THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
Studies of Global Media

Online Master's Program
Handbook 2023

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Welcome to the Studies of Global Media Online Master's Program!

The fully online Graduate Program in Studies of Global Media (GLO) offers students methods to critically evaluate relationships among media, the public, and policy makers during rapidly evolving events or issues. Graduates from the Master of Arts in Studies of Global Media will be able to research, analyze, verify and communicate information about critical and complicated domestic and global issues in an effective, ethical and culturally aware manner. We invite you to visit our GLO M.A. website if you have not checked it out already. You also can find Studies of Global Media professors and adjunct professors on the site. We are happy to make introductions to any professors whom you would like to work with in the program.

We offer a 31-unit Master of Arts in Studies of Global Media.

The University of Arizona was founded in 1885. The University of Arizona has more than 49,000 students and 15,550 faculty and staff (3,266 faculty members). The Studies of Global Media (GLO) programs are within the College of Social and Behavioral Sciences (SBS), which has more than 6,000 students. The M.A. program website provides updates and information about faculty, students, admissions criteria, curriculum and career ideas. We also connect students on our listserv and our College: https://sbs.arizona.edu/.

This handbook is designed to help you move through the M.A. GLO program in a timely fashion. To start, students ideally would familiarize themselves as soon as possible with the features of UAccess, found in the Student Center. This is where students will find information about their university account and enrollment, academic planning, registration for classes, financial records at the university and a wealth of other information necessary to manage academic careers at The University of Arizona. If you have any difficulty with this, please feel free to reach out to our graduate program coordinator, Jennifer Bates jmbates@arizona.edu.

Please be sure to consult the following Graduate College sites for information on Graduate College policies and resources:

- Academic Services: http://grad.arizona.edu/gsas
- New and Current Students: http://grad.arizona.edu/new-and-current-students

NETID AND EMAIL

To get started in the program, go to the following site: https://it.arizona.edu/getting-started.

The website contains an online new-student orientation, during which you may create your UA Net ID and set up your UA email account. Your UA NetID verifies your identity when you use many of the online services the University of Arizona provides. This ensures the privacy of your personal information and restricts the use of resources to those for whom they are intended. Email is the official means of communication between the University administration and all students. You are required to have a University of Arizona email account. Important official email notices may be sent to students periodically, and we ask kindly that you monitor your UA email account for such messages.

As a graduate student, you also would benefit from familiarizing yourself as soon as possible with GradPath, which maintains the documentation needed to progress toward the M.A. degree.

The Studies of Global Media (GLO) M.A. [website](#) gives an overview of the program with a synopsis of all of the [courses and requirements](#) to earn your master's degree. Once you are accepted into the program, kindly send a photograph and brief bio to the graduate program coordinator with permission to include you on our website as a GLO M.A. student: <jmbates@arizona.edu>. Current and prospective students will want to know about you!

I. Student Responsibilities

Students are responsible for knowing and fulfilling the program and university deadlines and requirements. Kindly communicate regularly with graduate program coordinator Debbie Cross who can advise you on Graduate College requirements and the procedures for fulfilling them. This also will help you to understand the College of Social & Behavioral Sciences (SBS)/Studies of Global Media (GLO) expectations.

Your professors, instructors and advisors, the Graduate College, fellow students and many others will communicate regularly with you through your University of Arizona email account and the D2L system. Please check your email at least once each day and reply within 24 hours to any messages requiring a response. (If you will be unable to respond due to extenuating circumstances such as travel, kindly set up an automatic reply explaining when the sender can expect a reply).

In addition to the information provided in this Handbook, information about policies, deadlines and necessary forms is available on the Graduate College main website, https://grad.arizona.edu and Graduate Forms and Policies web page: http://grad.arizona.edu/academics/degree-certification/gradpath.

Important dates are identified in the University Master Calendar: http://www.arizona.edu/home/calendars.php.

The Graduate College's Graduate Center provides numerous activities and resources for professional development and support, https://gradcenter.arizona.edu.

II. Advising and Mentoring

Incoming graduate students are initially advised by the graduate coordinator Debbie Cross, who will assist with basic orientation to the Studies of Global Media M.A. program and the university, in general, as well as the steps in the system necessary to move toward completing your M.A. Your academic program contact is Dr. Jeannine Relly who will help with course information and requirements. Incoming students are encouraged to contact Dr. Relly <jrelly@arizona.edu> as soon as possible after admission to start planning.

During your time in the program, you will be shaping your area of interest and deciding how you may want to focus your one-credit Capstone (GLO 698) toward the end of your degree work. As soon as you receive 21 of the 31 credits required in the program, you are able to begin work on your Capstone. Dr. Relly will approve Capstone proposals and will be available to offer input on ideas as you move through the program.

