COMMUNICATION AND DEVELOPMENT STUDIES

MASTER’S DEGREE PROGRAM

STUDENT HANDBOOK

2018-2019 ACADEMIC YEAR
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OVERVIEW AND PURPOSE OF DOCUMENT

This document is designed as a resource and guide for students in the Communication and Development Studies Program. It outlines issues such as program curriculum requirements and various program and university policies. The information in this handbook is applicable to students entering the program during the 2018-2019 academic year and thereafter. Students entering prior to the Fall of 2018 should consult the previous version of the Comm Dev handbook for requirements and policies. Please note that while the program director will do all that is possible to maintain the policies as outlined in this handbook, policies that change at the university level may be beyond the discretion and authority of graduate program directors, and in those instances university policies may need to supersede the policies as outlined in program handbooks. Students are always fully encouraged to provide feedback and suggestions regarding any aspect of this handbook and program policies.

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SECTION 1: PROGRAM CURRICULUM

The Communication & Development Studies master’s degree program emphasizes the use of communication to promote positive social change. The “Comm Dev” curriculum includes core courses focusing on communication and social change, research methods, basic media production techniques, and a range of theories related to the field. Students take these core courses during their first two semesters. As an interdisciplinary program, Comm Dev students then build upon these core courses by devising a curriculum that suits their individual objectives, drawing upon courses in graduate programs from across Ohio University. For any given student, these objectives can differ. Over the past few years, Comm Dev students have specialized in areas that include, among others, health communication, documentary video production, the digital divide, gender and development, educational technology, public administration, environmental studies, conflict resolution, and the political economy of media. However, the list of specializations could be much longer.

For all students in the program, degree completion requires completing a minimum of credit hours (48 credits) and fulfilling all curriculum requirements as outlined below. Please note that fulfilling program requirements invariably results in students completing more than 48 credit hours by the time they graduate (a student typically completes between 55 and 60 credits by the time they graduate). As indicated in Table 1 below, students must choose one of three tracks to complete their degree. The number of courses and curricular requirements vary slightly (but only slightly) depending upon the type of capstone option a student pursues. Each student must work closely with the program director to assure that they are enrolling in courses that meet the program’s graduation requirements, including in relation to the capstone option that they choose. If a student ever has any question about whether or not a given course qualifies as meeting a program requirement, it is their responsibility to consult with the program director to determine such matters.

Students should specify which track they will complete – thesis, professional project, or comprehensive exam – by the end of their second semester in the program. Regardless of which track a student pursues, the curriculum is structured so that all students should (and are expected to) graduate within two academic years. Failing to plan accordingly, such as in relation to the time it can take to complete a thesis or professional project, can result in students needing to take extra time to complete the degree, and can thus be financially costly to the students. Students should anticipate completing approximately the following number of courses depending upon the track: Thesis 11 courses; Project 11 courses plus an internship or service learning credits; Comprehensive Exam 13 courses. Details about the types of courses that can be used to fulfill program requirements are included throughout the remainder of this section and in Appendix A. Graduation checksheets for each of the tracks are included on the Center for International Studies website. It is of note that any single course can be used to count as meeting only a single course requirement (to provide an example, a student cannot count one course as meeting both an Area Studies course elective and a Development Theory elective).
Table 1: Curriculum Requirements by Capstone Option

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Professional Project</th>
<th>Comprehensive Exam</th>
</tr>
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<tbody>
<tr>
<td>4 Comm Dev Core Courses</td>
<td>4 Comm Dev Core Courses</td>
<td>4 Comm Dev Core Courses</td>
</tr>
<tr>
<td>1 MDIA Elective</td>
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<td>1 College of Communication Elective</td>
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<td>1 Development Elective</td>
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<tr>
<td>2 Area Studies Electives</td>
<td>2 Area Studies Electives</td>
<td>2 Area Studies Electives</td>
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<td>2 Specialization Electives</td>
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<td>Colloquium (all semesters)</td>
<td>Colloquium (all semesters)</td>
<td>Colloquium (all semesters)</td>
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</table>
* Along with the above requirements, students are also required to take ELIP 5140 (*Academic Writing in Graduate Studies*) during their first semester in the program.

**Communication and Development Studies Core Courses:** (4 courses, 16 credits total)

- MDIA 6080: Seminar in Communication and Development
- MDIA 6100: Introduction to Audio and Video Production
- MDIA 6082: Introduction to Research Methods in Communication and Development
- MDIA 6090: Applied Research Methods in Communication and Development

**Media Arts and Studies Elective** (1 course, typically 3-4 credits total)

Typically any four credit course at the 5000 level or above taken in the School of Media Arts and Studies (MDIA) can be used to meet this requirement.

**College of Communication Elective** (1 course, typically 3-4 credits total)

Typically any 3-4 credit course at the 5000 level or above taken in one of the five schools in the Scripps College of Communication can be used to meet this requirement. The five schools in the Scripps College of Communication, and course prefixes associated with courses in each of these schools, are listed below.

- E. W. Scripps School of Journalism (JOUR)
- McClure School of Information and Telecommunication Systems (ITS)
- School of Communication Studies (COMS)
- School of Media Arts and Studies (MDIA)
- School of Visual Communication (VICO)

**Development Theory Elective** (1 course, typically 3-4 credits total)

A list of some of the types of courses that have been taken to meet this requirement is included in Appendix A (section A3). Various other courses may qualify, and students should consult the program director regarding these matters.

**Area Studies Courses** (2 courses, typically 7-8 credits total)

This component of the curriculum is viewed as a means for students to develop a background in relation to a geographic area related to their professional and/or academic interests. The two
courses taken to fulfill this requirement should generally focus on the same theme/area. One language course can be used to meet one of the two courses necessary to fulfill this curricular requirement, including regardless of whether or not a student needs to take language courses to fulfill the Comm Dev program’s language requirement. General guidelines for identifying Area Studies courses are included in Appendix A (section A4).

**Communication and Development Colloquium** (INST 5300; enroll and/or attend all semesters)

The colloquium is a forum for students in the Comm Dev program to come together to share ideas, participate in peer advising, and to present their work. Unless specifically approved by the program director, a student must have five credit hours of INST 5300 to graduate (typically 2 credits each semester during the first year of the program, and 1 credit total in the second year of the program). Students are encouraged to actively work with the Comm Dev Program Director to identify speakers – including those from inside and outside of the university – to present their work at colloquium. Even if not enrolled for colloquium credits during a given semester, students will nonetheless be expected to occasionally attend specific types of colloquium activities.

**Courses in Specialization Area:**

The specialization curriculum component allows students to identify courses that emphasize a particular area in which they will develop particular professional skills and knowledge. Thus, to suit their individual objectives and interests, students build upon the program’s core coursework by devising a curriculum that draws upon courses in graduate programs from across Ohio University (though to fulfill this requirement, students often draw upon coursework from one or two specific programs and/or to fulfill the requirements for a certificate, such as a Women’s and Gender Studies certificate, Community Health Certificate, etc.). Total number of courses and credits vary by capstone track. Please see Appendix section A2 for further information about this curriculum component, which also includes examples of some of the specializations that students in the program have identified over the past few years.

**Internship** (INST 6910; typically 4-5 credits)

While all students in the program are strongly encouraged to identify an internship that relates to their professional/scholarly interests, please note that students opting to complete the professional project track are required to complete an internship and/or enroll for service learning credits. Up to 5 credit hours of INST 6910 can count towards the 48 credit hours required to graduate. Further details about completing an internship, such as the necessary paperwork required to receive credit for doing so, is included in Appendix A (section A5). It is essential for students who wish to have an internship counted towards their degree completion requirements to follow all of the policies as specified in the appendix.

**Communication and Development Service Learning Project** (INST 6920; 4 credits)

Any student opting to complete a professional project for the capstone requirement must complete either an internship or a service learning project to fulfill program requirements.
Nonetheless, as part of the practical training emphasis of the program and to support career, professional, and/or academic development, students are encouraged to be involved in a service learning activity where appropriate. Service learning projects are typically conducted over the summer or during a student’s second year in the program. There may be possibilities for students to work in teams to design and execute a service learning project. Some of the local organizations and/or activities that Comm Dev students have completed service learning projects over the past few years include the Tropical Disease Institute (TDI), Rural Action, Kids on Campus, and WOUB.

**Language Requirement:** (total number of courses and credits can vary)

To graduate from the program, students must meet the Comm Dev program’s language requirement. Meeting the language requirement can be accomplished in one of three ways: 1) a student is a native speaker of a language other than English; or 2) the student has proof of proficiency in another language, such as is evident through scores on a language proficiency exam; or 3) the student has obtained a grade of a “B” or better in second level language course work. Many international students in the program already meet the program’s language requirement based upon criterion #1 as specified above. Where appropriate, however, all students are encouraged to have and/or develop proficiency in a language relevant to their geographic area of study. Regardless of whether or not a student needs to take language courses to fulfill degree requirements, no more than 5 language credit hours can be counted towards the minimum 48 credit hours required to complete the degree.

**Independent Studies**

Given certain circumstances, students may wish to enroll for independent study credits. Enrolling for such credits is more often typical, and appropriate, for students during their second year in the program rather than the first. Students may enroll for such credits with the Comm Dev Program Director (through INST 6930) or with a professor in another program (e.g. with a student’s thesis/project advisor). Any student wishing to enroll for in independent study credits must have those credits approved by the Comm Dev Program Director, and in all instances proper forms must be filled out, signed, and filed with an administrative associate in the Center for International Studies. To graduate, all independent study credits must be accounted for and the proper paperwork on file in the student’s records in the Center for International Studies. In rare instances and if pre-approved by the Program Director, some independent study credits may count towards the minimum degree requirements to graduate, though no more than 8 hours of independent study credits can count towards the minimum 48 credit hours required to complete the degree.

