

Eastern Illinois University  
Department of Communication Studies

# Graduate Program Procedures

Version 2.4

Approved December 2, 2015  
by the Graduate Faculty

## Department of Communication Studies – Graduate Procedures

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## I. Admission Process

- A. To be considered, each applicant must have a complete file. Applications are accepted throughout the year, but the graduate coordinator will set a priority deadline for applications, typically in mid-January for admission to the fall semester and late September for admission to the spring semester. Application review will begin on this date and worthy applicants will be accepted until the cohort is full (as determined by program need). A complete file contains:

Required:

- Application for Graduate Study (part of Graduate School Application)
- Official transcripts (part of Graduate School Application)
- Statement of goals explaining why you want a master's degree in communication from EIU
- Three letters of recommendation attesting to academic ability, each of which should include a completed Department of Communication Studies Recommendation Form
- A writing sample that demonstrates preparation for graduate level writing
- A resume outlining relevant work or academic experience

Optional:

- Application for Teaching Assistantship

## B. Graduate Student Selection Process

1. The graduate committee will establish the criteria for admission to the graduate program. The current criteria are located in Appendix A of this document. These criteria will be reviewed on an annual basis and a report will be submitted to the graduate faculty and department chair by the graduate coordinator no later than April 1st in support of the current criteria or suggesting changes to the criteria.
2. The graduate committee will review applications to the graduate program based upon the established criteria and make admission decisions in consultation with the graduate coordinator.
3. The Graduate Coordinator is responsible for communicating with applicants.

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4. Changes to the admission criteria may be initiated by any member of the graduate faculty, reviewed by the graduate committee, and approved by the graduate faculty.

### C. Graduate Teaching Assistant Selection Process

1. The graduate committee, and any faculty with graduate student supervisory responsibility (e.g. The Basic Course Director, the Lab Administrator, and the 2030 Course Director), will be convened each year to review and recommend applicants for assistantship positions. This group of faculty will be known as the appointment committee.
2. The graduate committee will establish general criteria for ranking graduate assistantship applications by type. The current criteria can be found in appendix B. These criteria will be reviewed on an annual basis and a report will be submitted to the graduate faculty and department chair no later than April 1st in support of the current criteria or suggesting changes to the criteria.
3. The appointment committee reviews all assistantship applications from among those admitted to the program, utilizing the established general criteria along with specific criteria for each assistantship and will develop a ranking of all acceptable candidates. Candidates will be assigned assistantships based upon a combination of scholastic potential and ability to perform successfully assistantship responsibilities.
4. During the Fall term, the graduate coordinator will submit a report to the graduate committee and department chair on the admission process for all graduate students and the selection of graduate assistants.
5. The Graduate Coordinator is responsible for communicating with applicants.
6. Applications for assistantships are normally due in February and the award is for the following academic year.
7. Changes to the assistantship criteria may be initiated by any member of the graduate faculty, reviewed by the graduate committee, and approved by the graduate faculty.

## II. Program Structure

### A. Coursework

#### Department Core (12 hours)

CMN 5020 Communication Theory  
CMN 5040 Communication Research Methods  
CMN 5240 Communication Pedagogy  
CMN 5550 Special Topics in Communication Studies

#### Strategic Communication Concentration

CMN 5170 Seminar in Organizational Communication  
CMN 5700 Public Relations  
CMN 5710 Organizational Communication  
CMN 5720 Seminar in Public Relations

#### Human Communication Processes Concentration

CMN 5150 Seminar in Interpersonal Communication  
CMN 5510 Interpersonal Communication  
CMN 5520 Social Interaction  
CMN 5530 Intercultural Communication

#### Critical/Cultural Studies Concentration

CMN 5010 Rhetorical Theory  
CMN 5160 Seminar in Mass Communication  
CMN 5180 Seminar in Rhetoric  
CMN 5610 Media Criticism

### C. General Requirements

- Completion of the Department Core
- Completion of a Concentration
- Completion of two CMN elective courses. Courses must be chosen from those offered in the concentrations not chosen by the student as his/her primary concentration of study.
- Completion of a thesis or creative thesis
- Graduate teaching assistants must enroll in CMN 5500 in both the Fall and Spring Semesters.
- Graduate students enrolled in their first 18 hours of study will not be allowed to enroll in creative project, thesis, practicum, internship, directed research, or independent study hours.

### C. Pedagogy Option Requirements

Students will be considered for admission to the pedagogy option after completion of 18 hours of coursework and after passing their core comprehensive exams. Minimum required graduate GPA is 3.6 after 18 semester hours of graduate coursework.

- Completion of the Department Core
- Completion of a Concentration
- Completion of a thesis or creative thesis
- Completion of Practicum I and II or Practicum I and Internship.
- One class in pedagogy/teaching outside the department – Either CSD 5770, CSD 5780, EDF 5500.

### D. Study Plans

1. The approved study plan is the guiding document for each student's course of study. A student, in consultation with the graduate coordinator, develops a course of study with a minimum of 36 semester hours. The study plan form can be found in Appendix F.
2. The student will submit a preliminary study plan for approval to the graduate coordinator before the end of first semester enrolled. A student will submit a final study plan for approval to the graduate coordinator before the end of their 3rd semester.

### III. Advising Process

- A. The graduate coordinator advises all graduate students until the student chooses a capstone experience advisor no later than the 12<sup>th</sup> week of the semester before a student will enroll in thesis hours. The graduate coordinator will continue to be responsible for the coordination of paperwork required for graduation.
- B. The graduate coordinator must approve any selection or change of advisor.
- C. No graduate faculty member may direct more than two CU generating theses and serve on no more than four committees each year. The graduate committee may approve changes in these numbers only under unusual and rare circumstances.
- D. The graduate coordinator will report to the graduate committee and the department chair the current and following semester distribution of advising and student committee assignments when this information becomes available.

**IV. Reclassification as a Non-degree-seeking Student**

Students whose GPA's fall below 3.00 are placed on academic warning and have one semester to bring his/her GPA to 3.00. At the end of the following semester, a student who does not bring his/her GPA to 3.00 will be reclassified as a non-degree seeking student. A maximum of 12 hours of graduate credit earned while a non-degree seeking student may be applied toward the degree.