III. GLO Program Requirements*

For the master's degree in Studies of Global Media, **students complete 31 units of credit**, of which:
• 6 units are required courses (GLO 540,[1] GLO 560)
• 1 unit is the required Master's Capstone (GLO 698).
• 24 units (minimum) may be chosen from electives (with five courses, or 15 credits, *minimum,* in Studies of Global Media unless approval has been received from the program for alternatives).

Course descriptions are here: https://journalism.arizona.edu/studies-global-media-ma-degree-requirements. The Studies of Global Media M.A. program is adding new elective courses each year.

TRANSFER CREDIT

Graduate credit earned at approved institutions, if accepted by the SBS/GLO faculty and the Graduate College, may be counted toward the requirements. To be accepted, the student must have earned an A or B in the original course. Grades of transfer courses will not be calculated in The University of Arizona G.P.A. Credit for correspondence courses or extension work from other institutions will not be accepted for graduate credit.

*A total of **six** units may be fulfilled through approved transferred credit. If a student wishes to transfer credits that would be substituted for a required course, the Graduate Committee will evaluate equivalency and may grant the transfer as fulfilling the required course.*

Students who wish to transfer credit must submit the ***GLO Request for Transfer Credits form***, along with a syllabus for each course they wish to transfer, to Dr. Relly for approval. **This should be done no later than the end of six credits completion in the GLO program.** If approved by SBS/GLO, students must complete the ***Transfer Credit form (in GradPath) within two weeks of completion of*** their first six credits in the UA program. For questions, please check with graduate program coordinator Jennifer Bates jmbates@arizona.edu.

REQUIRED COURSES (7 units)

GLO 540: Freedom of Expression and the Right to Information[2] (3 units)
This course provides historical, philosophical, legal, political, societal and cultural perspectives about values related to online and offline freedom of expression and rights to public information in a global context. Freedom of speech, freedom of the press, freedom of association, freedom of expression and movement, and rights to public information among other rights are explored in global, regional and country case contexts. The course also focuses on how freedom of expression and access to public

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[1] In consultation with the Studies of Global Media program program director, students may substitute GLO 555 - Media and Human Rights or GLO 580 - Digital Media Law in a Global Context: Frameworks & Perspectives for the required, GLO 540 - Freedom of Expression and the Right to Information.

[2] In consultation with the Studies of Global Media program academic adviser, students may substitute GLO 555 - Media and Human Rights or GLO 580 - Digital Media Law in a Global Context: Frameworks & Perspectives for the required, GLO 540 - Freedom of Expression and the Right to Information.

information are related and how separately and together, both are situated in countries with varying levels of support. Course content also examines influences of globalization and digitized environments and state and nonstate actors on inhibiting and supporting freedom of expression and information and various interpretations of these concepts, and how, or whether, they translate into practice. The course examines interventions that often are undertaken when freedom of expression and information rights are ignored.

GLO 560: Disinformation and Information Security in a Global Media Context (3 units)

This course explores the history and concepts of disinformation and theories of propaganda to contextualize contemporary issues in cases around the world, where ways of obtaining information have become multifaceted and increasingly complex. The course will include analyzing the dynamics of the spread of online misinformation and disinformation and the growing issue of information security in open and closed media ecosystems in democracies and autocracies. The course also examines environments in which disinformation and information insecurity thrive. Research examining public receptiveness to correcting misinformation and disinformation also will be studied along with various news media organizations, approaches to audience engagement and building awareness about these issues. State and nonstate surveillance tactics targeting media professionals also will be studied. Various tools for verifying information in text, images, video, and audio will be utilized. Methods and processes for securing online information will be explored and applied.

GLO 698: Capstone (1 unit)

The capstone work for the GLO MA may be a professional portfolio, a professional project, academic paper, an internship or some alternative worked out with the program lead professor.

Professional Portfolio allows students to compile a dossier that aggregates and adds to work from the program. This could include, yet is not limited to, a professional biography, updated resume, or CV, writing or multimedia samples, including a website for prospective professional employers.

Professional Project allows those with professional experience in media to complete a media-related or journalistic project for the degree. Those with nonprofit, governmental, intergovernmental or policy work background may write a grant proposal, policy paper, global media studies course development, or other major work for the capstone.