**Independent Study Credits and Courses Below the 5000 Level:** While no more than 8 hours of independent study credits *can count* towards the minimum 48 credit hours for degree completion, it is of note that students occasionally graduate having taken more than 8 hours of independent study credit. Also, in somewhat unique circumstances, an undergraduate course may be particularly relevant to student’s specialization interests. In these instances, the student should consult with the course instructor, who may agree to let the student participate in the course through taking graduate-level independent study credits (e.g., the student does not actually enroll
in the course, but instead enrolls in 3-4 independent study credits, at the 5000 level or above, with the course instructor. In these instances, a student should consult the Comm Dev Program Director about the possibility of counting these independent study credits as the equivalent of a course rather than an independent study, thereby not having such credits count against the maximum number of 8 independent study credits that can be counted towards the minimum 48 credit hours necessary for degree completion.

SECTION 2: CAPSTONE OPTIONS AND RELATED REQUIREMENTS

2A: THESIS

Though all students in the program are encouraged to consider writing a thesis, they should not underestimate the commitment involved with writing one. As is widely understood in relation to completing a master’s thesis in U.S. graduate programs, a thesis must be based upon original research, and it should demonstrate competency in its research design, methodological rigor, and analysis. The general expectation is that a thesis is approximately 100 pages in length, and that it is well-structured and well-written. The document that is filed with Thesis and Dissertation (TAD) Services should be free of all spelling and grammatical errors. It is the student’s responsibility to meet these standards, as well as to follow the guidelines as outlined below. In that it is also the student’s responsibility to make sure that their thesis advisor is fully aware of these policies, the student should share this section of the handbook with their advisor at the very start of the overall process. Perhaps the primary determinants in whether or not a student chooses to write a thesis are the time and commitment involved. Only a handful of students in the Comm Dev program have completed a thesis over the past 10 years, and the majority of those students have been unable to complete their work in time to graduate by the end of their second year in the program. Finally, students should note that writing a thesis does not necessarily correlate with being a successful PhD applicant. Many students in the program who completed a professional project or took the comps have been admitted into doctoral programs.

Ohio University Office of Thesis and Dissertation (TAD) Services

TAD Services is a part of Ohio University’s Graduate College. This unit processes all theses for Ohio University campuses. TAD provides workshops – including mandatory workshops – to inform students about university procedures in regards to issues such as thesis formatting guidelines and filing the completed thesis with the university. Students who plan on completing a thesis should visit the TAD website (http://www.ohio.edu/graduate/etd) immediately upon making this decision to write a thesis. It is imperative for the student to consult the TAD webpage for a complete understanding of all university guidelines and deadlines. Of particular importance, please note that TAD Services has specific deadlines for when a thesis needs to be

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1 While writing a thesis is optional for most students in the program, it is of note that in some countries, completing a thesis may be required by the country’s national education board for a master’s degree to be considered valid. While this is seemingly very rare, please check to see whether or not your country of origin has these types of requirements. In short, it is the responsibility of any given student in the program to determine whether or not such requirements exist in their home country.
filed during any given semester in order for a student to graduate that semester. These deadlines are much earlier than the end of the semester (they can often be in February/early March for spring graduation), meaning that a student should expect to have a more or less final draft of their thesis complete during the first month of the spring semester of their second year.

Comm Dev Program Policies, Deadlines, and Guidelines for Thesis Proposals

Aside from meeting all TAD guidelines and deadlines, students in the Comm Dev program who plan on writing a thesis must adhere to the following program policies and file the related forms as indicated below.

Thesis Proposal, Thesis Proposal Defense Deadline, and Related Matters: There are a number of important things to note in regards to the thesis proposal. First, a student who enters the program in the fall semester must defend their thesis proposal before the end of the 6th week of their second fall semester. To maintain an equitable policy for all students in the program, this deadline will not be extended. Secondly, and of somewhat equal importance, a student must defend their thesis proposal before they collect the data that will be used as the basis for their thesis research. Thus, a student who plans to conduct thesis field work during the summer will need to defend their thesis proposal by the end of the spring semester of their first year (or within a few weeks after the end of the semester – but before they collect data). In short, a student must successfully defend their thesis proposal, and have it approved by their entire committee as well as the program director, before collecting their thesis data. Finally, a thesis proposal must adhere to the following, general guidelines: it should be well-structured and well-written, include a thorough literature review; provide specific details about the methodological approach that will be used to conduct the research; and approximately 25-30 pages in length.

Comm Dev Program Guidelines for Selecting Committee and Chair of Thesis Committee

Thesis Committee: A thesis committee consists of a thesis committee “chair” along with two other faculty members. At least one committee member should be from the Scripps College of Communication; however, and where justifiable, students are allowed to have a committee consisting of faculty members from outside the college, but this must be approved by the Program Director.

Working with your Thesis Advisor (a.k.a. the Chair of your thesis committee): If you write a thesis, you should work very closely with your thesis advisor through all steps of the research process, including when initially preparing your thesis proposal. Relatedly:

- It is often beneficial to choose the other members of your committee based upon discussions and related feedback with your thesis chair

- Most chairs prefer/insist on reviewing a proposal before it is sent to the other committee members. A chair will often provide feedback on at least a couple of proposal drafts before agreeing to have you send your proposal to the other two committee members. This process can take time, which is important to keep in mind in relation to, for example, expectations about traveling over the summer to collect data.
Similarly, most chairs prefer/insist on reviewing a thesis draft – and often several versions of the draft – before it is sent to other committee members. In short, a chair will often provide feedback on at least a couple of drafts before agreeing to have you send your thesis to other committee members, and this process can take an exceptional amount of time.

The general expectation among faculty who serve as committee members is that they are given at least two weeks between the time they are provided with a draft of a thesis (as well as a proposal) and the time the thesis/thesis proposal defense is scheduled. It is courteous to provide committee members with a paper copy of the thesis, and it is important to be aware that scheduling committee meetings at the end of a semester can be difficult, particularly due to any given faculty member typically serving on a number of graduate committees.

**Enrolling for Thesis Credits**: A student cannot enroll for thesis credits until the thesis proposal approval form has been fully signed and turned in to CIS administrative staff. Given that a thesis proposal is typically not defended until the end of a student’s second semester in the program, students typically do not sign up for thesis credits until their second year in the program. Please also note the following:

- Students should enroll for thesis credits with the chair of their committee. If a section of INST 6950 does not already exist for your chair, contact the Comm Dev program director, who will then have CIS administrative staff create a section of INST 6950 for your chair.

- While students can enroll for up to 10 thesis credits for a given semester (and may often do so, for example, during their final semester in the program), only 5 thesis credit hours can be counted towards the minimum number of 48 credit hours required to complete the Comm Dev degree.

- Grades of ‘PR’ (meaning “progress”) will be submitted until the thesis is complete

**Please Note**: Further information about writing a thesis, including a suggested timeline, is included in the Appendix (Section A7).

**Center for International Studies Thesis Forms**

Along with meeting the TAD Services guidelines, students must file with the Center for International Studies (CIS) the following three forms (all of which are available through the CIS website and hyperlinked below):

1) **Thesis Proposal Approval Form**: This form (available on the Center for International Studies website) should be signed by thesis committee members after a student successfully defends their thesis proposal. The form also needs to be signed by the program director.
2) **Arrangement for Oral Defense** form, which is filed at least 14 days in advance of your thesis defense. All students writing a thesis must complete an oral defense of their final thesis.

3) The *Report of Oral Thesis Examination and Dissertation Defense* form, which is filed after you have defended your thesis; you have made all revisions as required by the committee; and has been fully approved by all committee members

2B: **PROFESSIONAL PROJECT**

The nature of professional projects can vary on a case-by-case basis. They can be based upon original research, and are therefore similar to a thesis in such regards (though shorter than a thesis). Alternatively, professional projects can also be a video documentary; the creation of an original website; and similar types of relatively more applied work. Professional projects that are strictly research-based should reflect rigor in research design, methodology, and analysis. A research-based professional project should be no less than approximately 40 pages, and no more than approximately 50 pages, in length. It should be well-structured and well-written, and suitable for a presentation at an academic and/or professional conference, if not suitable for publication.

If a student is involved in a creative activity such as producing a documentary video, it is generally understood that the student submits an approximately 10-15 page paper along with the creative work. In short, in these types of instances it is understood that the production of the final project offsets the writing expectations associated with a more research-based oriented professional project as referenced above.

Examples of different types of professional projects, along with titles of projects completed by recent students in the program, are included in the Appendix (section A6). Furthermore, the suggested thesis timeline as included in the Appendix (Section A7) can serve as a general guideline for the timeline to complete a professional project as well.

As is the case with writing a thesis, it is the student’s responsibility to make sure that their project advisor is fully aware of the policies outlined here. Thus, all students who plan to complete a professional project must share this entire section of the handbook with their project advisor at the very start of the overall process. Further guidelines and deadlines for students planning to complete a professional project are as follows.

**Project Advisor and Committee**: A professional project committee consists of a “chair” along with two other committee members. At least one committee member should be from the Scripps College of Communication; however, and where justifiable, students are allowed to have a committee consisting of faculty members entirely from outside the college, but this must be approved by the Comm Dev Program Director in advance of forming the committee.