Students who fail to raise their GPAs above a 2.50 are dismissed from the program.



## V. Revocation of Candidacy

A student who is a candidate in the Masters Program of the Department of Communication Studies may have his or her candidacy revoked on the grounds of serious academic or disciplinary misconduct. The procedures for revocation of candidacy are as follows.

- A. A faculty member who has evidence of academic or disciplinary misconduct should contact the student in question and inform the student of the nature of the charge. The student should be given the opportunity to respond to the charges.
- B. Should the faculty member believe that the charges remain valid, he or she should contact the Office of Student Standards and submit his or her claim of misconduct for review.
- C. If, based upon review by Student Standards, the student is found to be guilty of serious academic or disciplinary misconduct, the faculty member may bring a request to the departmental graduate committee for revocation of candidacy. The Dean of the Graduate School should be informed that such a request has been made. Upon hearing and judging the merits of the charges brought against the student, the departmental graduate committee may move to revoke the candidacy of the student or impose other sanctions it believes appropriate.
- D. Should the graduate committee revoke the candidacy of the student, they should forward to the Dean of the Graduate School a request that candidacy be revoked, accompanied by a summary of evidence used in making the decision.

## VI. Creative Project and Independent Study

Both creative project and independent study require a student to engage in material associated with his or her interests.

- A creative project requires a student to engage in a task that is reflective of his/her professional or creative interests and is consistent with his/her course of study.
- An independent study requires a student to engage in a task that is reflective of his/her academic interests and is consistent with his/her course of study.

Students may not engage in an independent study or creative project during their first 18 hours of coursework.

Students may not use an independent study or creative project to replace any required coursework, including the department core, the concentration cores, or the required elective courses. In extreme and unusual circumstances, students may petition the graduate committee to waive this restriction.

- A. The student, in consultation with his/her capstone advisor, will propose a supervisor for the project. The supervisor may or may not be the capstone advisor. The graduate coordinator must approve the selection.
- B. Independent studies and creative projects requests must be submitted on the following schedule:
  - For Spring Semester: 4<sup>th</sup> Friday of October
  - For Summer/Fall Terms: 2<sup>nd</sup> Friday of February

A sample of the Creative Project proposal can be found in Appendix C and a sample Independent Study proposal can be found in Appendix D.

- C. A student will submit a proposal to the Graduate Committee. Included with the proposal should be a rationale for the project/study and a timetable for completion of the project/study. The graduate committee must approve the concept as presented in the proposal prior to the student beginning the project.
- D. If a proposal is denied, the student will have the right to appear before the graduate committee with his/her proposed director to hear the reasons for the denial and to appeal the decision.

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- E. Students must complete the University's Institutional Review Board's required paperwork if the project requires human subjects.
- F. As appropriate, a graduate faculty member from another department may be invited to direct the project or study if approved by the graduate committee. The faculty member's home department is responsible for CU assignments.
- G. Students who engage in creative projects or independent studies will be expected to make a presentation of his or her findings in an appropriate public forum (e.g. department colloquium, convention panel, Graduate Student Expo) as a requirement for approval.
- A. The tentative date for the presentation should be added to the departmental calendar by the following dates:
- Fall September 30<sup>th</sup>
  - Spring January 31<sup>st</sup>
  - Summer May 31<sup>st</sup>
- B. The student will submit a final copy of the project to the graduate coordinator. This copy will be kept in a public location for use as an example of what can be done as well as for assessment purposes.

## VII. Capstone Experience

Each student is required to complete a thesis as a capstone experience during the second year of study.

### A. Academic thesis option

1. This thesis option requires a student to engage in an academically oriented research project consistent with his/her study plan.
2. The student will choose a graduate faculty member as an advisor for the thesis project and, in consultation with his/her thesis advisor, will propose a committee of two additional graduate faculty members to the Graduate Coordinator.
3. As appropriate, a graduate faculty member from another department may be invited to serve on the committee and may be substituted for one of the departmental members.
4. Thesis committee requests must be submitted on the following schedule:
  - For Spring Semester: 4<sup>th</sup> Friday of October
  - For Summer/Fall Terms: 2<sup>nd</sup> Friday of February
5. The Graduate Coordinator must approve any selection or change in committee membership.
6. A student will submit a prospectus to his/her thesis committee. Included with the prospectus should be a timetable for completion of the thesis. The thesis committee must approve the concept as presented in the prospectus prior to the student beginning the project.
7. Students must complete the University's Institutional Review Board's required paperwork if the project requires human subjects.
8. The student will submit a final draft of the thesis to his/her committee for review. The committee will have two weeks from receipt of the final draft to review the document.
9. The student, in consultation with his/her thesis advisor and committee members will schedule an open meeting to orally defend the thesis project.

10. If a student fails the oral defense, he/she will be given one opportunity to revise the thesis and resubmit for review and oral defense.
11. A student may appeal the decision of the evaluation committee through the normal grade appeal process.
12. Students in their second semester of thesis hours will be required to present their project in a public presentation towards the end of the semester. Student presentations will be held in a style consistent with conference presentations. The graduate coordinator will be responsible for putting together and running the panels.

B. Creative Thesis

1. The creative thesis option requires a student to engage in research and a task that is reflective of his/her professional or creative interests and is consistent with his/her study plan.
2. The student will choose a graduate faculty member as an advisor for the thesis project and, in consultation with his/her thesis advisor, will propose a committee of two additional graduate faculty members to the Graduate Coordinator.
3. As appropriate, a graduate faculty member from another department may be invited to serve on the committee and may be substituted for one of the departmental members.
4. Thesis committee requests must be submitted on the following schedule:  

For Spring Semester: 4<sup>th</sup> Friday of October  
For Summer/Fall Terms: 2<sup>nd</sup> Friday of February
5. The graduate coordinator must approve any selection or change in committee membership.
6. A student will submit a proposal to his/her project committee. Included with the proposal should be a timetable for completion of the creative thesis. The committee must approve the concept as presented in the prospectus prior to the student beginning the project.
7. Students must complete the University's Institutional Review

Board's required paperwork if the project requires human subjects.

