Ph.D. Program in Communication, Information and Library Studies

Student and Faculty
2015-2016
Ph.D. Handbook

SC&I Dean
Jonathan Potter

Ph.D. Program Director
Marie L. Radford

Area Coordinators
Communication – Galina Bolden
Library and Information Science – Nicholas Belkin
Media Studies – Phil Napoli

Program Administrative Assistant
Joan Chabrak

Office of the Ph.D. Program
School of Communication and Information
Room 214
4 Huntington Street
New Brunswick, NJ 08901-1071
(848) 932-8742

Ph.D. Program Website:
comminfo.rutgers.edu/phd

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INTRODUCTORY NOTE

It is my great honor to be the Director of the Ph.D. Program in Communication, Information and Library Studies (CILS) at the School of Communication and Information (SC&I). Our interdisciplinary program of doctoral studies encompasses three areas: Communication, Information and Library Science, and Media Studies. The Graduate School-New Brunswick (GSNB) has 59 doctoral programs, with our CILS program being the third largest, enrolling over 90 students. This Ph.D. Handbook and our policies are in compliance with those of the GSNB, however, we have autonomy in specific program requirements which have been crafted to provide the highest level of scholarly integrity for our students.

Our CILS Ph.D. Program is regarded by our peers as being highly ranked, with an outstanding faculty who are widely published, exceedingly productive and frequently cited. Many of our faculty members have won prestigious awards for their teaching and scholarship.

This CILS Ph.D. Handbook provides a guide to our students and prospective students, the faculty, and those administering the program. It is a supplement to the GSNB Handbook (http://gsnb.rutgers.edu/sites/gsnb/files/gsnb_handbook.pdf) and provides an overview of course requirements, policies, procedures, and forms.

This 2015-2016 Ph.D. Handbook incorporates curricular changes voted by the Ph.D. faculty in previous years and should be used by all Ph.D. students and faculty. It includes the changes in requirements that have taken effect for students who entered since fall 2014 and highlights these changes in tables. For each of these changes a table has been included, in the right column is the information for students entering since fall 2014. In the left column is the information for students who entered prior to fall 2014. With this in mind, please make sure you are reading the correct information, given your starting date, as well as your chosen area of study.

As Ph.D. Director, I'm looking forward to the coming academic year, to welcoming our newest Ph.D. students, and to continually nurturing an intellectually challenging and engaging scholarly community for all students and faculty. Let me know if you have any questions or suggestions to contribute, I am always interested in your ideas!

Marie L. Radford, Program Director

Email: mradford@rutgers.edu; Office: 848-932-8797

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OVERVIEW

About the Ph.D. Program

The Ph.D. Program in Communication, Information and Library Studies (CILS) in the School of Communication and Information (SC&I) at Rutgers, The State University of New Jersey, provides doctoral training for students seeking theoretical and research skills for scholarly and professional leadership in the fields of communication, library and information science, journalism and media studies. The unique combination of communication, information, and media in a single program helps prepare students to address key questions in our society in the 21st century. The CILS program is officially offered through the Rutgers' Graduate School-New Brunswick (GSNB). GSNB enrolls nearly 4,000 students in 59 doctoral programs and 57 master’s programs. With approximately 50 faculty members and over 90 students currently enrolled, the CILS Ph.D. Program is the third largest GSNB doctoral program. To learn more about GSNB, see http://gsnb.rutgers.edu/about/about-graduate-school%2E%28E2%80%93new-brunswick.

The focus of the program is on the nature and function of communication, information and media institutions, policies, processes and systems—and their impact on individuals as well as social, organizational, national, and international affairs. Interdisciplinary approaches to these issues are strongly supported and encouraged in the program. The program is especially well suited for those interested in the interaction between new information and communication technologies, the individuals who use them, and the social, cultural and political systems in which they are embedded. However, students with more narrowly aligned disciplinary interests (e.g., organizational communication, interpersonal communication, health communication, library management, journalism, and critical/cultural studies in communication) will also find that this program serves them well.

Areas of concentration: Communication (COM), Library and Information Science (LIS), and Media Studies (MS)

About the School (SC&I)

The School of Communication and Information (SC&I) at Rutgers is a leader in research and teaching within the disciplines of communication, information and media (http://comminfo.rutgers.edu/). The School was created in 1982, when the Graduate School of Library and Information Studies and the School of Communication Studies (with its Departments of Communication and Journalism and Mass Communication) merged. That alliance has contributed to the School’s status as a leader in responding to the information revolution and the fast-paced changes occurring in the fields of journalism and media studies, communication, and library and information science.