Academic Paper allows those with theoretical, conceptual, and methodological backgrounds to complete a small study for the capstone. **Students selecting this option must have taken a research methods course and ideally, a theory-based course or an alternative approved by the GLO M.A. academic program advisor.**

ELECTIVE COURSES (must take at least 15 units of GLO electives – five courses)

GLO 502: The Future of Media and Technology (3 credits)

In today's world, it is difficult to imagine media separate from technology, given how intertwined the two are. This course examines this intersection and influence of media over technology, and vice versa, in a little more detail. Specifically, this course delves into the various facets of this intersection and relationship and what that means in terms of the media people use, the technology they use and the kind of discourse and society they create as a result of digital affordances and advances. Students explore topics such as media and technology as democratic tools and/or instruments of power,

theories related to media technology and learning about different media systems and emerging technological systems prevalent in the global North and South. Students will delve into the importance and influence of social networks at a deeper level than what they may already be familiar with, how WhatsApp is increasing in influence and almost representing the digital global divide, the issue of disinformation and fake news and how advances in artificial intelligence may well influence the future of media.

GLO 503: Media and Global Terrorism (3 units)
This course investigates the history of acts of state and non-state terror, the interplay between terrorism around the world and media content about acts of terror and terror groups. The course analyzes the varying ways terrorism has been defined and how this impacts news coverage. Course content also focuses on how news media portray terrorism and terrorists, and how that impacts public perception. Through case studies, film, readings, and in-depth research, the class will explore the dynamic interplay among global media elites, local and citizen media, social media and terrorist entities. The use of propaganda and new forms of digital media by terror groups and other entities also will be explored as will global norms for responding to these phenomena.

GLO 505: Media & Climate Change (3 credits)
From human health to vanishing species, climate change is one of the major challenges facing people around the world. A vast majority of scientists agree that human-made climate change is a major factor threatening the planet's future, but they worry that measures to stop or modify climate change are not taken seriously enough. What role do media play in this respect, and what role can they play in the future to communicate climate science and alert people of the challenges? How can media connect people's everyday experiences to the global climate processes? Our exploration of different types of media will take us on a global odyssey into how media portray the problem, its causes and effects, what the future holds and what can be done.

GLO 507: Digital Engagement across Media Sectors (3 credits) [in development for summer 2023]
This course explores the history of audience research and how it relates to contemporary theory and practice in a global context. Students will compare audience strategy and analytics methods both qualitative and quantitative as they apply to social media content, one-off digital content, and media campaigns. The course practices conceptualizing global audiences across media sectors and will focus on analyzing individual, influencer, organizational, industry sector, and social levels of engagement. Applied activities will explore how strategies differ for inbound engagement, particularly SEO, versus outbound engagement on various social platforms. Students will study social implications of mass strategy and analytics applications, run and analyze a social media engagement campaign, identify key performance indicators, craft and disseminate messages and measure levels of success.

GLO 530: Social Movement Media in a Global Context (3 units)
This course surveys the history and functions of social justice media to contemporary times around the world. Students will consider the theoretical and practical frameworks of social justice media, which serve a swathe of social movements involving human and civil rights, education, labor, immigration, globalization, feminism, environmentalism, ethnic and racial equality, transgender rights, and global inequity. The course provides students with the historical and theoretical frameworks necessary to evaluate and publish social justice media.

GLO 535: Media Ethics and Representation in a Global Context (3 units)
This course provides a framework to think critically about media's obligations to the public. Analyses examine ethical philosophies as they relate to both citizen-driven media and professionals' roles and responsibilities in various societies and governmental systems around the world. Through case studies, readings, lectures, documentaries and individual research, students will explore ethics questions related to cultural bias, political and economic pressure, diverse representation, accuracy, privacy, national security, and other pressures on news media in countries around the world.

GLO 545: Media, War and Peace (3 units)
This course examines the rapidly-shifting arena of armed conflict and political violence in an intensively and expansively mediated era. It explores traditional news media, culture and ethics in covering war and the more recent impact of technological transformations, focusing on new digital and social media forms employed by all actors. Through case studies, film, readings, and in-depth research, the class will explore the dynamic interplay among global media elites, local and citizen media, military communication, and state and non-state actions with intelligence gathering, security and propaganda, and the intersection of all this with public understanding of the conflict from within and without. It will also consider the character and value of "peace journalism" and the roles various media forms might play in conflict escalation or in resolution, reconciliation and community-building.

GLO 550: Media and Environment (3 units)
This course examines how the global broadcast, print and digital news media cover major environmental news and issues around the world and how news media investigations have led to change. The course also highlights the complicated nature of environmental reporting, including interacting with myriad stakeholders, assessing risk, interfacing with scientific uncertainty, and racing against deadlines and extinctions.