8. The student will submit a final draft of the creative thesis to his/her committee for review. The committee will have two weeks from receipt of the final draft to review the document.
9. The student in consultation with his/her thesis advisor and committee members will schedule an open meeting to orally defend the thesis project.
10. If a student fails the oral defense, he/she will be given one opportunity to revise the thesis and resubmit for review and oral defense.
11. A student may appeal the decision of the evaluation committee through the normal grade appeal process.
12. Students in their second semester of thesis hours will be required to present their project in a public presentation towards the end of the semester. Student presentations will be held in a style consistent with conference presentations. When appropriate, students will be granted freedom in determining the necessary presentational format in order to best represent their work. The graduate coordinator will be responsible for putting together and running the panels.

### VIII. Rotation of Faculty Teaching Graduate Courses

Only graduate faculty in the Department of Communication Studies may teach graduate courses. In determining the assignment of graduate classes for department employees, the Department Chair shall consider in the order listed (1) program need and (2) the department's graduate rotation criteria.

The graduate coordinator will maintain an up-to-date list of classes in which graduate faculty members are interested and capable of teaching.

Graduate Faculty Rotation Criteria (presented in order of declining significance):

- 1) Student exposure to multiple faculty in the concentration cores (considered on a rolling two-year cycle to maximize faculty exposure for new students)
- 2) Need in the departmental core classes
- 3) Faculty qualifications that will be based upon a review of faculty vita and may include coursework, research and creative activity, and professional interest.
- 4) Faculty preference

Classes to be considered for rotation and teaching preference:

CMN 5020: Communication Theory  
CMN 5040: Communication Research Methods  
CMN 5240: Communication Pedagogy  
CMN 5550: Special Topics in Communication Studies  
CMN 5510: Interpersonal Communication  
CMN 5530: Intercultural Communication  
CMN 5520: Social Interaction  
CMN 5150: Seminar in Interpersonal Communication  
CMN 5700: Public Relations  
CMN 5710: Organizational Communication  
CMN 5720: Seminar in Public Relations  
CMN 5170: Seminar in Organizational Communication  
CMN 5610: Media Criticism  
CMN 5010: Rhetorical Theory  
CMN 5180: Seminar in Rhetoric  
CMN 5160: Seminar in Mass Media

## IX. Graduate Course Schedule and Rotation

	<b>Fall 1</b>	<b>Spring 1</b>	<b>Fall 2</b>	<b>Spring 2</b>
<i>Core Classes</i>	<i>5240</i>	<i>5040</i>	<i>5240</i>	<i>5040</i>
	<i>5020</i>	<i>5550</i>	<i>5020</i>	<i>5550</i>
Human Communication	5530	5150	5510	5520
Strategic Communication	5720	5710	5700	5170
Critical/Cultural Studies	5610	5010	5160	5180

Each term:

- CMN 5900 Instructional Practicum
- CMN 5901 Advanced Instructional Practicum
- CMN 5920 Creative Project
- CMN 5940 Creative Thesis
- CMN 5950 Thesis
- CMN 5951 Non-credit Thesis
- CMN 5980 Internship
- CMN 5990 Independent Study
- CMN 5991 Non-credit Independent Study



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**X. Student Awards**

There are a number of awards that graduate students may be eligible for at both the department and university level. The graduate coordinator is responsible for communicating with graduate faculty concerning requests and due dates for nominations. Faculty may make recommendations or nominations along with rationale to the graduate coordinator. It is the responsibility of the graduate coordinator, potentially in consultation with the graduate committee, to make a determination as to who is nominated for or receives award(s).

## **XI. Orientation**

The graduate coordinator is responsible for designing and carrying out an orientation program for graduate students at the beginning of any semester in which new graduate students begin the program. While there is flexibility in creating and delivering the orientation program, the content should include discussions of:

- Departmental expectations and standards
- The department core
- The concentrations
- The pedagogy option
- Comprehensive exams
- Thesis and creative thesis capstone experiences
- Doing communication research
- Conference participation and travel grants

## **XII. Internship and Practicum Coordination**

### **A. Practicum**

1. The graduate practicum is limited to the following:
  - a. Students who are enrolled in the pedagogy option and may only be taken after successful completion of comprehensive exams.
  - b. Students who wish to work with a professor in a specialized area of interest that normally falls within the scope of a practicum (e.g. assist a faculty member with the development of a training and development program).
2. Students will submit a practicum proposal to the graduate committee for approval, which will outline the course and propose a graduate faculty member to lead the practicum. A sample proposal can be found in Appendix E.
3. The graduate faculty member leading the practicum is responsible for developing the course objectives and content. The graduate faculty member is also responsible for ensuring student compliance with course objectives and content.

### **B. Internship**

1. Internship may only be taken after successful completion of comprehensive exams.
2. The graduate coordinator is responsible for recruiting and coordinating internship sites. The graduate coordinator is also responsible for evaluating sites on a regular basis.
3. The graduate coordinator is responsible for facilitating the internship. This means that the coordinator meets on a regular basis with the site supervisor and the student participating in the internship.
4. The graduate coordinator assists the site supervisor in evaluating each internship participant.
5. The graduate coordinator will provide an annual summary report to the graduate committee and department chair on the current status of the internship experience.

**XIII. Departmental Requirements for Maintaining Graduate Faculty Status**

- A. In order to maintain an appointment to the graduate faculty, an individual faculty member will be reviewed on a regular basis as determined by the graduate school. The graduate coordinator is responsible for forwarding the application for continuation of graduate faculty status in a timely manner.
  
- B. In order for a faculty member to maintain graduate faculty status, he or she must meet the requirements of the graduate school as well as the following departmental requirements.
  - 1. Actively participate in departmental and university graduate student activities (e.g. attend colloquium).
  - 2. Actively participate in the governance and decision making processes of the program.
  - 3. Evaluate comprehensive exams each term or as needed and determined by the graduate coordinator in a timely manner.
  - 4. Foster graduate student research that transcends the classroom.
  - 5. Engage in ongoing research/creative activity with regular tangible outcomes.