**Working with your Project Advisor**: You should work very closely with your project advisor through *all steps* of the research process, including, among other things, specifying your research
question; preparing a proposal; reviewing drafts of your work; and determining defense dates. Relatedly:

- It is often beneficial to choose the other members of your committee based upon discussions and related feedback with the chair of your committee.

- Your chair should review and approve your proposal before it is sent to the other committee members. A chair will often provide feedback on two or more proposal drafts before agreeing to have it sent to the other committee members. This process can take time, which is important to keep in mind in relation to proposal defense deadlines, plans for conducting field research that requires travel, etc.

- Similarly, chairs must review and approve the final draft of your project before it is sent to the other committee members. A chair may often provide feedback on at least a couple of drafts before agreeing to have you send your completed project to other committee members. This process can take a long amount of time, and it is the chair’s prerogative to determine when your final project can be sent to the rest of the committee.

- The general expectation among faculty who serve as committee members not serving as the chair is that they are given at least two weeks between the time they are provided with a final project and the time the defense is scheduled. The student must provide committee members with a copy of the final project (or in the case of things such as documentaries, access to the content), and it is important to be aware that, for a variety of reasons, scheduling committee meetings at the end of a semester can be difficult.

Preparing a Professional Project Proposal: As evident on the Professional Project Proposal Approval form, all students must have their professional project approved and signed by all members of their committee as well as by the Comm Dev Program Director. The proposal should be 5-6 pages (double-spaced), plus additional pages for a bibliography, project timeline, and any appendices as needed. While the written length of a proposal may seem short, it must be based upon a thorough literature review of related research (approximately 15-20 pages in length, with an extensive bibliography). Depending upon the nature of the project, a proposal should typically include a brief introduction (no more than one page); a brief literature review (1-2 pages) that is informed by the extensive literature review as referenced above; specific details about the methodological approach that will be used to conduct the research (2-3 pages); and, as appropriate, any interview protocols, surveys, etc. that will be used to conduct the research. These latter documents, as well as a timeline, should be included as an appendix.

Defending the Professional Project Proposal: Students must defend their project proposal with all of their committee members present at the defense, though in some instances it is OK for a committee member to ‘Skype in’ to the defense. Though students often dread the notion of a proposal defense, the defense is in the student’s best interest, including because it presents an opportunity for the student to receive coherent and agreed upon feedback from all committee members in advance of embarking upon the research. Finally, it is of note that students who need IRB approval for their research should not submit anything to the IRB until after their defense (and after the proposal has been approved by their entire committee).
Deadline for Submitting “Professional Project Proposal Approval” Form: This form must be submitted to the Center for International Studies (CIS) before the end of the 6th week of a student’s second fall semester. To maintain an equitable policy for all students in the program, this deadline will not be extended. Furthermore, a student who plans on collecting data (such as conducting interviews) for their project during the summer between their first and second years in the program must have their project approval form signed and turned in to CIS in advance of conducting such work, meaning that many students will need to have their committee in place, and proposal approval form signed, by the end of the spring semester of their first year (or within 2-3 weeks after the end of the spring semester, which is not uncommon). In short, data collection for a professional project should not commence until the project proposal is approved by the entire committee. Also, a student cannot enroll for professional project credits until their professional project proposal form is on file in the Center for International Studies.

Professional Project Evaluation and Approval Form: All students must defend their final project and have a Professional Project Evaluation form on file with the Center for International Studies for their professional project to be considered complete. As a part of the approval process, students should complete an oral defense of their work before their committee. At that time, the committee may agree to sign the Professional Project Approval form. Almost invariably, however, students are required to make revisions to their work before the committee members will agree to sign off on, and hence finalize the approval of, the project. Upon completion, a grade of “CR” is normally given for professional project credits, but the committee also has the option of assigning a letter grade for the professional project credits.

Enrolling for Professional Project Credits: During the semester they plan on finishing their project (typically the spring semester of their second year), students should enroll in INST 6940 with the chair of their committee for professional project credits. If a section of INST 6940 does not already exist for your chair, contact the Comm Dev Program Director, who will then have CIS administrative staff create a section of for your chair. Only 4 project credit hours can be counted towards completing your master’s degree in Comm Dev. Chairs should submit a grade of “PR” (meaning “progress”) for project credits until a project is fully complete and all related forms are on file with the Center for International Studies.

Professional Project Forms and Related Requirements: As referenced above, in conjunction with meeting the guidelines as outlined in this section, students completing a professional project must file with the Center for International Studies (CIS) the following two forms (both of which are available through the CIS website).

1) The Professional Project Proposal Approval form, which is filed after your proposal defense and must be signed by all committee members as well as the Comm Dev program Director. The form is available here: https://www.ohio.edu/global/cis/upload/Professional-Project-Proposal-Approval.pdf

2) The Professional Project Evaluation form, which is filed after you have defended your project, made all revisions as required by the committee, and the project has been fully approved and the form has been signed by all committee members. The form is available here: https://www.ohio.edu/global/cis/upload/Professional-Project-Evaluation.pdf
Students should note that the Professional Project capstone is the only capstone option that requires a student to complete either an internship or a service-learning project. The original intention of this requirement was that the student’s involvement with a given organization through an internship or service-learning project would inform, if not serve as the basis of, their professional project. This is typically not the case, so students should discuss with the Program Director how they plan to fulfill this requirement, which can be done in a variety of ways.

2C: COMPREHENSIVE EXAM

All students not opting to write a thesis or conduct a professional project take the written comprehensive examination option to complete their degree. The exam must be taken during a student’s final semester of study, no earlier than the 10th week of the semester, and no later than the 12th week of the semester. All courses used to meet degree requirements must be completed during the semester that the comprehensive examination is administered. The comprehensive exam option is often the best option for students enrolled in the program. Historically, students who have selected this option have been most likely to complete the program, and receive their degree, by the end of semester of their second year. The various procedures that must be followed in relation to taking this exam are as follows:

1. Before the start of the semester in which the exam will be taken, the student must submit the Comprehensive Exam Notification of Intent form to the Comm Dev Program Director. In consultation with and approval from the Comm Dev program Director, one committee member is assigned to each of the three exam areas (1. Communication; 2. Area Studies; 3. Research or Development Specialization). At least one committee member should be from the School of Media Arts and Studies. In advance of turning in this form, it is the student’s responsibility to confirm with each individual faculty member that they are willing to serve on the comprehensive exam committee. The student can identify which of the committee members will serve as the chair of the committee. Historically, the Comm Dev program Director has often served as the committee chair.

2. By the end of the third week of the semester in which the exam will be taken, the student must submit a Comprehensive Exam Reading List Form to the Comm Dev Program Director. The readings included on this list must be based upon discussions that the student has with each of the committee members.

3. Scheduling the Exam: It is the student’s responsibility to actively work with the Comm Dev Program Director to schedule the specific date and time of the exam. As noted above, the exam must be taken at some point during the 10th-12th week of the student’s final semester. Exams are scheduled to last four consecutive hours, and they must be taken on a weekday between the hours of 8:30-4:30. Once the exam has been scheduled, it is the student’s responsibility to inform their committee members when they will take the exam, and that each committee member will need to submit their question or choice of questions to the Comm Dev program Director at least one full week in advance of the scheduled exam. The Program Director will assemble the questions in final form.
Nature of the Comprehensive Exam and Exam Questions: Students have four hours to complete the entire exam. In accordance with the following guidelines, committee members can provide either a question or a choice of two or more questions for the exam. The chair of the committee writes two or more questions that can be answered in a total of two hours, while the other two committee members will provide a question or a choice/series of questions that can be answered in one hour. While taking the exam, it is expected that the student will allocate their time accordingly (i.e. two hours to answer the chair’s questions, and one hour each for the other committee members’ questions).

- Questions from Committee Member A (Chair): 2 Hours
- Question(s) from Committee Member B: 1 Hour
- Question(s) from Committee Member C: 1 Hour

Very generally speaking, exam questions in each of the three areas typically pertain to, but are not limited to, issues such as knowledge of theory; specific research methods and/or applied skills; and applications of communication and development principles to practical development challenges. Feel free to share these general guidelines with your committee members as you discuss with them the nature of the question they will ask and the readings they expect you to complete for the exam. As indicated above, committee members will need to send their question to the Comm Dev program Director at least one full week in advance of when the student will take the exam. It is the student’s responsibility to make sure that each committee member is aware of and can meet this timeline.

Taking the Exam: The exam is taken in the Center for International Studies. It is administered and proctored by a CIS Administrative Associate. At the start of the exam, the student is provided with all of the questions. Students cannot use any notes, etc., during the exam. They may take the exam using a computer or a “Blue Book.” If using a computer, at the start of the exam the student will be provided with a laptop with Microsoft word and no Internet connection. If requested in advance of the exam date, students can use a ‘Blue Book’ to write their exam. Three Blue Books (one for each committee member’s question(s)) will be given to the student at the start of the exam.

Exam Evaluation: Each committee member evaluates the answer to their own question(s), and they are asked to submit their evaluation to the Comm Dev Program Director within one week after the student has taken the exam. There are three possible outcomes in relation to each committee member’s exam question:

1. Unconditional Pass.
2. Conditional Pass: In this case, the committee member can stipulate what further work is required. The student may be required to take an oral examination, a follow-up written examination, or a follow-up written assignment. This follow-up exam or work must be completed within one month after the initial exam was taken.
3. Fail. In this case, the student will be required to take an oral or second written exam at a date no sooner than one month from the time of the failed written exam. If the student has failed all three components of the exam, they can be immediately terminated from the program. If
the student fails one or two components of the exam, there are three possible outcomes of the second exam(s): 1. Pass; 2. Conditional Pass (see guidelines above); 3. Definitive Fail and termination from the program.