GLO 555: Media and Human Rights (3 units)
This course is the study of the role and responsibility of national, transnational and social media in promoting human rights and cultural understanding, and in documenting human rights violations at varying levels, such as government oppression, civil or political turmoil, armed conflict, ethnic cleansing, and genocide. Conversely, it will also examine the role of human rights instruments and monitoring in protecting media workers and rights to free expression. Through audio, visuals, readings, discussions and case studies, students will develop the skills needed to identify, understand and critically evaluate abusive situations and to analyze the character of media coverage of human rights challenges and the global impact of, and response to, the coverage.

GLO 565: Science Misinformation, Disinformation, Media & the Public (3 credits)
In this course we will explore science disinformation, misinformation, the media, and the public. We will begin by examining the hallmarks of science (as compared to pseudoscience and non-science) including the concept of falsifiability. Next, we will discuss the "public understanding of science" and why it is important. We will also study historical examples of science mis/disinformation including the ill-informed 19th century theory of climatology called "rain follows the plow," the early twentieth century eugenics movement, the Andrew Wakefield autism/vaccine controversy, and other instances of pseudoscience or non-science masking as real science. You will learn about the science of science communication and why people are vulnerable to science mis/disinformation. You will read about and discuss modern problems that impact our understanding of science including the use of pre-print servers where scientific information that has not yet been peer-reviewed is published. We will discuss why some members of the public do not trust experts and expertise and you will

learn for yourself hallmarks to look for in distinguishing scientific experts from non-experts. You will also learn how to speak to science deniers and others who question the reliability and accuracy of scientific information. You will cultivate scientific habits of mind and develop a toolbox of tips, tools, and skills with which you can arm yourself against science dis/misinformation.

GLO 570: Documentary Studies (3 units)
This course will begin with a selective overview of the history of documentary media beginning in the 1920s. The aim of the course will be to familiarize students with a multi-cultural global perspective of documentary work by comparing and contrasting efforts from Europe, Africa, the Middle East, Asia, Latin America and North America. The documentary genre has long focused on social, cultural, political, economic and environmental issues. By emphasizing a global comparative viewpoint of these issues, students will come away with a broad perspective that no longer emphasizes a media environment solely driven by western points of view.

GLO 580: Digital Media Law in a Global Context: Frameworks & Perspectives (3 credits)
This course will take you on a global journey through the law of digital communications, including but not limited to free speech v. hate speech, intellectual property, defamation, privacy, the right to be forgotten, access to information, media regulatory mechanisms and frameworks promulgated by governmental bodies, as well as those regulatory mechanisms and frameworks used by non-governmental bodies (such as the platform "law" concept used by Facebook and Twitter.) You will learn about comparative historical and theoretical legal concepts important to media professionals and responsible digital citizen-scholars.

GLO 575: Media Entrepreneurship and Innovation (3 credits)
Individuals who are inclined to start their own media company, or want to create a new product or service within existing media companies, or they simply want to learn what it takes to become a media entrepreneur, then this course will help start them off on the path. In seven weeks, students will work towards creating and presenting a new media venture, news media venture or a digital product as their final deliverable. Along the way, they will gain knowledge about, and practice, the skills they will need to create their entrepreneurial offering. To that end, students will cover foundational topics such as the increasing digital priorities of information, media and news media industries, and their tilt towards innovation, entrepreneurship and intrapreneurship. Students will learn what these terms mean and the differences between them. They will get an overview of media entrepreneurship as understood and practiced within the United States, and they will learn about the different kinds of media startups and products launched by people. Students will hear from people who have successfully launched their media startups, as well as those who launched new media offerings in the market but failed to find any success. They will learn about the challenges in entrepreneurship—and there are many—such as getting funding for a new business or idea and making decisions in uncertain conditions. Most importantly they will learn to identify their market, research the need for their new venture/product and research their competition. The students will learn to write a business plan that not only explains their new idea/venture but also the market, the competition, the revenue model and their strategy for the project's sustainability. This business plan will serve as students' final deliverable for the course.

GLO 590: Media and Humanitarian Crises (3 units)
This course examines the role and responsibility of global news organizations, local media and citizen-based social media in reporting on humanitarian crises that may stem from natural disaster, climate change, the impact of globalization, conflict or social upheaval. This course explores the

dynamic interaction among news producers, relief organizations, policymakers, the public and those directly affected by humanitarian crises.

GLO 599: Independent Study (1-3 credits)
An individual studies course taught on an individual basis. Qualified students working on an individual basis with professors who have agreed to supervise such work. Undergraduate and graduate students doing independent work with instructor oversight will register for credit under course number GLO 599.