#### **XIV. Assessment**

The graduate coordinator and members of the graduate committee are responsible for the assessment of the graduate program. This responsibility includes, but is not limited to, the following:

- A. Implement the current assessment plan.
- B. Review the assessment plan on a regular basis and make recommendations for changes as needed.
- C. Provide assessment feedback to the graduate faculty on an annual basis, facilitate discussions, and take the lead in programmatic curricular and other changes based on the data.

In addition, the graduate coordinator will be responsible for the following:

- A. Complete and submit the graduate assessment report to CASA as required.
- B. Generate other assessment reports required or requested by various groups on campus or the department.

**XV. Procedure Revisions**

Revisions or changes in the graduate procedures are done on an annual basis and go into effect in the following academic year. Approval by a two-thirds majority of the graduate faculty is required to make changes in departmental graduate procedures.

## Appendix A. Graduate Program Admission Criteria

- A. An applicant must have a Bachelor's degree and have completed at least 18 semester hours in applicable Communication Studies courses, or courses with similar content, with a grade of "C" or better. Any deficiency in hours must be made up prior to starting graduate coursework and/or full admittance to the program.
  - a. Leveling work will include:
    - i. Communication theory (CMN 2010)
    - ii. Persuasion (CMN 3100)
    - iii. Research methods (CMN 2020)
    - iv. An undergraduate course in the applicant's concentration area
  - b. Graduate faculty should teach leveling courses.
  - c. When appropriate, the graduate coordinator can waive/alter the required leveling courses based upon a candidate's undergraduate coursework.
  
- B. For international student applicants whose native language is not English the department will adhere to the Test of English Language requirements set by the graduate school. Currently those requirements are:
  - a. A score of 550 or higher on the TOEFL paper test
  - b. A score of 79 or higher on the internet-based TOEFL test
  - c. A score of 6.5 on the academic module for the IELTS
  - d. A score of 77 on the MELAB
  - e. A score of grade 1 on the STEP EIKEN
  
- C. Three letters of professional recommendation attesting to the applicant's academic potential.
  
- D. A writing sample that demonstrates the ability to do graduate level writing.
  
- E. Applicant Undergraduate GPA.
  1. A 3.0 overall GPA is required for admission to the program.
  2. Students admitted to the Graduate School under provisional status may be admitted to the program with a 3.00 or higher GPA in at least 12 hours of graduate study.

## Appendix B. Graduate Assistantship Ranking Criteria

1. Students must meet the criteria for admission to the program.
2. Students must have a demonstrated interest and ability in the assistantship for which he or she is applying.
3. International Student Application

The department's primary source of financial assistance for its graduate students is teaching assistantships in such courses as introductory public speaking. Teaching such classes requires a deep familiarity with American culture and with the norms and patterns of communication embedded in that culture. Consequently, teaching assistantships are not offered to applicants who are not native speakers of English before they have spent sufficient time in this country to become well acquainted with American culture.

International students who believe they have the requisite language skills and cultural knowledge for teaching communication courses to a largely American student body may ask to be considered for teaching assistantships. To be considered, such students must provide evidence of proficiency in oral English. One form of evidence is the attainment of a high score on the Test of Spoken English (TSE).



Appendix C. Sample Creative Project Proposal

## Department of Communication Studies Request for Creative Project

Name: John Smith Date: 1/15/2010  
 E #: 12900045 Phone: 555-5555  
 Requested Director: \_\_\_\_\_ Email: Johnny@eiu.edu  
 Course Title: \_\_\_\_\_

**Director rationale** (Rationale required only for non-graduate faculty, faculty from outside the department, etc.)

**Please attach a proposal that includes a description of what the project will entail and how you will be evaluated**

**Signatures:**

Student Signature	Date
Graduate Coordinator	Date
Department Chair	Date

**Department Use Only**

**Director Assigned** \_\_\_\_\_

**CU Assignment** \_\_\_\_\_

## **Department of Communication Studies Request for Creative Project**

**Pending a sample proposal**

Appendix D. Independent Study Proposal Sample

## Department of Communication Studies Request for Independent Study

<b>Name:</b> <u>Jane Smith</u>	<b>Date:</b> <u>1/15/2010</u>
<b>E #:</b> <u>12900045</u>	<b>Phone:</b> <u>555-5555</u>
<b>Requested Director:</b> <u>Matthew Gill</u>	<b>Email:</b> <u>Janey@eiu.edu</u>
<b>Course Title:</b> <u><i>Power and Control in Organizations</i></u>	

**Director rationale** (Rationale required only for non-graduate faculty, faculty from outside the department, etc.)

**Please attach a proposal that includes a description of what the project will entail and how you will be evaluated**

**Signatures:**

Student Signature	Date
Graduate Coordinator	Date
Department Chair	Date

**Department Use Only**

**Director Assigned** \_\_\_\_\_

**CU Assignment** \_\_\_\_\_

## Department of Communication Request for Independent Study

Instructor: Dr. Matthew Gill

Student: Jane Smith

Summer 2010

### Power and Control in Organizations

#### **Independent Study Description:**

Power in organizations is instituted and maintained through symbolic processes designed to influence and control organizational members. This independent study will examine classical and contemporary critical theories of organizational communication with relation to power, control, resistance and socialization. More specifically, it is designed to develop knowledge of those theories and their application in the field of organizational communication, and explore their implications within that field. The readings will help discover, investigate, and understand these phenomena, including how individuals in organizations can resist or participate in their own domination. Furthermore the readings will discuss how power is articulated and discursively enacted, as well as how it is resisted in the organizational setting.

#### **Objectives:**

1. Understand the bases and forms of power practiced in organizations.
2. Develop a personal ethic on organizational power-use.
3. Understand the historical evolution of organizational control systems.
4. Understand power tactics practiced by superiors, peers, and subordinates.
5. Develop skills in critical thinking, and in analysis of organizational communication texts.
6. Understand various systems of control operating in contemporary organizations.
7. Understand connections between power, organizational culture, and organizational socialization.

#### **Rationale for Independent Study:**

There are three main reasons why this independent study is a benefit to my graduate education at Eastern Illinois University. First, the material is foundational to creating a body of research that will shape my thesis and enable me to develop as an organizational communication scholar. Second, it fills a need that will not be filled by any other available course in the Department of Communication Studies. Lastly, the only Organizational Communication graduate class that will be offered during my tenure is too late to provide me with the material I will need to be able to write my thesis. Based on these reasons, I hope you will give thoughtful consideration to approving my independent study.