SC&I is home to a community of scholars who enjoy and excel at educating individuals who make lasting contributions to the interdisciplinary study in the above three areas. Our faculty includes scholars who are nationally and internationally known for their basic and applied research that focuses on contemporary communication, information, and media-related problems. Their work involves a mix of behavioral and social scientific, historical, and humanistic approaches. Our educational, research, and scholarly activities are informed by the philosophy that the subject matter of communication, information and media processes, practices, policies, and institutions places people, rather than technologies, first.

About Rutgers

Rutgers, The State University of New Jersey, is a leading national research university and the state’s preeminent, comprehensive public institution of higher education. As an institution strongly committed to graduate education and research, Rutgers University provides graduate programs of exceptional quality taught by a distinguished faculty. Chartered in 1766, Rutgers is the eighth-oldest institution of higher education in the United States. Today, it is one of the nation’s largest state university systems, with an enrollment at the New Brunswick, Newark, and Camden campuses with more than 65,000 students from all 50 states and more than 115 countries — with 20,267 graduate students, and more than 24,400 faculty and staff.

Rutgers teaches across the full educational spectrum: preschool to precollege; undergraduate to graduate; postdoctoral
fellowships to residencies; and continuing education for professional and personal advancement. Rutgers Biomedical and Health Sciences is a major new health care education, research, and clinical division.

Rutgers is the sole university in the United States that is a colonial college, a land-grant institution, and a public university. The university draws on a storied legacy of innovation and strong ties to a complex and diverse state to serve the public through education, research, health care, and community engagement. Rutgers is the only public university in New Jersey in the Association of American Universities (AAU) (http://www.aau.edu/). Of the thousands of universities in North America, just 62 are AAU members, recognized for the quality and scope of their research and educational programs. Rutgers and Princeton are New Jersey’s only AAU institutions.

Students who choose Rutgers join a university with high standards, diverse faculty and students, excellent library facilities and computer resources, and a full complement of academic and cultural activities. In addition to the variety of attractions that New Jersey has to offer, Rutgers’ proximity to both New York City and Philadelphia is a notable asset for those who enjoy the opportunities these major metropolitan centers afford.

About Computing, Library & Research Facilities

Computing Facilities
All students receive email accounts and have direct access to word processing, database and statistical software as well as on-line information services through the general SC&I computer system. In addition, the School has other extensive computer facilities, including instructional labs with Macintosh and PC computers for Ph.D. student use, a dedicated graduate student computer lab, and state-of-the-art computer research facilities.

Library Facilities
The Rutgers library system, with its holdings of more than three million volumes and expansive e-resources, ranks among the nation’s top twenty-five research libraries. Alexander Library, next to the School, has extensive holdings in the areas of emphasis within the program. More information can be found at: http://www.libraries.rutgers.edu/.

Research Facilities
The School has general research laboratory space, and a dedicated suite of rooms for observing, monitoring, recording and analyzing human-human and human-computer interaction, as well as an interaction lab, to supporting a range of research activities in the School. We are continuously expanding our research and information technology capacity.
About Academic Integrity

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic honesty and the successful administration of this policy depend on the mutual cooperation of faculty and students. Dissemination of the Academic Integrity Policy to all faculty, staff, and students will ensure that all members of the community are informed about academic integrity.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

Students committing acts of academic dishonesty not only face university censure but also run a serious risk of harming their future educational and employment opportunities. In addition to the notation for a specific sanction placed on the student’s transcript and which remains for the term of the sanction, prospective employers and other educational institutions frequently use recommendation forms that ask for judgment and comment on an individual’s moral or ethical behavior. Since such forms are sent with the permission of the student, University faculty and administrators knowledgeable of academic dishonesty infractions are ethically bound to report such incidences. In all cases in which a grade of “F” is assigned for disciplinary reasons, moreover, the “F” will remain on the student’s transcript, even if the course is retaken and a passing grade is achieved.

The program adheres to the above stated University policy on Academic Integrity. All students (and faculty) should familiarize themselves with the full statement of the University’s concern with academic dishonesty and also its guarantee of a fair procedure for resolving complaints of academic dishonesty by consulting the following online information sources.