SECTION 3: UNIVERSITY AND PROGRAM POLICIES

3A. Minimum Credit Enrollment Per Semester: Ohio University’s academic calendar is based on the semester system. Most graduate courses are 4 credit hours, though in some instances a given course can be more or less than 4 credit hours. For the fall and spring semesters, the minimum number of credits for which a student must be enrolled to be considered a full-time student, and the maximum numbers of credits for which a student can be enrolled, are as follows:

- **Graduate Assistants (GA):** minimum 12 credits, maximum 18 credits
- **GRS:** Minimum 15 credits, maximum 18 credits
- **Sponsored Students** (e.g. Fulbright, OSF, etc.): University policy is currently a minimum of 12 credits, maximum 18 credits

In relatively rare instances, some students may wish to register for a single credit to complete a thesis, project, or to take the comprehensive exam. Historically, university policy has required that a student must be registered for a minimum of one graduate credit hour during the semester they wish to graduate. If you have completed all degree requirements prior to the start of the following term, you may not have to register for that term if you meet the following conditions: you have completed all required coursework and program requirements; you have completed your capstone project and have all required forms signed and on file in CIS; you have removed all “incompletes” from your academic record. Please consult the Comm Dev Program Director as well as CIS administrative staff to confirm this policy, as this policy may change and is typically a function of units outside the Center for International Studies (e.g. Bursar’s Office; the Graduate College, etc.). Finally, a student must be registered for a minimum of one graduate credit hour during any semester that they wish to receive any service from the university or wish to use university facilities.

3B. Graduate Level Courses: To count towards program requirements, all courses taken must be at 5000 level or above. Among other things, university policy does not allow non-graduate level courses to count toward master’s degree completion. In the occasional instance where a student is interested in the content of a course that is below the 5000 level, they may be able to ‘take’ the course by enrolling for Independent Study credits at the 5000 level or above. Please see page 5 for further reference to this matter.

3C. Enrolling for Summer Courses: If it suits their curricular plans, students may consider enrolling for credits during one or both summer sessions (in any given summer there are two

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2 Note that for summer sessions, different minimums and maximums apply
summer sessions). For students wishing to graduate in less than two academic years, enrolling for summer credits between the first and second year of the program will likely be necessary. In general, a number of issues are of note in relation to enrolling for summer credits.

- Graduate course offerings are typically very limited during summer sessions. Nonetheless, during the summer between their first and second years, students often earn credits through enrolling for internship, service learning, and/or independent study credits.

- Due to a change in university policy within the past few years, students with GRS and GA scholarships for the spring and fall semesters are typically no longer automatically eligible for summer tuition waivers. Unfortunately, students can no longer expect such waivers.

- As is the case during the spring and fall semesters, even if a student receives a tuition scholarship for the summer, they are still responsible for paying university fees. These fees may vary depending upon a number of factors, including the number of credits for which a student is enrolled, whether a student enrolls for credits during one or both summer sessions, etc. In terms of fees, it is again worth noting that students who are eligible for a summer tuition scholarship must register for at least nine graduate hours during the summer.

- Sponsored students (e.g. Fulbright Scholars, OSF Scholars, etc.) are not eligible for summer tuition scholarships as referred to above. Should a sponsored student wish to take summer courses, they should ensure that their sponsor will cover tuition costs and related university fees. Historically, the university has continued to provide the nonresident surcharge waiver that is part of the overall agreement with the sponsors. If a sponsored student plans on taking summer courses, they should notify the Comm Dev program director as well as Marian Carr (Coordinator, Global Partnerships and Sponsored Students, carrm@ohio.edu)

3D. Grades and Academic Standards

Minimum GPA: All students in the Communication and Development Studies program must maintain a minimum grade point average (GPA) of a 3.0. Students whose GPA falls below a 3.0 will be placed on academic probation, in which case the following policies apply:

- The student will be required to raise their GPA above a 3.0 by the end of the following semester – or at least meet progress in that direction that is agreed upon by the program director. Failure to raise the GPA above a 3.0 by the end of the following semester, and/or failure to make the progress as agreed upon by the program director, will automatically result in the student being immediately dismissed from the program.

- Students with a GPA below a 3.0 cannot be awarded a degree.

- Students with a GPA below 3.0 cannot take the comprehensive examination.

- Ohio University regulations prohibit awarding any type of financial assistance through the university to students who are on academic probation. Thus, and regardless of the
circumstances, any student with a GPA below a 3.0 is ineligible for aid (e.g. a GA or a GRS). External sponsors, such as the Fulbright Program and OSF, tend to have similar policies.

**Grades Below a C:** No grade below a C can be counted towards the minimum number of credit hours required to complete the degree. Grades below a C will be considered as the functional equivalent of failing, and a student who receives a grade below a C may become subject to immediate dismissal from the program.

**Grades Below a B:** No more than two grades below a B can be counted towards the minimum number of credit hours required to complete the degree.

**Non A-F Grades (e.g. PR, CR NR, I, etc.):** Students should be familiar with all ‘non A-F’ grade options and related university policies, especially as there are a variety of university policies regarding such matters. To provide one example, an I (Incomplete) grade can remain on a student’s record only until the sixth week of the following semester. Unless the work for a given course is completed by that time and the Instructor then changes the grade, the I grade is automatically changed to an F. Along with university policies, specific program policies regarding non A-F grades are as follows:

- Having more than one PR and/or I (Incomplete) on a transcript at any given time is not considered acceptable, and a student’s financial aid may be subject to immediate suspension.

- No course taken to complete a degree requirement can be taken with a Pass/Fail option.

**Plagiarism:** Plagiarism is a very serious form of academic dishonesty, and it is not tolerated by the university or by the Comm Dev program. Students caught plagiarizing may be subject to immediate suspension and/or dismissal from the university and/or the Communication and Development Studies program. If a student has any questions regarding the nature of plagiarism or academic conduct more generally, they should consult the Ohio University Student Handbook and visit the Division of Student Affairs website (www.ohio.edu/communitystandards). It is the student’s responsibility to fully understand what qualifies as plagiarism.

**Grievance Procedures:** When a student wishes to appeal charges of plagiarism or another form of academic dishonesty, he/she should follow the procedures as specified in the Ohio University Student Handbook (http://www.ohio.edu/students/handbook). If a graduate student has a grievance concerning course work, he or she should typically first discuss their complaint directly with the instructor or supervisor involved.

**3E. Applying for Graduation and Graduating:** In order to be cleared for graduation, several items must be verified as complete. Many of these items are reflective of university and/or Center for International Studies policies and non-negotiable. Students typically need to apply for graduation in advance of fully completing some of the items as indicated below, with the assumption that matters such as successfully completing a professional project will occur by the end of the semester that a student hopes to graduate. Nonetheless, in order for a student to officially be cleared to receive their degree, the following is necessary:
Any incomplete grades (e.g. I, PR, or NR) should be reconciled if they are to count toward a student’s graduation requirements.

GPA must be 3.0 or higher.

A Graduation Checklist sheet must be on file with the CIS Administrative Coordinator.

All required program forms must be on file in the Center for International Studies, including all forms related to capstone projects, internships, independent studies, etc.

A comprehensive examination, professional project, or thesis must be successfully completed. For students opting to complete a thesis, see the section on the program’s thesis option (section B1) for further details about university requirements.

**Maximum Time to Degree Completion:** A student must complete their degree within 7 years of starting the program. After that time if their degree is not complete, they are fully terminated from the program.

**SECTION 4: ADVISING, MENTORING & PROFESSIONAL DEVELOPMENT**

**4A. Academic Advising:** The Director of the Communication and Development Studies Program serves as the official academic advisor for each student in the program. Among other things, the Director’s role in these regards includes meeting with each student in advance of the fall/spring semester registration periods, providing a list of relevant courses for the upcoming semester, and advising students on meeting the program’s curriculum requirements. Typically during the week in advance of when course registration begins, the Director will hold approximately 30-60 minute long individual advising meetings with each student in the program. Students should come to such meetings prepared to discuss the specific courses they would like to take, and possible alternatives, for the following semester. Beginning with their second semester in the program, students should bring a graduation check sheets to these advising meetings.

**4B. Capstone Project/Thesis Advising:** Students who plan to complete a thesis or professional project are encouraged to identify a chair for their committee by about the middle of their second semester. While the Comm Dev Director will remain the student’s academic advisor, the thesis/professional project committee chair should be understood as the student’s research advisor.

**4C. Affiliated Faculty:** For a list of faculty affiliated with the Communication and Development Studies program, please contact the program director.

**4D. Funding for Capstone Project Research:** Depending upon the availability of funds and the number of submissions for conference funding as referred to below, a limited amount of funding
(historically no more than $750) may be available through the program for some first year students to conduct field research for their thesis or professional project. Such funds are invariably limited and will be distributed on a first come, first served basis. Particular restrictions apply, including that a student must have successfully defended their thesis/project proposal before being eligible to receive such funding. If interested in applying for research funds, please contact the program director for a capstone project research funding request form. Furthermore, when traveling overseas for the summer students are often required to purchase health insurance or to demonstrate that they have health insurance. In general, it is imperative that students follow through with addressing all requirements necessary before embarking on overseas travel, and they must inquire with the International Student and Faculty Services (ISFS) office before planning any trips outside of the United States, whether for research or any other matters.