In the summer of 2009, I interned at Eastern Illinois University's Department of Human Resources in the training and development office. One of the projects I worked on during that internship was research into different types of training models, goals, and evaluation types. In conjunction with the practical work I was doing that summer, I learned a great deal from the research project. Around the same time I developed an interest in learning and exploring the unique setting and culture of American prisons. While at this point, my exposure to prison life and culture has been limited to television portrayals (documentary and documentary style programming); I have already begun making contacts that I hope will allow me access to an actual prison, inmates and staff, or artifacts. At this point, I believe I have a perfect opportunity to put the knowledge I have previously acquired in my internship, and my course work, into the organizational communication context that fits the needs of my thesis plans. Ultimately, the goal I currently have in mind is to connect my previous internship experience with my academic training to create training and development workshops to enhance the professional and social success of new correctional officers.

I have had the opportunity to explore a very limited portion of this broad topic in a few classes since I started graduate school; however I am in need of a much more in-depth exploration. As I move forward, my intention is to look at the prison system from an organizational communication framework. I have found particular interest in a question about the ontological status of organizations as "communication phenomena; that is, do they have real, material, features independent of human sense-making and communicative practice, or are organizations reducible to systems of socially constructed meanings?" (Mumby, n.d.). And as Mumby goes on to say, "the study of organizations as communicative sites of power and politics has become a ubiquitous feature of the field." In order for me to understand the communicative behaviors that take place in a particular environment such as a prison, I need to acquire a strong theoretical background specifically related to organizations and power.

Because organizational communication refers to the "various and complex communication practices of humans engaged in collective, coordinated, and goal-oriented behavior" (Mumby, n.d.), it is clear that my research goals fit squarely into the organizational communication realm. Moreover, I believe it is important for me to take a course that will provide breadth and depth in a specific area of organizational communication – power and control. Much of the research I have come across so far has established the importance of the role that power and control play in the prison environment (Akers, 1977; Blau, Light & Chamlin, 1986; Kalinich & Stojkovic, 1985; Stojkovic, 1986; Reicher & Haslam, 2006) and it seems only logical that I become extremely familiar with this approach. "Research motivated by the critical tradition has focused largely on the connections among communication, ideology, and power, exploring how the process of organizing is inflected with deep structure relations of power that are obscured in the very process of (ideological) meaning construction" (Mumby, n.d.).

While I think it is apparent that the course I am proposing fills a need as it relates to my thesis, the second reason I believe my independent study should be granted is because I do not think I can get this information in any other course that is presently being offered. Over the next three semesters that I will be a student in our department, the courses that I have been told by Dr. Hoerschelmann which will be offered are interpersonal (3 classes), media (2 classes), public

relations, rhetoric, teaching speech, and an introductory organizational communication class. None of these classes are going to meet my particular academic goals and though I may be able to force a paper into one of the already scheduled course topics despite it not being a good fit, this independent study will certainly allow for a much more cohesive academic experience that is centered on my needs as a graduate student.

Finally, it is imperative that the independent study takes place this summer. The theoretical concepts and the practical application that it will expose me to are crucial to the creation of the capstone experience as a graduate student at Eastern Illinois University. Even though there will be an organizational communication class offered in the spring, it will not be able to cover this topic with the breadth and depth an independent study would allow. Furthermore, the limited opportunity it will provide will only be available to me in the spring of my second year in this program, which is too late to be impactful for my thesis. In fact, by that time, I hope to already be analyzing data. It seems unproductive for me to wait until the last semester of my career as a graduate student to delve, guided by a professor, into these issues, particularly when I would only be exposed to the restricted amount of material that a survey course would allow.

In short, I am asking that the graduate committee approves the independent study that I have outlined. I believe it will provide me with the kind of specific knowledge necessary to complete a strong thesis and I believe this is the best, and possibly only, avenue for me to do so. The readings, assignments, and discussions covered in the independent study will provide a structure for me to learn the material and then utilize my knowledge as the foundation for my thesis work. I will be able to use a strong theoretical background, relevant to issues of organizational power and control, which appear to be constant concerns in the prison system. Thank you for your time and thoughtful consideration.

**Course Requirements:**

*Meetings and discussions* – Meetings with course instructor to discuss assigned readings and provide updates on the course project will occur twice a week.

*Weekly reading journal* – Each week the student will keep a journal examining the connections found between class content and her real life organizational experiences. She will write at least one entry per week based upon what we are reading or discussing. Journal will be due at the second meeting of each week.

*Book review* – Summary and critical analysis of a popular training and development book selected in conjunction with instructor.

*Power and control topical proposal* – Research proposal (Including: introduction, thesis, rationale, relevant literature review, explanation and rationale of chosen methodology and data collection; approximately 15 pages)

**Evaluation:**

Meetings and discussions	20%
Reading journal	15%
Book review	25%
Research proposal	40%

**Required Reading List:**

Kunda, G. (1992). *Engineering culture: Control and commitment in a high-tech organization*. Philadelphia: Temple University Press.

Packet of readings provided by instructor

**Reading Schedule:****Week 1 – Introductions**

Read for meeting 1)

Alvesson, M., & Deetz, S. A. (1996). Postmodernism and critical approaches to organizations. In S. Clegg, C. Hardy & W. Nord (eds.), *Handbook of organization studies* (pp. 191-217). London: Sage.

Deetz, S. A. (1982). Critical interpretive research in organizational communication. *The Western Journal of Communication*, 46, 131-149.

Read for meeting 2)

Mumby, D. K., & Stohl, C. (1996). Disciplining organizational communication studies. *Management Communication Quarterly*, 10, 50-72.

Edwards, R. C. (1994/1979). Forms of control in the labor process: An historical analysis. In F. Fischer & C. Siriani (Eds.), *Critical studies in organization and bureaucracy* (2<sup>nd</sup> ed., pp. 86-119). Philadelphia: Temple University Press.