University Academic Integrity Policy for Students:

http://academicintegrity.rutgers.edu/

About Avoiding Plagiarism

Avoiding plagiarism is vital to assuring academic integrity. Plagiarism will not be tolerated and this then means that all students should fully understand what counts as plagiarism. Please consult the document “Avoiding Plagiarism: Mastering the Art of Scholarship”, available as an online link at the above Academic Integrity Policy site, developed by the University of California, Davis, Office of Student Judicial Affairs.
About Graduate School-New Brunswick (GSNB) Policies and Procedures

In addition to academic integrity, it is the student's responsibility to keep informed of Graduate School policies, procedures and deadlines. Topics covered online by the Graduate School-New Brunswick include:

- Academic Integrity
- Academic Standing
- Registration and Course Information
- Student Records and Privacy Rights
- Student Residency for Tuition Purposes
- University Code of Student Conduct
- University Policy Prohibiting Sexual Harassment
- University Policy on Equal Opportunity and Affirmative Action
- Graduate School-New Brunswick Policies and Procedures

These topics may be consulted at: http://catalogs.rutgers.edu/generated/nb-grad_current/
Students in the Ph.D. Program in Communication, Information and Library Studies may elect to focus their study in any of the following areas of concentration:

- Communication (COM)
- Library and Information Science (LIS)
- Media Studies (MS)

The program encourages students whose interests fall across these three areas to develop an individual plan of study in consultation with the program director, area coordinators, and their advisor.

**Communication (COM)**
Communication emphasizes the study of the nature, diversity, and impact of communication on individuals, groups, and institutions within society. Five interrelated core areas reflect the scholarly interests of the communication faculty: Communication and Technology, Interpersonal Communication, Health Communication, Language and Social Interaction, and Organizational Communication. Problem-oriented research at the intersection of these areas includes a variety of prominent contemporary topics, such as social networks, social media, online privacy and anonymity, children's media use, community health programs, health campaigns, doctor-patient interaction, family involvement in palliative care, global teams, organizational change, corporate social responsibility, and institutional leadership. Multiple centers and labs provide various opportunities for doctoral students, including the Center for Communication and Health Issues, the Center for Organizational Development and Leadership (ODL), the Network Science (NetSCI) Lab, and the Collaboratory for Organizing and Social Media (COSM).

**Library and Information Science (LIS)**
Library and Information Science provides a strong academic foundation for students seeking theoretical and research skills for scholarly and professional leadership in the library and information fields. LIS offers concentrations in information science and library science. Information science focuses on information behavior and systematic responses to it. Students in this area develop an understanding of and research capability in human information-seeking activity, information retrieval systems, and information and knowledge structures. Library science concentrates on digital, as well as physical, libraries and information centers as part of a diverse global information environment. The concentration considers the design, management, and evaluation of information systems and services responsive to users’ information and cultural needs. Ph.D. students in the LIS area must have two areas of study. With the assistance of their advisors, students select a relevant second area from one or the other areas of the Ph.D. program or from elsewhere in the University. Research Labs and Centers provide various opportunities for doctoral students, including CISSL (Center for International Scholarship in School Libraries), the Knowledge Institute, the InfoSeeking Lab, and the SALTS Lab (Laboratory for the Study of Applied Language Technology and Society).

**Media Studies (MS)**
Media Studies is concerned with the political, social, psychological, and economic impact of the media, as well as with the cultural and historical conditions that give rise to contemporary media. The area includes the study of both the “traditional” mass media and newer electronic technologies and telecommunications. Research and coursework cover media content and effects; audience reception and interpretive processes; the emergence of audiences understood in terms of race, age, gender, class, and politics; the sociology and production of culture; communication law, regulation, and policy; and the media’s roles in political and international communication and in educational systems.
PROGRAM REQUIREMENTS

Overview
The Ph.D. degree is granted upon completion of course requirements, passing evaluation of the qualifying examination, and successful defense of the doctoral dissertation. Requirements discussed in this section include:

Master’s Level Statistics Competency

Course Requirements
1. Core Requirements
   Core Courses
   Research Practicum
2. Program Area Requirements
   Communication (COM)
   Library and Information Science (LIS)
   Media Studies (MS)
3. Transfer of Approved Master’s Degree Course Credits
4. Dissertation Research Credits
5. Grading Policy
Policy on Incomplete Grades
Qualifying Examination Requirement
Dissertation Requirements
Timelines for Completing Requirements

All students are encouraged to involve themselves with faculty research as early as possible with multiple and varied research experiences. Doctoral students are required to attend program-sponsored colloquia, regularly held on select Friday afternoons throughout the academic year. Students are encouraged to also take advantage of the many additional colloquia, conferences, lectures, symposia and workshops scheduled each year, not only at SC&I but throughout the university, and at the many other fine research universities in the surrounding metropolitan area. As an additional part of one’s doctoral preparation, students are expected to actively submit to and present at various regional, national, and/or international scholarly conferences relevant to their research.