**4E. Academic and Professional Conferences:** Students are strongly encouraged to submit their work to academic and/or professional conferences. Although the Comm Dev program has limited resources, in any given year the program can typically provide at least some amount of financial support to students whose work is accepted for presentation at an academic or professional conference. Depending upon availability, students may be eligible to receive funding for up to two presentations per year. If interested in receiving such support, please contact the program director for a travel funding request form. Students are encouraged to actively explore other university funding opportunities as well, including the following:

- **The Graduate Student Senate** (GSS) sponsors special financial awards to graduate students to present their research/creative activity. Travel grants are awarded within the first few weeks of the spring and fall semesters and chosen through a lottery system. Students are encouraged to check the GSS website (www ohio.edu/gss/grants/index.cfm) for guidelines and deadlines, especially given that students in the program have somewhat invariably been awarded support through this pool of resources every year. The GSS also provides grant writing workshops and information on other funding sources.

- Some students have successfully been able to procure travel funding through the CRSCA Discretionary Fund. Funding is limited to a maximum of $500 per student and requires a 1:1 match from a department, school, and/or college. Funds may be requested for various needs, including travel and bona-fide project expenses. The deadline is typically open. Check the Ohio University Office of Research website for details (www.ohio.edu/research/funding.cfm).

**4F. Identifying Career Opportunities:** Students are encouraged to explore various opportunities in relation to career development, including service learning projects and summer internships. Beginning in their first year, students should actively identify the skill sets that will be necessary to fulfill their career aspirations, and early in the second year in the program students should begin actively identifying and pursuing employment opportunities. Various resources are available in these regards, including the International Employment Weekly bulletin, which the Center for International Studies subscribes to. The Communication Initiative website is also a useful resource in these regards. Details about these and other resources are included in Appendix C. Also, Ohio University’s office of Career Services has various information, resources, and services, such as help with resume writing, that may be helpful. See the Career Services website for more information (www.ohio.edu/careers/students/index.cfm)
4G. Curricular Practical Training (CPT) for F-1 Students: After graduating, international students wishing to stay in the United States for up to 12 additional months for work/curriculum-related training may be lawfully eligible to do so. Please note that various restrictions apply, and students are not always eligible for these extensions. Please note that given certain visa regulations, it is absolutely essential that any given student contacts the International Student and Faculty Services (ISFS) office for guidance regarding these matters, including at least several months in advance of the time that the student would like to pursue CPT.

SECTION 5: GRADUATE ASSISTANTSHIPS AND SCHOLARSHIPS

The Comm Dev Director will assign each GA and GRS scholarship recipient to a supervisor or supervisors. According to state-mandated regulations, GA and GRS students are not to be assigned specific TA responsibilities (such as grading). Students will not necessarily be assigned to the same supervisor each semester or for the same supervisor for the entire semester.

GAs are often expected to provide support to the administrative and academic operation of the program. Some of the activities that have typically been assigned to GAs include the following: maintenance of the program’s website; coordination and dissemination of the newsletter; recruitment and admission process assistance; general administrative support; proposal development; development of promotional materials; coordination of special events; and so on. In some cases, GAs may be assigned to perform academic or research activities.

GA and GRS responsibilities can be similar, though responsibilities vary according to the work outlined by the supervisor. In general, the Director attempts to assign GRS students to faculty who share similar research interests with the student, with the hope that the assignment will be mutually beneficial to the students as well as to the faculty supervisor. In general it is understood that at least some of the assignment will relate to research. Problems concerning assignments should be resolved with the supervisor whenever possible. Problems not resolved at that level can be referred to the Director, or, if more appropriate, may be referred to the Graduate Student Appointment Grievance Board.

Please note that the guidelines and information included below can change over time, and may be dependent on state policies.

Required hours for those receiving a GRS: According to state-mandated regulations, in compensation for the Graduate Recruitment Scholarship (GRS), under the semester system each GRS recipient must complete six hours of work per week, for a total of 84 hours over the course of the semester. Students on a GRS may work no more than 20 hours per week total while class is in session (i.e. a student on a GRS can work a maximum of 14 hours per week beyond their required six hours of GRS duties). Thus, never under any circumstances should students on a GRS work more than a total of 20 hours per week. Among other things, international students who work more than 20 hours per week can be in violation of their visa and may lose their visa. So to avoid any confusion, please also note that your tuition scholarship is partially covered by
money that will be allocated to your bank account. At the end of the semester, supervisors will be asked to complete a GRS evaluation form in relation to a given student’s performance.

**Required hours for those receiving a GA:** Each GA must complete at least 15 hours of work per week. Please note that no GA should conduct any paid work outside of their GA assignment, unless they are given express, written approval to do so by the Comm Dev program Director. Failure to adhere to this policy will result in the loss of your GA. In relation to this matter, never under any circumstances should students on a GA work more than a total of 20 hours per week. Among other things, international students who work more than 20 hours per week can be in violation of their visa and may lose their visa. At the end of the semester, students must turn in a time report to Patti Malloy (Administrative Assistant in the Center for International Studies). This report must be signed by both the student and the supervisor. At the end of the semester, GA supervisors will also be asked to complete an evaluation form in relation to a given student’s performance.

**GA and GRS Responsibilities and Performance:** Once assigned, it is the responsibility of the student to contact their supervisor to set up a meeting to discuss their work assignment. To maintain their GA/GRS and in overall compliance with the responsibilities of receiving such funding, students are expected to: be responsible; arrive at assignments and meetings on time; be respectful of their supervisor; complete all work assigned in a reasonable amount of time; notify their supervisor in instances where appropriate, such as if you will be late to, or miss, a meeting. In short, you must perform graduate assistantship duties satisfactorily, as defined by your immediate supervisor. Failure to perform duties satisfactorily or to comply with graduate appointment requirements could result in paycheck holds and/or the termination of an entire graduate appointment. A termination of an appointment could, in turn, result in the student having no entitlement to stipend payments and for the student being responsible for all tuition charges. In short, students must be responsible and take their work seriously in order to keep their scholarships and stipends. Failure to do so could result in the termination of the scholarship contract and all associated benefits. Similarly, all students on a GA or GRS must have a cumulative GPA of 3.00 in all graduate courses, and show satisfactory progress toward completing their degree, to maintain their appointment.

**Enrollment Guidelines:** Minimum credit registration requirements must be met in order to retain a graduate appointment. Dropping below the required number of credits is considered part-time and will make you ineligible for a scholarship (GRS minimum of 15; GA minimum of 12). Under unusual circumstances, limited exceptions to the minimum enrollment level may be granted. Such requests for exceptions should initially begin with the program director. Also, some courses do not carry graduate credit, including courses numbered below 5000, hours taken for Audit, and Ohio Program of Intensive English (OPIE) courses. Undergraduate courses cannot be used to meet the minimum graduate hour requirements. Any registration hours exceeding 18 credit hours will incur an additional cost per credit hour to the student. Failure to comply with graduate appointment requirements, including registration for the required number of graduate hours, could result in paycheck holds and the termination of entire graduate appointment. This would result in the student being responsible for all tuition scholarship charges and no entitlement to stipend payments.
GA/GRS Renewal: Ohio University awards graduate scholarships for one year, with renewal for subsequent semesters contingent upon satisfactory performance in academic and service obligations. Should the student have any questions concerning their scholarship, stipend, checks, renewal procedure, etc., they should check with the program Director and/or the CIS Administrative Coordinator as appropriate.

Further information about graduate appointment is available at the following websites:

- Ohio University Graduate College: http://www.ohio.edu/graduate/current/apptsdetail.cfm
- Ohio University Graduate Catalog: http://www.catalogs.ohio.edu/index.php?catoid=37

SECTION 6: STUDENT ACTIVITIES AND SUPPORT

6A. Student Organizations

The Communication and Development Studies Student Association: This association is wholly organized and operated by students in the Communication and Development Studies program. Historically the association has been involved with organizing academic, professional, and social activities, as well as securing funding for such activities that is through the Graduate Student Senate that is only available to such organizations. All students in the program are encouraged to become involved with the association. Contact the current Communication and Development Studies Student Association President, Nihal Said, for further information.

International Student Union (ISU): With more than 20 member organizations at Ohio University, the International Student Union’s mission is to both assist international students at OU in becoming more and better integrated to the university and Athens communities, and to promote cultural understanding and international awareness through intercultural exchange activities. Retreats and dinners are hosted throughout the year and are open to all international students. Students can become involved with the ISU in various administrative capacities.

Graduate Student Senate: Need more info on this. CIS typically has at least one student rep, I believe.

6B. Student Academic and Personal Support

Students seeking any type of support in relation to academic and/or personal matters are encouraged to consult the “Student Assistance Matrix” included in Appendix D (section D4). Also, if appropriate and based upon the student’s discretion in relation to any given situation, students should feel free to contact the Communication and Development Studies program Director in regards to a given concern.
APPENDIX A

A1: DESCRIPTION OF CORE COURSES

Seminar in Communication & Development (MDIA 6080; Fall Semester, 1st Year)
This course provides an overview of the historical and contemporary nature of issues and theories that have influenced the field of development communication. The course explores various topical areas considered relevant to the field at this time (e.g. Health Communication; ICTs and Development: Gender and Development; Strategic Communication; Communication Theory; etc.); the complex relationships between communication and socioeconomic development, and the role that communication plays in promoting (or impeding) social change and development.

Intro to Research Methods in Communication & Development (MDIA 6082; Fall, 1st Year)
This course introduces students to basic principles associated with conducting graduate-level research, including identifying a research topic; accessing and critiquing scholarly research; writing a literature review; and research ethics. Students are also introduced to research design and to qualitative and quantitative methodological approaches to collecting and analyzing data. Given the nature of the discipline, the course provides some emphasis on participatory research methods. This is one of three core courses taken by first year students during their first semester.

