and related dysfunction, as well as the promotion and maintenance of health. Provides students with the theoretical, empirical and clinical aspects of health psychology from a number of perspectives, discusses leading research and explores personal and practical implications of this information.

SOCIO 504. Political Sociology. II, even years.

An introduction to the principles of political sociology. Processes of political socialization, participation within and outside established organizational channels, recruitment of elites, communication and influence, power, decision making, and policy outputs. Data are presented from a cross-national perspective.

SOCIO 507. International Development & Social Change.

A survey of the socioeconomic and political dimensions of international development, with attention focused on developing world contexts. Special attention is given to understanding post-war development trends, including the debt crisis, globalization and neoliberalism, and movements for social change, such as the anti-globalization and the fair trade movements.

SOCIO 520. Methods of Social Research I.

Treatment of the logic and procedures involved in the formulation of a research problem and the difficulties encountered in conducting research. Examines problems of explanation and prediction, the process of inquiry, elements of the scientific method, the design of research, and analysis in the social sciences.

SOCIO 533. Rural Society. I.

A survey of U.S. rural society, including change in agricultural structure, rural demographic shifts, growth of the rural service sector, rural class structure, decline and transformation of rural communities, and linkages to urban society. Examination of selected rural institutions such as education and religion.

SOCIO 545. The Sociology of Women.

Examines patterns of gender in contemporary society and corresponding experiences of women. The course emphasizes both interactional and structural approaches and provides an overview of theoretical work in the field. Particular attention is paid to how gender interacts with ethnicity, class, and sexuality.

SOCIO 665. Women and Crime.

Nature and extent of criminal offending among women and women offenders' interactions with legal and criminal justice systems; women's victimization, including rape and intimate violence; women workers in the criminal justice system, specifically in law, policing, and prison work.

SOCIO 823. Intermediate Methods of Social Research. II.

Current sociological research techniques, strategies of research design, construction of research instruments, logic of sociological inquiry, conceptualization, problem formation, and preparation of research proposals.

SOCIO 825. Quantitative Methods. I.

Provides instruction for advanced techniques in the quantitative analysis of sociological data. Includes regression analysis and estimation of models with categorical data. A working knowledge of basic statistical concepts is assumed. Pr.: STAT 702

SOCIO 832. Sociology of Community. II, odd years.

A survey of theoretical perspectives and current research on the sociology of community in the U.S. and other countries. Examples of issues covered include community growth and decline, social inequality, community power and politics, social implications of community economic change, urbanization, and the global context of local change.

SOCIO 842. Technology & Social Development. II, even years.

Provides a survey of theoretical perspectives and current research on the role of technology in social development.

STAT 701. Fundamental Methods of Biostatistics. 3. I, II, III

A course emphasizing concepts and practice of statistical data analysis for the health sciences. Basic techniques of descriptive and inferential statistical methods applied to health related surveys and designed experiments. Populations and samples, parameters and statistics; sampling distributions for hypothesis testing and confidence intervals for means and proportions involving one sample, paired samples and multiple independent samples; odds ratios, risk ratios, simple linear regression. Use of statistical software to facilitate the collection, manipulation, analysis and interpretation of health related data.

STAT 703. Introduction to Statistical Methods for the Sciences. 3. I, II, III

Statistical concepts and methods applied to experimental and survey research in the sciences; tests of hypotheses, parametric and rank tests; point estimation and confidence intervals; linear regression; correlation; one-way analysis of variance; contingency tables, chi-square tests.

STAT 705. Regression and Analysis of Variance.

Simple and multi-linear regression, analysis of covariance, correlation analysis, one-, two- and three way analysis of variance; multiple comparisons; applications using use of computers; blocking and random effects.

STAT 706. Basic Elements of Statistical Theory. 3, I

The mathematical representation of frequency distributions, their properties, and the theory of estimation and hypothesis testing. Elementary mathematical functions are used to illustrate theory.

STAT 710. Sample Survey Methods. I, even years.

Design, conduct and interpretation of sample surveys. Pr.: STAT 510 or 770

STAT 720. Design of Experiments. II, S.

Planning experiments so as to minimize error variance and avoid bias; Latin squares; split-plot designs; switch-back or reversal designs; incomplete block designs; efficiency.

STAT 735. Statistics in Health Related Industries. I, odd years.

Case studies and selected literature of applications of statistics to problems in the pharmaceutical and health-related industries are discussed. Topics include pharmacokinetic analysis, covariance analysis, crossover studies, bioequivalence. Pr.: STAT 704, 705, 720

WOMST 550. Women & Popular Culture. II.

Images of women in a variety of popular media forms: fiction, film, television, music (including MTV), magazines, advertising, and material culture. Women are explored as objects, consumers, and producers of popular culture. Material is drawn from a variety of disciplines, including psychology, sociology, history, literary criticism, and cultural studies.

WOMST610. Sem/Women's Studies. (3) I

An advanced seminar for in-depth investigation of a specific topic. Students will conduct independent research and produce a substantial project or paper.

WOMST 810 - Gender: An Interdisciplinary Overview. (3) II

Advanced overview of feminist scholarship, including theories and methods. Examines the social construction of gender inequality and feminist movements for equity. The historical development of feminist theory, contemporary debates, and multicultural and global feminism will be studied.

Required for Graduate Certificate in Women's Studies.