CONTINUOUS ENROLLMENT POLICY

A student admitted to the GLO M.A. must register each Fall and Spring for a minimum of three graduate units from original matriculation until all degree or certificate requirements are met. We offer continuous coursework every seven weeks through summers. New graduate students may join the program at six entry points a year. Summer registrations are strongly encouraged but not required.

Students may apply for a leave of absence for up to two consecutive semesters if they are unable to meet the continuous enrollment requirements. Please plan to work with the as early as possible to discuss options.

MASTER'S PLAN OF STUDY

In conjunction with the student's advisor, each student is responsible for developing a Plan of Study as early as possible, to be submitted to the Graduate College using GradPath by the end of the second semester of enrollment.

The Plan of Study identifies (1) courses the student intends to transfer from other institutions; (2) courses already completed at the University of Arizona which the student intends to apply toward the graduate degree; and (3) additional course work to be completed to fulfill degree requirements. The Student must complete the *Master's Plan of Study form (in GradPath).* There is a Plan of Study fee ($35). This is a one-time fee; it will not be billed again even if your graduation date changes.

COMPLETION OF GLO M.A. PROGRAM – REQUIREMENTS

For dates by which requirements must be met to graduate in a particular semester, refer to the deadline pages, available online at the Graduate College website, https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines. All outstanding fees need to be cleared before the final completion date. Any financial encumbrances will delay mailing of the diploma and transcripts. Contact the Bursar's office, Room 208, Administration Building or 621-3232.

All grades must be submitted for Incompletes and current semester coursework must be received before the degree is considered completed. A student must be in good academic standing with a minimum 3.0 cumulative GPA at the time of completing degree.

IV. GLO and Graduate College Policies and Practices

Below is a listing of policies that are not covered elsewhere in this handbook.

ADMISSIONS POLICY FOR THE GLO GRADUATE PROGRAM

The GLO Executive Committee makes recommendations to the Graduate College regarding admissions. The Graduate College reviews all recommended applicants to confirm they meet graduate admissions criteria before sending admits the certificate of admission. For GLO, the primary question in assessing applicants for admission is whether or not the committee believes the applicant is capable of successfully completing graduate-level work. The committee will recommend any candidate it views as qualified within the maximum number of students approved to be admitted each year by the Executive Committee.

Criteria for Admission: Academic Excellence
As evidenced in:
a) Statement of Purpose
b) Letters of recommendation – one is required
c) Transcripts
d) GPA. To be competitive for admissions, applicants must achieve a GPA of at least 3.0 for the M.A.

Note: International Students are required to submit English Proficiency test scores (such as TOEFL or IELTS).

GRIEVANCE PROCEDURES
Many of the problems that students face in the transition to graduate school have to do with negotiating a new and complex system. Concerns and confusion about what is expected at each stage, how to manage time, how to focus topics, or how departmental, college, or university decisions are made are common. If a student is experiencing a problem or has a concern, that student should first ask their advisor for clarification and advice. Keeping lines of communication open between faculty and students is the most important step to take to keep grievances to a minimum.

Nevertheless, even with open communication, students sometimes feel their concern is not satisfactorily addressed. In the event that a student feels they have been wronged, these are the steps to take.

STEP 1: PROFESSORS/ADVISORS
If the concern is about a particular class, speak with the professor. If the issue is not related to a specific class, or if you have not been able to resolve the issue with the professor, discuss the problem in detail with Professor Relly or the School of Journalism director. Try to work together to come to a resolution.

STEP 2: School of Journalism Director of Graduate Studies
If, for any reason, an adequate understanding cannot be reached with the professor or advisor, students should bring their concern or grievance to the Director of Graduate Studies. Try to work together to come to a resolution. If the problem persists, the Director will advise the student on the appropriate next action to take.

STEP 3: EXECUTIVE COMMITTEE
Grievances that have to do with the program itself (i.e. course requirements, protocol) that could not be resolved, need to be addressed in writing to the School of Journalism Graduate Program Executive Committee. The Committee will consider the appeal, discuss the issue, and make a recommendation to the lead professor with the GLO M.A. program.

If the problem concerns a grade and no understanding has been reached after steps 1 & 2, the Director will advise the student on the University of Arizona's grade appeal procedure which can be found in the UA General Catalog, https://catalog.arizona.edu.

The Graduate College also maintains a Grievance Policy. The policy and detailed procedures can be found at: http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy.