Intro to Audio & Video Production (MDIA 6100; Fall, 1st Year): An interdisciplinary communications course focusing on using various creative methodologies in audiovisual, digital production. This course offers a flexible structure for hands-on work and collaborative projects. Goals include to develop an understanding of how to edit image, sound & text, and using new skills in digital production to explore methods in documentary filmmaking, community video & digital storytelling.

Applied Research Methods in Communication & Development (MDIA 6090; Spring, 1st Year)
This is the fourth (and final) core course for first year students in the Communication and Development Studies program. It builds upon first semester coursework, especially MDIA 6082 (Intro to Research Methods), in that its focus is on research methods, including a rigorous application of methods in relation to conducting original research. Areas of emphasis in the course will include topics such as assessing and conducting literature reviews; research design; data collection and analysis; and quantitative and qualitative sampling techniques. The course also entails a substantive engagement of themes and literature focusing on Monitoring and Evaluation (M&E). Among other things, by the end of the course students will have conducted original research; identified a relevant outlet for their work (e.g. a journal or a conference); and developed a specific M&E framework. The nature of the course also means that as the semester unfolds, students will be incrementally thinking through the components necessary to complete a proposal for a capstone thesis/project.
A2: DEVELOPMENT SPECIALIZATION

The ‘development’ specialization curriculum component allows students to identify courses that emphasize a particular area in which they will develop particular professional skills and knowledge. The selection of courses depends upon a given student’s individual goals and objectives. However, students must have their overall specialization approved by the program director, and therefore must work closely with the director in planning their specialization. Furthermore, students completing the comprehensive exam capstone option should make all effort in trying to identify a particular certificate program that can be used to fulfill this requirement, especially given that such students must take four specialization electives. For all students in the program, fulfilling course requirements across the various areas of the curriculum (e.g. area studies electives, MDIA elective, etc.) should and can in most cases directly relate to a student’s area of specialization. For example, many courses required to earn certificates (e.g. women’s and gender studies certificate, health policy certificate, etc.) can be used to fulfill a range of curriculum requirements. Specific examples of some of the specializations and related schools/colleges across the university where Comm Dev students have taken courses and devised specializations over the past few years are listed below. However, this list should be seen as only an example of some of the many specialization possibilities, as students are encouraged to actively devise their own curriculum, including one that might be truly original in nature.

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Key Areas of Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's &amp; Gender Studies</td>
<td>Women's &amp; Gender Studies and related courses</td>
</tr>
<tr>
<td>Human Rights/Conflict Negotiation</td>
<td>Communication Studies; Political Science; Journalism</td>
</tr>
<tr>
<td>Media &amp; Social Change; Media Studies</td>
<td>Media Arts &amp; Studies</td>
</tr>
<tr>
<td>New Media/Digital Media</td>
<td>Media Arts &amp; Studies; Journalism</td>
</tr>
<tr>
<td>Video Production/Documentary</td>
<td>Media Arts &amp; Studies; Visual Communications; Film</td>
</tr>
<tr>
<td>Management in Media Organizations</td>
<td>Media Arts &amp; Studies; Journalism</td>
</tr>
<tr>
<td>Economics/Economic Development</td>
<td>Economics; Geography; International Studies</td>
</tr>
<tr>
<td>Political Communication; Public Policy</td>
<td>Political Science; School of Public Affairs</td>
</tr>
<tr>
<td>Education - Including Educational Technology</td>
<td>College of Education</td>
</tr>
<tr>
<td>Strategic Communications/Public Relations</td>
<td>Journalism; Communication Studies</td>
</tr>
<tr>
<td>Health Policy/Health Communication</td>
<td>College of Health Sciences; Communication Studies</td>
</tr>
<tr>
<td>Environmental Sustainability</td>
<td>School of Public Affairs</td>
</tr>
</tbody>
</table>

List of Certificate Programs: Though students entering in this cohort are not required to complete a certificate, doing so is a good way to structure the specialization component of the curriculum. Students completing the comprehensive exam component of the curriculum are especially encouraged to structure their specialization around obtaining a certificate as part of their degree. The following is a list of certificates that are apparently available at Ohio University at this time. Due to the transition to semesters in the fall of 2012, many certificate programs are still evolving and/or reconfiguring, in part due to the need to adjust requirements and expectations in relation to the variations in graduate course credits among different schools.
across the university. Thus, in relation to the list below, please consult with the coordinators of specific certificate programs for further information, and please also realize that some of the graduate certificates that are currently available at the university are not listed below:

African Community Health Services Certificate
African Culture Through Music and Dance
African Humanitarian Studies
African Studies
Conservation Biology
Contemporary History Certificate
Environmental Sustainability: Graduate Certificate
Geographic Information Science (GIS) Graduate Certificate
Gerontology Certificate
Global Health Certificate
Health Care Services Administration Certificate
Health Policy Certificate
International Development and Sport
Latin American Studies
Southeast Asian Studies
Music Performance Certificate
War and Peace Studies
Women’s and Gender Studies

**A3: Development Theory Courses**

Listed on the following page are courses that, under the quarter system, were typically understood to satisfy the program’s development theory course elective requirement. Not all of these courses will necessarily be available while a student is enrolled in the program, and they are typically offered, at most, once a year. If a student wishes to fulfill this requirement using a course not included on the list below, it must be approved by the program director prior to enrolling in the course. However, this should not discourage students from inquiring about specific courses not on this list that might meet their interests.

**Courses that Qualify as a “Development Theory” Course Elective**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Theories of Underdevelopment</td>
<td>African American Studies</td>
</tr>
<tr>
<td>Comm and Info Diffusion</td>
<td>Communication Studies</td>
</tr>
<tr>
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<tr>
<td>Poverty and Inequality</td>
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</table>

### A4: Area Studies Courses

Various courses may qualify for meeting this requirement, and students are strongly encouraged to consult the Program Director to identify a course or courses that will complement their specialization and support their academic and/or professional interests. Any course included on the course lists of the Area Studies programs affiliated with the Center for International Studies qualify as meeting the area studies criteria. These programs’ websites are listed below. However, students may also wish to identify courses focusing on other geographical areas, such as Eastern Europe or the Middle East. Other options may also apply, and students are therefore strongly encouraged to consult with the Comm Dev Program Director before identifying courses to fulfill this curricular requirement.

Links to course listings for programs affiliated with the Center for International Studies are included below:

- African Studies: [http://www.african.ohio.edu/Program/CourseSchedule.html](http://www.african.ohio.edu/Program/CourseSchedule.html)
- SEAS Courses: [http://www.seas.ohio.edu/Program/CourseOffering.html](http://www.seas.ohio.edu/Program/CourseOffering.html)
- Latin American Studies: [http://www.las.ohio.edu/Program/CourseSchedule_fall.html](http://www.las.ohio.edu/Program/CourseSchedule_fall.html)
A5: INTERNSHIP GUIDELINES

As noted in Section 1 of the handbook, any student opting to complete a professional project for the capstone requirement must complete either an internship or a service learning project. Nonetheless, as part of the practical training emphasis of the program and to support career, professional, and/or academic development, students are strongly encouraged to complete field research or an internship during the summer between their first and second years in the program.

Students are encouraged to begin trying to identify summer internship options during the winter break after their first semester, or early in the spring semester at the very latest, as securing an internship can not only take an extensive amount of time, but many organizations attempt to fill internship positions a number of months in advance of when they begin. Students are responsible for organizing their own transportation and housing, which can also take time. Further information in relation to identifying an internship is included later in this section.

Students should note that an internship can be counted towards meeting program curriculum requirements only if by following all of the procedures and requirements as outlined below and as further specified in the “Internship Guidelines” document on the Center for International Studies website (www.internationalstudies.ohio.edu/student-info/internships.html). Among other things, three separate forms are required – including two prior to conducting the internship and one upon completing the internship – and must be on file with the Center for International Studies for an internship to count towards meeting the program’s graduation requirements.

If conducting an internship outside of the United States, or if an international student wishes to conduct an internship in the U.S., it is typically necessary to follow a number of legal procedures, and related forms with the appropriate signatures, are required. Please review in explicit detail the information included on the “Internship Guidelines” found on the CIS website, as many of these procedures and forms must be approved and signed a number of weeks in advance of embarking on an internship outside of the U.S.

A student does not have to sign-up for internship credits in order to receive recognition for completing an internship that can be counted towards graduation requirements. However, regardless of whether or not a student enrolls for internship credits, all of the following procedures must be followed, and related forms completed and filed, for an internship to count towards meeting graduation requirements. An Administrative Associate in the Center for International Studies will need to confirm that all of the necessary forms are in your file before the Director of the Center for International Studies will approve your graduation. Furthermore, and as referred to above, students should consult the various internship guidelines as outlined in the “Internship Guidelines” on the Center for International Studies website.

In Advance of Conducting Your Internship

1. Initial Approval by Comm Dev Program Director: The first step is to have your internship tentatively approved by the Comm Dev Director. Do this before doing anything else. Steps 2 and 3 will then complete the approval process.
2. **Fill out the Internship Information Sheet:** This should be turned in to the Comm Dev Director, and it must include information such as who will serve as your internship supervisor. The supervisor should work with the organization with which you will complete your internship.

3. At this point, a student should make sure that they will be able to adhere to the procedures and requirements as outlined in the “Internship Guidelines” document on the CIS website (www.internationalstudies.ohio.edu/student-info/internships.html).