**Week 2 – Classical & Rhetorical Approaches**

Read for meeting 1)

Taylor, F. W. (1994/1911). Scientific management. In F. Fischer & C. Siriani (Eds.), *Critical studies in organization and bureaucracy* (2<sup>nd</sup> ed., pp. 44-54). Philadelphia: Temple University Press.

Braverman, H. (1994/1974). The real meaning of Taylorism. In F. Fischer & C. Siriani (Eds.), *Critical studies in organization and bureaucracy* (2<sup>nd</sup> ed., pp. 55-61).

Burawoy, M. (1994/1979). Organization consent on the shop floor: The game of making out. In F. Fischer & C. Siriani (Eds.), *Critical studies in organization and bureaucracy* (2<sup>nd</sup> ed., pp. 134-143). Philadelphia: Temple University Press.

Read for meeting 2)

Tompkins, P. K., & Cheney, G. (1985). Communication and unobtrusive control in contemporary organizations. In R. D. McPhee & P. K. Tompkins (Eds.), *Organizational communication: Traditional themes and new directions* (pp. 179-210). Newbury Park, CA: Sage.

Barker, J. R. (1993). Tightening the iron cage: Concertive control in self-managing teams. *Administrative Science Quarterly*, 38, 408-437.

Fleming, P., & Spicer, A. (2003). Working at a cynical distance: Implications for power, subjectivity, and resistance. *Organization*, 10, 157-179.

**Week 3 – Cultural Approaches**

Read for meeting 1)

Alvesson, M. (1993). Cultural-ideological modes of management control. In S. Deetz (ed.), *Communication Yearbook 16*, pp 3-42. Newbury Park, CA: Sage.

Kunda: Chapters 1 – 3

Read for meeting 2)

Kunda: Chapters 4 – 6

**Week 4 – Cultural approaches cont. & Critical Management Studies**

Read for meeting 1)

Smircich, L., & Calas, M. (1987). Organizational culture: A critical assessment. In F. M. Jablin, L. L. Putnam, K. H. Roberts & L. W. Porter (Eds.), *Handbook of organizational communication: An interdisciplinary perspective* (pp. 228-263). Newbury Park: Sage.

Smith, V. (1994/1990). Manufacturing management ideology: Corporate culture and control in financial services. In F. Fischer & C. Siriani (Eds.), *Critical studies in organization and bureaucracy* (2<sup>nd</sup> ed., pp. 233-258). Philadelphia: Temple University Press.

Read for meeting 2)

Jermier, J. M. (1998). Introduction: Critical perspective on organizational control. *Administrative Science Quarterly*, 43, 235-256.

Alvesson, M., & Willmont, H. (1992). Critical theory and management studies: An introduction. In *Critical management studies* (pp. 1-20). London: Sage.



**Week 5 – Hegemony, Complicity & Resistance**

Read for meeting 1)

- Humphreys, M., & Brown, A. D. (2002). Narratives of organizational identity and identification: A case study of hegemony and resistance. *Organization Science*, 23, 421-447.
- Clair, R. (1993). The use of framing devices to sequester organizational narratives: Hegemony and harassment. *Communication Monographs*, 60, 113-136.
- Mumby, D. K. (1997). The problem of hegemony: Rereading Gramsci for organizational communication studies. *Western Journal of Communication*, 61, 343-375.

Read for meeting 2)

- Deetz, S. A., & Mumby, D. K. (1990). Power, discourse, and the workplace: Reclaiming the critical tradition. *Communication Yearbook*, 13, 18-47.
- Mumby, D. K. (1997). Modernism, postmodernism, and communication studies: A rereading of an ongoing debate. *Communication Theory*, 7, 1-28.
- Treatheway, A. (1997). Resistance, identity, and empowerment: A postmodern feminist analysis of clients in a human service organization. *Communication Monographs*, 64: 281-301.

**Week 6– Socialization & Assimilation**

Read for meeting 1)

- Bullis, C. (1993). Organizational socialization research: Enabling, constraining, and shifting perspectives. *Communication Monographs*, 60, 10-17.
- Schein, E. H. (1968). Organizational socialization and the profession of management. *Industrial Management Review*, 9, 1-16.
- Louis, M. R. (1980). Surprise and sense making: What newcomers experience in entering unfamiliar organizational settings. *Administrative Science Quarterly*, 25, 226-251.

Read for meeting 2)

- Van Maanen, J. (1975). Breaking in: Socialization to work. In R. Dubin (Ed.), *Handbook of work, organization and society* (pp. 67-120). Chicago, IL: Rand McNally.
- Jablin, F. M. (1984). Assimilating new members into organizations. In R. N. Bostrom (Ed.), *Communication yearbook 8* (pp. 594-626). Beverly Hills, CA: Sage.
- Jablin, F. M. (2001). Organizational entry, assimilation, and disengagement/exit. In F. M. Jablin & L. L. Putnam (Eds.), *The new handbook of organizational communication: Advances in theory, research, and methods* (pp. 732-818). Thousand Oaks, CA: Sage.
- Gibson, M. K., & Papa, M. J. (2000). The mud, the blood, and the beer guys: Organizational osmosis in blur-collar work groups. *Journal of Applied Communication Research*, 28, 68-88.

**Week 7- Identification & Corporate Colonization**

Read for meeting 1)

- Cheney, G., & Tompkins, P. K. (1987). Coming to terms with organizational identification and commitment. *Central States Speech Journal*, 38, 1-15.
- Cheney, G. (1983). The rhetoric of identification and the study of organizational communication. *Quarterly Journal of Speech*, 69, 143-158.
- Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review*, 14, 20-39.

Read for meeting 2)

**Draft of research proposal due**

- Deetz, S. A. (1992). Ch. 1 - "Corporate Colonization of the Lifeworld" From Democracy in an age of corporate colonization: Developments in communication and the politics of everyday life. Albany: State University of New York Press.
- Deetz, S. A. (1992). Ch. 2 - "Communication and the Politics of Everyday Life" From Democracy in an age of corporate colonization: Developments in communication and the politics of everyday life, Albany: State University of New York Press.
- Deetz, S. A. (1992). Ch. 8 - "The rise of the modern corporate form" From Democracy in an age of corporate colonization: Developments in communication and the politics of everyday life, Albany: State University of New York Press.