See also: https://grad.arizona.edu/policies/academic-policies/summary-grievance-types-and-responsible-parties

As noted on the Graduate College grievance summary page, there are many issues not addressed by their policy and procedures:
   Allegations of gender (including sexual harassment), racial, ethnic, religious and sexual orientation discrimination; these are dealt with by the Office of Institutional Equity.
   Grade appeals, procedures for which are available in General Catalog or from the Graduate College Associate Dean for Academic Affairs. (Grade appeal procedures apply to course grades; appeals of comprehensive examination or oral defense results follow the general Graduate College Grievance Review Procedures.)
   Complaints against University employees and students that are covered by provisions of the University Handbook for Appointed Personnel ("UHAP"), the Staff Personnel PolicyManual ("SPPM"), and the Student Code of Conduct.
   Graduate College petitions requesting waivers of policy are not addressed through the general Graduate College Grievance Review Procedures; students may file such petitions through GradPath. Students may appeal denials of petitions by writing directly to Associate Dean, Janet Sturman of the Graduate College.
   The University Ombudsperson is also available to assist students with concerns and complaints.

INCOMPLETES
The grade of "I" for "Incomplete" may be awarded only at the end of the course when all but a minor portion of the coursework has been satisfactorily completed.

Graduate students should make arrangements with the instructor to receive an Incomplete grade before the end of the course.

Instructors are encouraged to use the Report of Incomplete Grade form as a contract with the student. On the form, the instructor states: (1) which assignments or exams should be completed and when; (2) how this work will be graded; and (3) how the student's course grade will be calculated. Both the instructor and student sign this agreement and both should retain copies. For details, see https://www.registrar.arizona.edu/grades/incomplete-i-grade

As a matter of Graduate College and Registrar policy, graduate students have a maximum of one calendar year to remove an Incomplete. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the student's grade-point average. If the coursework cannot be completed within one year, the student may petition to extend the Incomplete. This petition must be submitted before the grade converts to an "E."

PETITIONS

A student who believes, with good academic reason, that they deserve redress or exception to Graduate College rules, regulations, or policies can formally petition for an exception. A petition form must be submitted to the Graduate Student Academic Services via GradPath, explaining all relevant facts. Such petitions must be accompanied by supporting documents and a letter of support from the student's Advisor, Director of GLO, and required signatures. Please visit the following page to view resources for various kinds of petitions.
https://grad.arizona.edu/gsas/gradpath/graduate-petition-and-graduate-petition-user-guides

SATISFACTORY ACADEMIC PROGRESS

Graduate College Satisfactory Progress Policies:
http://grad.arizona.edu/academics/policies/academic-policies/satisfactory-academic-progress

GLO Policy on Satisfactory Academic Progress:
This policy establishes a minimum standard for satisfactory academic progress. It does not describe or indicate the full extent of academic accomplishments and expectations that each student will strive to achieve in the course of their professional development. Satisfactory academic progress simply requires that students complete the various requirements of the program successfully and in a timely manner. During coursework, the student must maintain a minimum 3.0 GPA. Individual students may complete courses at a slower than usual pace for their coursework to accommodate specific personal circumstances (such as child or elder care responsibilities). It is expected that students enroll in a minimum of three credits in each of the Fall and Spring semesters. Consult with Professor Relly if the minimum credits are not possible in a given semester.

Planning your degree completion is important for those who are aiming for getting the M.A. in one year. Having said that, please note that the faculty does NOT expect students to complete within one year; the course completion schedule is up to the student.

The Graduate College expects master's students to complete their degree within a maximum of 6 years. https://grad.arizona.edu/policies/academic-policies/time-degree

TIME EXTENSIONS

Under special circumstances, requests for leaves or extensions need to include an explanation of the reasons for the request and a detailed plan for completing the degree.

If a leave of absence request is not approved by the GLO Executive Committee and submitted to the Graduate College before the semester for which they are being requested, students will be required to pay for registration for that semester before they can complete the program. Failure to do so will result in financial penalties per the Graduate College's Continuous Enrollment Policy.

Compelling reasons for extension or leave of absence include:
• birth or adoption of child
• medical reasons
• military duty
• financial hardship
• visa difficulties
• other personal or family reasons

V. Funding and Other Resources

https://grad.arizona.edu/funding
https://grad.arizona.edu/diversityprograms/funding
https://grad.arizona.edu/ofce/funding-101

The Social and Behavioral Sciences Research Institute (SBSRI) provides support for identifying and applying for funding from diverse sources outside the UA. They also offer a variety of small grants programs that offer seed money for projects and support the grant and fellowship application processes. http://sbsri.sbs.arizona.edu/

A wide variety of professional organizations provide listings of grant and fellowship opportunities relevant to particular academic disciplines or interdisciplinary fields. Online research is encouraged.