4. **Internship Offer Validation and Related Form:** Again before conducting your internship, the internship must be validated by your internship supervisor. This requires having your supervisor complete the **Internship Offer Validation** form. This form will need to be faxed to Yamada House or sent via email to the Comm Dev Director and to an Administrative Associate in the Center for International Studies (Patti Malloy: malloyp@ohio.edu). These forms must be either faxed from the internship organization’s fax number, or emailed from your supervisor’s organizational email address (e.g. not from a Gmail account). The Internship Information Sheet and the Internship Offer Validation forms must both be on file before you begin your internship.

**During/After Completing Your Internship**

5. **Internship Performance Review and Related Form:** After completing your internship, your internship supervisor will need to complete the **Internship Performance Review**. This form should be either faxed to Yamada House, or sent via email from your supervisor’s email account to the Comm Dev Director and to the Administrative Assistant in Yamada House (to WoodL@ohio.edu and to malloyp@ohio.edu)

6. **Internship Paper:** After having completed their internship, students must provide the Comm Dev Program Director with a 2-4 page write-up that describe their internship experience. Students should refer to the “Internship Paper Guidelines” on the CIS website for further ideas about how they might proceed with this write-up

**Identifying Internship Opportunities:** Students are encouraged to identify internship opportunities that directly relate to their long-term career development goals. This may include building certain applied skills and/or working with a particular type of organization. In these regards, students should review organizations of possible interest, including whether or not they offer formal internship programs. Students are encouraged to consult the Comm Dev Program Director for feedback on internship possibilities, and they may also wish to discuss these matters with the Associate Director of the Center for International Studies, Dr. Ji-Yeung Jang. The office of Career Services (www.ohio.edu/careers/students/index.cfm) also has information, resources, and services (such as help with resume writing) that may be helpful. Again it is of note that identifying and obtaining an internship, planning for travel and housing accommodations, and following through on the legal procedures and paperwork that may be required for an internship, is invariably a lengthy process.
**Paid/Unpaid Internships**: Unfortunately, most internships are unpaid – though they can ‘pay off’ in the long term in relation to professional/career opportunities. With this in mind, students are encouraged to consider all benefits – or lack thereof – of a given internship opportunity. If the organization with which a student is conducting an internship does not offer remuneration, there may be other opportunities to obtain related financial support. For example, Ohio University’s Sara Katherine Ullman Memorial Internship endowment provides up to $2,500 to students participating in summer internships with Amnesty International in Washington D.C. Similar types of support is available from organizations other than Ohio University as well.

**Important Notes if Conducting an Internship Outside of the United States**: If an internship will be completed outside of the United States, note that students are required to file paperwork with the Ohio University Office of Education Abroad (www.ohio.edu/educationabroad). Furthermore, when traveling overseas for the summer, students are often required to purchase health insurance, or to demonstrate that they have health insurance. It is imperative that students follow through with addressing all requirements necessary before embarking on travel overseas.

**International Student Summer Travel Grants**: These grants support Ohio University students seeking to enhance their education with an education abroad experience. Awards average $400 and will be applied to awardees’ summer bills to offset the cost of the education abroad program. Many Comm Dev students, including those that have been involved with the Tropical Disease Institute’s summer program, have applied for and been awarded these funds.
A6: RECENT PROFESSIONAL PROJECT AND THESIS TITLES

Titles of Recent Professional Projects

- Engagement in Social Media Factors Affecting Users’ Participation in Communication Related to Cardiovascular Disease in Russia
- Factors Affecting Condom Use Decision Among Female College Students in Malawi
- Healthy Housing for Healthy Living: Formative Research for the Introduction of a Housing Model to Control Chagas Disease in Southern Ecuador (Service Learning – Tropical Disease Institute)
- Khmer Blues (documentary film)
- Revisiting the Past, Reimagining the Future: International Oromo Youth Association (student was actively involved with the Oromo Youth Association)
- Seed Stories of Appalachian Ohio (three short documentary films and website)
- Semiotic Analysis of Chagas Disease in Google (Service Learning – Tropical Disease Institute)
- The Impact of Alcoholism on the Children of Alcoholics in Guyana (research and related website development)
- UU Project – No News Without You, Your Finger is Power: Citizen Journalism Campaign (Internship - UU Project)
### A7: Thesis Timeline

<table>
<thead>
<tr>
<th>First Year - Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin identifying potential research topics.</td>
</tr>
<tr>
<td>By the end of the semester, begin to fully engage academic research that has explored topic(s) of interest to you.</td>
</tr>
<tr>
<td>Identify courses to enroll in for the spring semester that relate to your topic(s) of interest.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>First Year - Winter Break</th>
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</thead>
<tbody>
<tr>
<td>Continue exploring research topic(s). Examine master’s theses and dissertations that have explored similar topics. Determine if you like the nature of academic research, and if you feel enthusiastic about conducting such research. Ask yourself why you want to write a thesis, and if alternative capstone options might be better.</td>
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<tr>
<th>First Year - Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>January: Clarify research topic, including through coursework and reading on your own.</td>
</tr>
<tr>
<td>February-March: For a graduate seminar, utilize the final assignment (somewhat invariably a term paper) as a means to write your proposal’s literature review. Most professors are open to this (at least as part of a final assignment). In conjunction with writing lit review, identify the methodological approach you will use in your research. Your eventual proposal will need to include details about your methodological approach, and related information as well (e.g. interview protocol; survey instrument; etc., depending upon what method you use).</td>
</tr>
<tr>
<td>Mid-March: Determine who you would like to work with as a thesis advisor. Realize that your advisor may want to review multiple drafts of your proposal before agreeing to have you send it to the rest of your committee. Also realize that scheduling committee meetings can take time.</td>
</tr>
<tr>
<td>Late April/May: If you are going to collect data over the summer, defend your proposal at this time.</td>
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<thead>
<tr>
<th>Summer Between First and Second Year in Program</th>
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</thead>
<tbody>
<tr>
<td>Work on proposal if not yet defended. Be sure to stay in contact with your thesis advisor over the summer about your progress so you are ready to defend your proposal in September.</td>
</tr>
<tr>
<td>If you have already defended you proposal, you might be working on your thesis (e.g. collecting data, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year - Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>September: Defend thesis proposal if not yet done so.</td>
</tr>
<tr>
<td>September-December: Working on your thesis while finishing coursework (note that in your final, spring semester, you should likely not be enrolled in any courses, so that you can concentrate solely on completing your thesis).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year - Winter Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan on working extensively on your thesis at this time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year – Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note deadlines from TAD Services. The deadlines are updated every year.</td>
</tr>
<tr>
<td>Early March: To graduate by the end of spring semester, you should have a full draft to your advisor by this time. Plan on your advisor taking at least two full weeks to review; followed by you making (extensive) revisions based upon your advisor’s recommendations; submitting to your advisor again for at least one more review before sending to your committee. This feedback/revision process can take weeks or months.</td>
</tr>
<tr>
<td>Early April: Upon advisor’s approval (and only when approved), send thesis to committee. Give committee two full weeks to read before your oral defense. Schedule your oral defense with committee when sending your thesis.</td>
</tr>
<tr>
<td>Mid-April: Deadline for oral defense. Again, plan on making some (hopefully minor) revisions after defense. Your committee may request major revisions, in which case you will need to work on thesis over the summer.</td>
</tr>
<tr>
<td>Late April: TAD Services formatting deadline (assuming committee requests only minor revisions).</td>
</tr>
</tbody>
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3 Please note that for any given student the timeline may somewhat vary, though the table below provides a reasonable means to estimate the tasks and deadlines involved with successfully completing a thesis. Please also note that in many respects, these deadlines often need to be self-imposed, including based upon the understanding that completing a thesis is largely a function of a student being able to effectively demonstrate the ability to independently conduct research.
APPENDIX B: PROFESSIONAL DEVELOPMENT & STUDENT RESOURCES

This appendix includes a range of information that can be considered a sample of resources that Comm Dev students may wish to refer to in relation to various professional development opportunities and interests. Though this section includes a wealth of resources, it is by no means comprehensive. With that in mind, students are encouraged to explore on an ongoing basis various possibilities associated with their individual interests. Relatively unique and specific professional organizations, publications, and conferences invariably exist in relation to any given student’s somewhat unique interests, and new opportunities tend emerge over time as well.

B1: ACADEMIC AND PROFESSIONAL CONFERENCES

Over time Comm Dev students have presented their work at a range of conferences, many of which are listed in the table on the following page. Current students should always consider presenting their research and/or creative activity at these or similar types of conferences. Furthermore, students should take advantage of all on-campus possibilities for presenting their work, as well as regional conferences that are relatively inexpensive in terms of the transportation costs associated with getting to such conferences. The costs of registering at regional and/or smaller conferences tend to be less expensive as well. In many instances, if a few students in the program wish to attend a nearby conference, the Communication and Development Studies program can pay for the costs of renting a vehicle through Ohio University Transportation Services (gas is included in these rental costs), and hence eliminating much of the travel costs. In coordination with the program Director, students are also encouraged to plan their own events, as funds may be available to support such activities.

B2: FUNDING OPPORTUNITIES

Please contact the Communications and Development Studies Program Director for an extensive list of funding opportunities.