**Week 8 – Finishing work and tying up loose ends**

Meeting 1)

- Conference concerning research proposal – Feedback and direction on final draft of research proposal will be provided

Meeting 2)

**Final draft of research paper due****Book review due**

- Summary discussion of theoretical concepts and issues discussed during the independent study and the direction of current research into issues addressed.

Appendix E. Practicum Proposal Sample

## Department of Communication Studies Request for Practicum

<b>Name:</b> <u>Bill Jones</u>	<b>Date:</b> <u>1/15/2010</u>
<b>E #:</b> <u>12900045</u>	<b>Phone:</b> <u>555-5555</u>
<b>Requested Director:</b> <u>David Gracon</u>	<b>Email:</b> <u>Jonsey@eiu.edu</u>
<b>Course Title:</b> <u>Teaching introduction to video</u>	

**Director rationale** (Rationale required only for non-graduate faculty, faculty from outside the department, etc.)

**Please attach a proposal that includes a description of what the project will entail and how you will be evaluated**

**Signatures:**

Student Signature	Date
Graduate Coordinator	Date
Department Chair	Date

**Department Use Only**

**Director Assigned** \_\_\_\_\_

**CU Assignment** \_\_\_\_\_

## Department of Communication Request for Practicum

**Title:** Teaching Introduction to Video

**Student:** Bill Jones

**Requested Faculty Supervisor:** David Gracon, Ph.D.

### **Description of Study:**

The purpose of this study is to fulfill the requirement for Practicum I credit in the Pedagogy option. This practicum is designed to teach the fundamentals necessary for preparing a graduate student for teaching courses in media studies, mass communication, and related areas.

This practicum will allow the student to learn through combining both theory and practice while working one on one with a faculty member.

### **Rationale for Study:**

This practicum will provide a useful practical experience for a student interested in teaching courses in mass communication, media studies, and other related areas.

The content of this practicum has been designed to capitalize on the experience of combining theory, practice, and reflection. The portfolio assignments will give the student the opportunity to develop their ideas about teaching as well as lesson plans. The practical work in the classroom will give the student an opportunity to apply the skills he or she has developed to the real world setting. Further, the classroom portion of this practicum will provide the student with an opportunity to test the teaching materials that they have created. As a crucial component to the development of teaching skills and performance, the self-reflection portion of this practicum will provide a bookend for what the student has learned in the practicum and what they hope to continue to learn as educators.

### *Personal Rationale:*

I have chosen to focus on introduction to video production because I am interested in teaching video production in the future as well as other related areas of Mass Communication and Media Studies. I want to use this practicum as an opportunity to learn how to teach this content and to learn more about the content myself. This practicum will give me an opportunity to become a subject matter expert before I am required to be a subject matter expert in front of a classroom full of students. While there are a few classes in pedagogy offered at this university, there aren't any opportunities to specifically learn how to teach video production.

**Specific Goals and Objectives:**

1. The student will read content related to video, audio, film, television, and documentary theory geared towards the creation of pedagogical content for a collegiate level introduction to video course.
2. The student will be given opportunities to reflect on the creation of making materials for and the practice of college pedagogy.
3. The student will create an instructional portfolio that can later be applied as a practical tool in the real world classroom.

**Assignments:**

**Weekly instructional portfolio content:** The student will be expected to create content on a weekly basis for the instructional portfolio. This content must be related to the themes and readings of the week. This content can take on many forms but must include at least two of the following forms of content every week (this content can take on any form as long as it has pedagogical value):

1. Lecture notes
2. PowerPoint presentation
3. Quizzes
4. Activities
5. Formal prompts/questions for lecture
6. Film prompts
7. Workshops

**Pedagogy diary entries:** The pedagogy diary entries will provide an opportunity for the student to reflect on how the readings and lesson plans may be beneficial for college teaching. This will also give the student an opportunity critique how the readings and pedagogical content that has been produced for the week could be improved or sustained. These entries should be roughly 200 words.

**Reflection paper:** The reflection paper will serve as a final synthesis of things that have been learned throughout the course. It will give an opportunity for the student to their combined diary entries as well as pedagogy practicum as a whole. The format of this document will be decided near the end of the semester. This paper should be more than 10 but should not exceed 15 pages.

**Final portfolio project:** This submission will serve as an opportunity for the completed portfolio to be showcased as a final product. The content will be indexed and divided into chapters or units and will serve as a practical manual for instruction. This binder will bring together all (approximately 32) portfolio content that has been created during the semester.

**Pedagogy in Practice:**

**Workshops:** Throughout the semester the student will be expected to create, promote, and execute two workshops on advanced practical video skills of their choosing.

**Guest Lecture:** Throughout the semester the student will be expected to act as guest lecturer for two class sessions. These class sessions must be related to video, audio, documentary, film, or tv production.

**Evaluation:**

<b>Weekly instructional portfolio content</b>	<b>30%</b>
<b>Pedagogy diary entries</b>	<b>20%</b>
<b>Reflection paper</b>	<b>15%</b>
<b>Final Portfolio</b>	<b>35%</b>