CAREER SERVICES
There are a variety of online job boards through which students may find job opportunities. In addition, we encourage students to make use of Career Services. The staff there is happy to work with students individually and in groups. For more information on what they have to offer, see: http://www.career.arizona.edu/students/.

COMMENCEMENT
For information on Commencement details, visit the UA Commencement Website http://commencement.arizona.edu/ and the SBS Convocation Website https://sbs.arizona.edu/events/sbs-convocation-phd-and-masters-graduates
Please note that online students may attend commencement in person if they so choose.

COMPUTING
NetID and Email
As mentioned in our welcome section, to get started in the program, go to the following site: https://it.arizona.edu/getting-started Email is the official means of communication between the University administration and all students. You are required to have a University of Arizona e-mail account. Important official e-mail notices may be sent to students periodically, and it is your responsibility to monitor your UA e-mail account for such messages.

Getting Help with Computing
University Information Technology Services http://www.it.arizona.edu.

Office of Student Computing Resources (OSCR)
The Office of Student Computing Resources (OSCR, pronounced "Oscar") was established in 2004 to help students get the most out of UA computing technology. OSCR provides access to a wide range of computing tools and support services in general-purpose computing labs (open to UA students, faculty, and staff) and electronic classrooms spread across campus. Visit https://it.arizona.edu/or call 621-OSCR (6727)

Computer Labs Around Campus
https://oscr.arizona.edu/node/4 If you are in the Tucson area, you can make use of these computer labs as you need them.

DISABILITY RESOURCES

Disability Resource Center (DRC)
http://drc.arizona.edu/
The Disability Resource Center and the University of Arizona are committed to facilitating full access for students with disabilities through consultation with faculty and the provision of reasonable accommodations. The first step in the process is meeting with a Disability Specialist and presenting documentation of a disability. The Disability Specialist's role is to review documentation and consult with students and faculty regarding reasonable accommodations.

Strategic Alternatives Learning Techniques (SALT) Center
http://www.salt.arizona.edu/
The Strategic Alternative Learning Techniques (SALT) Center promotes the achievement of individuals with learning and attention challenges. Through a student-centered model, SALT provides comprehensive services to maximize student success and support the University of Arizona community. We collaborate with community-based organizations that facilitate learning and enrollment in higher education. We initiate and pursue innovative practices designed to partner with and serve the people of Arizona and the global community.

THE GRADUATE AND PROFESSIONAL STUDENT COUNCIL (GPSC)

The GPSC was created to promote the causes and concerns of the graduate student body, to create and foster programs beneficial for growth and interaction, to disburse funds for the benefit of professional development, and to serve as the representative body and voice at the University of Arizona, the University of Arizona Administration, and the Arizona Board of Regents on behalf of graduate and professional students.

The GPSC provides **travel grants** and other types of funding to graduate students. For more information see: http://gpsc.arizona.edu/travel-grants

THE GRADUATE CENTER

The University of Arizona Graduate Center is a resource for graduate students and postdoctoral scholars. Its programs and partnerships across campus are designed to help develop inclusive leadership skills and collaborative opportunities. They support academic units by providing professional development that increases success both within and beyond the Academy.
https://gradcenter.arizona.edu/home

HUMAN SUBJECTS PROTECTION PROGRAM

Information about the Human Subjects Protection Program and Institutional Review Board, including certification, procedures, and forms, is available at this web site:
https://rgw.arizona.edu/compliance/human-subjects-protection-program

INTERNATIONAL STUDENT SERVICES

The mission of the Office of International Student Programs and Services is to coordinate comprehensive programs and services for international students in residence at UA that foster positive experiences at the University of Arizona and in the United States. They serve as representatives and advocates for international students, providing liaison with UA campus academic and administrative departments, local, state and federal agencies, foreign agencies, and various organizations and members of the Tucson community. Online students are welcome to investigate this website as well: https://global.arizona.edu/iss

SBS RESEARCH INSTITUTE (SBSRI)

http://sbsri.sbs.arizona.edu/
SBSRI is a unit in the Dean's Office which promotes and supports research. They have Pre-Doctoral (and Doctoral) Grants, as well as workshops for grant writing. They also have listings and contact information for numerous grant and fellowship programs.

GRADUATE WRITING RESOURCE

The online Graduate Writing Resource contains useful information about academic writing, from overcoming procrastination to composing a literature review: http://www.gwr.arizona.edu/
The Graduate Center also has a Writing Resources page
https://gradcenter.arizona.edu/articles/2016/11/survive-and-thrive-building-your-writing-skills

THE UNIVERSITY LIBRARY

The University of Arizona Library maintains a resource page for graduate students.
http://new.library.arizona.edu/grads

WHO CAN HELP ME WITH…?