B4: STUDENT ASSISTANCE MATRIX

The tables on the next two pages are information provided by the Allen Student Help Center
### Student Assistance Matrix (SAM)

<table>
<thead>
<tr>
<th>Academic Discipline:</th>
<th>General Determination:</th>
<th>Goal Striving:</th>
<th>Commitment to College:</th>
<th>Study Skills:</th>
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<td>Academic Advancement Center</td>
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<td>Ground Floor, Allen Library (593-2644)</td>
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<td>533 Baker University Center (593-2909)</td>
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<td>- Math Center</td>
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<td>- Career Fairs and other sponsored events throughout the year</td>
<td>- Career Fairs and other sponsored events throughout the year</td>
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<td>- Study skills credit courses</td>
<td>- Study skills credit courses</td>
<td>- Multicultural Resources</td>
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<tr>
<td><a href="http://www.ohio.edu/helpcenter">www.ohio.edu/helpcenter</a></td>
<td>open until 7:00pm Monday-Thursdays, 5:00pm Friday, 1:00pm-5:00pm Sundays when classes are in session</td>
<td>Allen Student Help Center</td>
<td>419 Baker University Center (566-8888)</td>
<td><a href="http://www.ohio.edu/helpcenter">www.ohio.edu/helpcenter</a></td>
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<td>3rd Floor, Hudson Health Center (593-1616)</td>
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<td>3rd Floor, Hudson Health Center (593-1616)</td>
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<td>COM 497A RTV Bldg (597-2197)</td>
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<td>Counseling and Psychological Services</td>
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<td>EDU 124 McCracken Hall (593-4400)</td>
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<td>HHS W364 Grover (593-9334)</td>
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<td>HTC 35 Park Place (593-2723)</td>
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<th>Psychology and Social Work Clinic</th>
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<th><a href="http://www.psych.ohiou.edu/Clinic">www.psych.ohiou.edu/Clinic</a></th>
<th><a href="http://www.psych.ohiou.edu/Clinic">www.psych.ohiou.edu/Clinic</a></th>
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<tbody>
<tr>
<td>002 Porter Hall, (593-0902)</td>
<td><a href="http://www.psych.ohiou.edu/Clinic">www.psych.ohiou.edu/Clinic</a></td>
<td>- Assists with mild to moderate personal, emotional or family difficulties</td>
<td>- Assists with mild to moderate personal, emotional or family difficulties</td>
<td>- Assists with mild to moderate personal, emotional or family difficulties</td>
</tr>
<tr>
<td>- Offers an array of therapy and formal evaluation services</td>
<td>- Offers an array of therapy and formal evaluation services</td>
<td>- Offers an array of therapy and formal evaluation services</td>
<td>- Offers an array of therapy and formal evaluation services</td>
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<th><a href="http://www.sfa.chube.ohiou.edu">www.sfa.chube.ohiou.edu</a></th>
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<th>Allen Library (593-2699)</th>
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<th><a href="http://www.library.ohiou.edu">www.library.ohiou.edu</a></th>
<th><a href="http://www.library.ohiou.edu">www.library.ohiou.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen Library (593-2699)</td>
<td><a href="http://www.library.ohiou.edu">www.library.ohiou.edu</a></td>
<td>- Use the website as a gateway to databases, library catalogs, electronic texts, and other services.</td>
<td>- Consult with an informational professional in person, by phone, through email, or online chat; available up to 24 hours per day</td>
<td>- Use the website as a gateway to databases, library catalogs, electronic texts, and other services.</td>
</tr>
</tbody>
</table>
# Student Assistance Matrix (SAM)

<table>
<thead>
<tr>
<th>Communication Skills:</th>
<th>Social Connections:</th>
<th>Social Activity:</th>
<th>Academic Self Confidence:</th>
<th>Steadiness:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention to others’ feelings and ability to resolve conflict with others.</td>
<td>Campus Life (593-4025) <a href="http://www.ohio.edu/campuslife">www.ohio.edu/campuslife</a></td>
<td>Office of Institutional Equity Crouse House (593-2620) <a href="http://www.ohio.edu/equity">www.ohio.edu/equity</a></td>
<td>Academic Advancement Center Ground Floor, Alden Library (593-2644) <a href="http://www.ohio.edu/academic">www.ohio.edu/academic</a></td>
<td>Counseling and Psychological Services 3rd Floor, Hudson Health Center (593-2616) <a href="http://www.ohio.edu/counseling">www.ohio.edu/counseling</a></td>
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<tr>
<td>Lesbian, Gay, Bisexual, and Transgender Programs Center 350 Baker University Center (593-2039) <a href="http://www.ohio.edu/let">www.ohio.edu/let</a></td>
<td>Campus Life 355 Baker University Center - Information on getting involved on campus: student organizations, leadership, campus events - Improve the quality of community life - Development of responsible leaders</td>
<td>Counseling and support services for students with physical or learning disabilities</td>
<td>- Personal adjustment counseling on a range of topics</td>
<td></td>
</tr>
<tr>
<td>- Serves the entire campus community by offering educational programs about issues relevant to LGBT students, faculty, staff, and the community.</td>
<td>Residence Life and Off-Campus Living 350 Baker University Center (593-4025) <a href="http://www.ohio.edu/reslife">www.ohio.edu/reslife</a> - Assist in the development of health and safety, scholarship, student development, citizenship and diversity</td>
<td>Residence Life and Off-Campus Living 350 Baker University Center (593-4025) <a href="http://www.ohio.edu/reslife">www.ohio.edu/reslife</a> - Assist in the development of health and safety, scholarship, student development, citizenship and diversity</td>
<td>Allen Student Help Center 419 Baker University Center (593-4000) <a href="http://www.ohio.edu/helpcenter">www.ohio.edu/helpcenter</a> - Personal adjustment counseling on a range of topics</td>
<td></td>
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<tr>
<td>Multicultural Center 205 Baker University Center (593-2110) <a href="http://www.ohio.edu/culturalcenter">www.ohio.edu/culturalcenter</a></td>
<td>Campus Recreation <a href="http://www.ohio.edu/recreation">www.ohio.edu/recreation</a> - Provides diverse facilities and programs; experiential learning opportunities - Encourages development of lifelong skills and positive attitudes through recreational activities</td>
<td>Counseling and Psychological Services 3rd Floor, Hudson Health Center (593-1616) <a href="http://www.ohio.edu/counseling">www.ohio.edu/counseling</a> - Personal adjustment counseling on a range of topics</td>
<td>Counseling and Psychological Services 3rd Floor, Hudson Health Center (593-1616) <a href="http://www.ohio.edu/counseling">www.ohio.edu/counseling</a> - Personal adjustment counseling on a range of topics</td>
<td></td>
</tr>
<tr>
<td>- A place where cultural teaching and learning are the focus of all programs and activities</td>
<td>Women's Center 403 Baker University Center (593-9625) <a href="http://www.ohio.edu/womenscenter">www.ohio.edu/womenscenter</a> - Provides opportunities for campus involvement - Promotes awareness, education and advocacy about women, gender and diversity</td>
<td>Women's Center 403 Baker University Center (593-9625) <a href="http://www.ohio.edu/womenscenter">www.ohio.edu/womenscenter</a> - Provides opportunities for campus involvement - Promotes awareness, education and advocacy about women, gender and diversity</td>
<td>Office of Institutional Equity Crouse House (593-2620) <a href="http://www.ohio.edu/equity">www.ohio.edu/equity</a> - Counseling and support services for students with physical or learning disabilities</td>
<td></td>
</tr>
<tr>
<td>- Information on getting involved on campus: student organizations, leadership, campus events - Improve the quality of community life - Development of responsible leaders</td>
<td>Commuter &amp; Adult Student Services 140 Chube Hall (593-1935) <a href="http://www.ohio.edu/university/support/counseling">www.ohio.edu/university/support/counseling</a></td>
<td>Multicultural Center 205 Baker University Center (593-2110) <a href="http://www.ohio.edu/culturalcenter">www.ohio.edu/culturalcenter</a> - A place where cultural teaching and learning are the focus of all programs and activities</td>
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<tr>
<td></td>
<td>Counseling and Psychological Services 3rd Floor, Hudson Health Center (593-2616) <a href="http://www.ohio.edu/counseling">www.ohio.edu/counseling</a> - Personal adjustment counseling on a range of topics</td>
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</tbody>
</table>

**Summary Order**

- Counseling and Psychological Services 3rd Floor, Hudson Health Center (593-2616) www.ohio.edu/counseling - Personal adjustment counseling on a range of topics

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**Document compiled by the Allen Student Help Center 419 Baker University Center 740.566.3888 Updated 10.15.08 /38**
APPENDIX C: LIST OF FORMS

Note: The following forms are included on the Center for International Studies website

Independent Study Forms

☐ Center Independent Study Approval Form
☐ Department Independent Study Approval Form

Internship Forms

☐ Internship Information Sheet
☐ Internship Validation Offer
☐ Internship Performance Review

Comprehensive Exam Forms

☐ Comprehensive Exam Notification of Intent
☐ Comprehensive Exam Reading List
☐ Comprehensive Exam Evaluation Form

Professional Project Forms

☐ Professional Project Proposal Approval
☐ Professional Project Evaluation

Thesis Forms

☐ Thesis Proposal Approval Form
☐ Arrangements for the Oral Examination on the Thesis

Graduation Checksheets (applicability depends upon student’s track)*

☐ Comprehensive Exam
☐ Professional Project
☐ Thesis

Please Contact the Comm Dev Program Director for the following forms

Travel Funding Requests

☐ Travel Support Request Form
☐ Post Conference Report Form

Please note that all students who receive funds from the Comm Dev program (for research, conference travel, etc.) should enroll for direct deposit with the university. This can be done by any student by going to the “Financial Section” in their MyOHIO Student Center.