**Schedule:**

Week 1: Jan 7-11: Introduction to Video	<b>Read:</b> <i>Television Production Handbook</i> (pp. 92-128) <b>Portfolio:</b> create syllabus for course (intro to video, etc.) create lesson plan based on reading
Week 2: Jan 14-18: Image Composition	<b>Read:</b> <i>Sight, Sound, Motion: Applied Media Aesthetics</i> (pp. 2-17, pp. 52-85) <b>Portfolio:</b> create lesson plan based on reading
Week 3: Jan 21-25: Video, HD, and SLR's	<b>Read:</b> TBA, research new advances in digital video <b>Portfolio:</b> create lesson plan based on research
Week 4: Jan 28 – Feb 1: Storyboard and Narrative	<b>Read:</b> Curran Bernard (pp. 1-223) <b>Workshop:</b> During this week I will plan and hold a workshop on documentary screen writing that I will begin promoting on week 2.
Week 5: Feb 4-8: The Basics of Video Editing	<b>Read:</b> TBA, research technique <b>Portfolio:</b> create lesson plan based on research
Week 6: Feb 11-15: Adobe Photoshop, Non-linear Editing	<b>Read:</b> TBA, research features of Adobe Creative Suite <b>Portfolio:</b> Create guides/manuals on relevant or related content based on research
Week 7: Feb 18-22: Recording Quality Audio	<b>Read:</b> Hampe, Part I <b>Portfolio:</b> create lesson plan
Week 8: Feb 25 – Mar 1: Quality Lighting, 3-way lighting, and Lighting Kits	<b>Read:</b> Hampe, Part II <b>Portfolio:</b> create lesson plan based on reading
Week 9: Mar 4-8: Interviewing: the art and skill of	<b>Read:</b> Hampe, Part III, Berg (pp. 89-237) <b>Workshop:</b> During this week I will plan and hold a workshop on interviewing which I will begin promoting in week 7.
Week 10: Mar 11-15: Defining Documentary	<b>Read:</b> Aufderheide pp. 1-44, Ellis et al. 1-9 <b>Portfolio:</b> create lesson plan based on reading
Week 11: Mar 18-22: Edison and Documents	<b>Read:</b> Ellis et al. (pp. 12-26) <b>Portfolio:</b> create lesson plan based on reading
Week 12: Mar 25-29: The Government Documentary	<b>Read:</b> Aufderheide (pp.56-117) <b>Portfolio:</b> create lesson plan based on reading
Week 13: April 1-5: Cinema Verite/Direct Cinema	<b>Read:</b> Ellis et al. (pp. 148-208) <b>Portfolio:</b> create lesson plan based on reading
Week 14: Apr 8-12: Documentary Activism	<b>Read:</b> Ellis et al. (pp. 248-326) <b>Portfolio:</b> create lesson plan based on reading

Week 15: Apr 15-19: Experimental Ethnography	<b>Read:</b> Russell (pp. 1-26) <b>Portfolio:</b> create lesson plan based on reading
Week 16: Apr 22-26:	<b>DUE:</b> Reflection Paper

## Reading List

- Artis, A. Q. (2008). *The shut up and shoot documentary guide: a Down & dirty DV production*. Amsterdam: Focal Press.
- Aufderheide, P. (2007). *Documentary film: a very short introduction*. Oxford: Oxford University Press.
- Berg, B. L. (2001). *Qualitative research methods for the social sciences* (4th ed.). Boston: Allyn and Bacon.
- Bernard, S. C. (2007). *Documentary storytelling: making stronger and more dramatic nonfiction films* (2nd ed.). Amsterdam: Focal Press.
- Ellis, J. C., & McLane, B. A. (2005). *A new history of documentary film*. New York: Continuum.
- Hampe, B. (1997). *Making documentary films and reality videos: a practical guide to planning, filming, and editing documentaries of real events*. New York: Henry Holt and Company.
- Russell, C. (1999). *Experimental ethnography*. Durham, NC: Duke University Press.
- Zettl, H. (2005).
- 3). *Sight, sound, motion; applied media aesthetics*. Belmont, Calif.: Wadsworth Pub. Co..
- Zettl, H. (2003). *Television production handbook* (4th ed.). Belmont, Calif.: Wadsworth Pub. Co..

## Appendix F. Graduate Assessment Plan

### Department of Speech Communication Graduate Program Assessment Plan

#### Assessment of Program Goals

##### A. Program Goals

Graduates of the Master of Arts in Communication Studies are prepared to pursue teaching, research, and further graduate study. A high level of interaction between students and a dedicated faculty provides students with a strong broad-based program of study. The program provides students with analytical and critical thinking skills developed through the understanding and application of theory and research to critical issues in communication.

Students participating in this learning environment will:

- have a sound theoretical knowledge of communication
- be able to apply communication theory in a broad range of situations and contexts
- complete advanced research in communication
- be adequately prepared to pursue a Ph.D.
- be adequately prepared to pursue professional opportunities

##### B. Learning Objective Measures

Student success in achieving the learning objectives outlined above will be measured in the following ways

- completion of a thesis
- successfully passing a preliminary exam
- acceptance of student research for convention presentation and publication
- the employment of students in teaching positions in post-secondary education
- the enrollment of students in Ph.D. programs
- the employment of students in professional positions consistent with career goals and objectives.

##### C. Data Collection Cycle

The coordinator of the graduate program will conduct exit surveys, summarize program statistics (e.g. enrollment, completion rate, average GPA), and evaluate



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student performance in exams and theses. The coordinator will survey alumni as needed to collect additional information

### Assessment of Student Attitudes toward the Program

Each year the graduate coordinator will conduct exit surveys of all students finishing the coursework in the graduate program. The coordinator will also conduct appropriate surveys on a regular basis of current graduate students and faculty assessing current departmental facilities, instruction, curriculum, and physical environment. This data is used to evaluate general student satisfaction, provide some sense of non-program issues felt by students, and provide insights into curriculum.

### Assessment from Alumni

The alumni of the department are a valuable source of information for directions and issues the department should address. The graduate coordinator will conduct regular surveys of alumni evaluating the impact that of his or her graduate education has had on career and other pursuits.

The graduate coordinator is responsible for convening a graduate alumni advisory board to provide regular feedback on the current program as well as to make recommendations on program improvement.

### Feedback

At regular intervals, the graduate coordinator will provide a summary of assessment data and alumni board discussions to the graduate committee and at a minimum once a year provide a summary to the graduate faculty in the department.

## Appendix G. Change Log

October 27, 1995	Version 1.0 Original version approved
August 15, 2010	Version 1.1 Revised the procedures for comprehensive exams
August 16, 2011	Version 2.0 Major overhaul of procedures including major revision in accountability, defined committee responsibilities, established new GTA review committee, increased definition of processes
October 15, 2012	Version 2.1 Minor changes in language and organization of the document meant to increase clarity. Revised theses defenses, practicum oversight, faculty rotation, role of independent study and creative projects, and added a priority admission deadline.
September 30, 2013	Version 2.2 Updated program mission statements for the program and the pedagogy option.
April 1, 2015	Version 2.3 Updated the role of the graduate committee concerning admissions and assessment.
December 2, 2015	Version 2.4 Updated core courses and removed comprehensive exam requirements.

*Last updated: October 15, 2012*