Do you have a question about something GLO related? Start with the graduate coordinator!
Jennifer Bates, graduate coordinator
Email: jmbates@arizona.edu
TEL: 520-621-9616
Office: Marshall Building, Room 344

Professor Jeannine Relly, director of M.A.
Email: jrelly@arizona.edu
Office: Marshall Building, Room 326

VI. Forms and Progress Tracking

GRADPATH
GradPath is the Graduate College's nearly paperless degree audit process. Students will be able to fill in and submit forms online through UAccess Student. Forms have some automatic checking built in that will prevent common errors (e.g., typos in course numbers, illegible faculty names, etc.). There is also some built-in logic to notify students when there is a problem with their form, such as courses outside our time limit. Such messages include links to policy.

During your time in the Studies of Global Media M.A. program, you will fill out at least three required forms in *GradPath*: 1) Responsible Conduct of Research Form, 2) Master's/Specialist Plan of Study, and 3) Master's/Specialist Committee Appointment Form – *required for every master's or specialist student whether or not that student has a committee.* Students who transfer graduate credit from outside of the university, also complete the Transfer Credit form. If you need any assistance, feel free to contact graduate program coordinator Debbie Cross debbiecross@email.arizona.edu.

Once a student has submitted a form, the automated workflow engine will route the electronic forms to everyone who needs to see or approve them—each approver is notified by email when a form is awaiting review and approval, with a link in the email to go straight to the form. The Workflow Approval Path shows you where the form has been, the action taken, and where it is going.

Approvals progress through all the routing in a section before progressing to the next, and each section has at least one approval group. The approval group may contain a single name or may have multiple approvers. Click on the blue link in any approval group to see more details regarding the person/people in the group. You can also go to any form and View Current to see the path. FAQ for students: https://grad.arizona.edu/gsas/gradpath/faq?audience=35

GLO Request for Transfer Credits
Name:
Name of Institution:
GLO Transfer Credit
Graduate credit earned at approved institutions, if accepted by the GLO executive committee and the Graduate College, may be counted toward the requirements. To be accepted, the student must have earned an A or B in the original course. Grades of transfer courses will not be calculated in the University of Arizona G.P.A. Credit for correspondence courses or extension work from other institutions will not be accepted for graduate credit. Please note that if you are from a school on the quarter system, transferred credits count for 2/3rds of our semester units (convert quarter units to semester units by multiplying the number of quarter units by .67).

Students who wish to transfer credit must submit an "*Evaluation of Transfer Credit*" form, along with a syllabus for each course they wish to transfer, and a statement of approval from their advisor to the Director by the beginning of their second semester. The Director may bring the proposal to the Executive Committee for final approval. If approved by the department, student must submit the "*Evaluation of Transfer Credit*" to the Graduate College within two weeks after the end of their first six credits.

List course(s) you would like to transfer and select whether you would like it to count as an elective or required course.
Elective Required: GLO

Elective Required: GLO
Student Signature Date
Advisor Signature Date
Director Signature Date

Studies of Global Media Program Graduate Student Annual Progress Report

The student should fill out this form in consultation with Dr. Relly. The student should attach to this form a CV and one-page narrative description of progress, accomplishments and future plans. The narrative should note the significance of items added to the CV that year. It should discuss the next steps the student intends to take in their own professional development. In addition, the advisor should attach a brief letter or narrative, signaling their approval of the report as written by the student and offering their own perspective on the student's progress.

Please submit to Graduate Program Coordinator within 30 days of a completed year in the program (365 days).

Student: Date of review:
Date started program:
Required GLO courses (9 units) and elective courses that will be completed by the end of this Academic Year. (Do not include courses for which you have or anticipate taking an Incomplete)

IMPORTANT LINKS
Meet the Studies of Global Media faculty**.** Graduate students are asked to follow the policies and procedures for the UA Graduate College and the Studies of Global Media M.A. Program.

University of Arizona Graduate College: http://grad.arizona.edu/
GradPath forms, academic services, policies, contacts, resources, deadlines, funding

University of Arizona Graduate College: http://grad.arizona.edu/new-and-current-students
Child care services and family-friendly information, professional development, health and wellness.

University of Arizona General Catalog: http://catalog.arizona.edu/
Comprehensive information related to academic programs, including schedule of classes, course descriptions, deadlines, academic calendar, registration and graduate policies

Academic integrity: https://deanofstudents.arizona.edu/policies/code-academic-integrity
Students taking courses for credit are subject to this code of academic integrity.

Responsible Conduct of Research: http://www.orcr.arizona.edu/ Policies and procedures that promote the safe, legal and ethical conduct of research