Statistics Competency
The program faculty members expect students entering the program to have achieved master’s level competency in statistics. This competency is a prerequisite for enrollment in Quantitative Research Methods (16:194:604), a program methods course option for all students.

Students who have not successfully completed graduate level coursework in statistics, or feel unsure about their statistical competency, are strongly encouraged to enroll in a master’s level statistics course as soon as possible. However, credits earned in master’s level statistics do not count toward the program’s course work credit requirements. Possible courses at Rutgers include (but are not restricted to):

17:610:511: Research Methods
16:960:532: Statistical Methods in Education II

See the appendix for information about some of the specific statistical competencies students are expected to have before enrolling in 604 (though the course instructor’s expectations may vary somewhat from this).
The Ph.D. program requires the completion of a minimum of 81 credits of course work, including 57 credits of graduate course work and 24 credits of dissertation research. Course work credits are as follows:

- 15 credits of program core requirements
- 18 credits within the student’s selected area of study within the program
- 24 additional credits of graduate course work (including, but not limited to, master’s degree transfer of credits)

Upon completion of at least 57 total course credits, including the fifteen credits of core requirements, at least eighteen credits of course work as approved by the program area, and the 24 additional credits (including the transfer of no more than 24 credits from a master’s program as approved by the program area and program director), the candidate is eligible to take the qualifying examination (see later section).

1. Core Requirements

### Students entering prior to Fall 2014

The interdisciplinary core requirements include 15 credits of course work, including four three-credit core courses (12 credits), the successful completion of one research practicum (3 credits), and attendance at the Ph.D. Colloquia. With the exception of the zero credit colloquium, and dissertation research credits, all courses are three credits.

### Students entering since Fall 2014

To earn a Ph.D. degree, students must complete a minimum of 33 credits of doctoral-level coursework (or 36 if the student’s selected area of study is LIS) and accumulate 24 credits of dissertation research (or 27 if the student’s selected area of study is MS). In addition, Ph.D. candidates must have completed a minimum of 12 credits of graduate coursework (or up to 24 credits if the student’s selected area of study is COM), which can be transfer credits from their master’s degree.

Course work credits are as follows:

- 6 credits of program core requirements
- 27-30 credits within the student’s selected area of study within the program (LIS requires 30 credits)
- 12-24 additional credits of graduate course work including, but not limited to, master’s degree transfer of credits (LIS and MS allow for transfer of up to 12 and COM up to 24 transfer credits)
- 24-27 dissertation research credits (MS requires 27 credits)

Upon completion of program core requirements (6 credits), requirements within the student’s selected area of study within the program (27-30 credits, as required by the respective area of study), and the additional graduate credits from a master’s program (including the transfer of up to 12 or up to 24 as approved by the respective area and program director), the candidate is eligible to take the qualifying examination (see later section).
### Core Courses (12 credits)

**REQUIRED:** 16:194:600: Colloquium (0 cr.) – Taken during each semester of course work  
**REQUIRED:** 16:194:601: Communication, Information and Media Theory (3 cr.)  
**REQUIRED:** 16:194:602: Research Foundations (3 cr.)  

**2 OF 3 REQUIRED:**  
16:194:603: Qualitative Research Methods (3 cr.)  
16:194:604: Quantitative Research Methods (3 cr.)  
16:194:605: Interpretive Research Methods (3 cr.)

### Research Practicum (3 credits)

**16:194:608: Research Practicum (3 cr.)**  
This requirement is met by a student registering for this course with a member of the program faculty who has agreed to supervise the student's participation in a research project of interest. Some semesters, prior to registration for the next semester, faculty who would like to supervise one or more Research Practica will publicly announce the topics and/or projects in which they are interested; in many cases, students are expected to contact faculty directly with practicum projects/ideas. The expected outcome of the Research Practicum is a paper (single or co-authored) submitted to a recognized conference or refereed journal. The results of the Research Practicum will be presented by the student at a Ph.D. Poster Session Colloquium typically held at the end of each semester (see online for additional guidelines).

### Core Courses (6 credits)

**REQUIRED:** 16:194:600: Colloquium (0 cr.) – Taken during each semester of course work  
**REQUIRED:** 16:194:601: Communication, Information and Media Pro-seminar (3 cr.)  
**REQUIRED:** 16:194:608: Research Practicum (3 cr.)

### First-Year Pro-seminar (3 credits)

**16:194:601: Communication, Information, and Media Pro-seminar (3 cr.)**  
The pro-seminar addresses nature of communication, information, and media processes and their role in individual, social, and institutional behavior. Particular emphasis will be on the conceptual linkages between communication, information, and media processes, as well as theory and meta-theory. Panels will alternate between interdisciplinary and area-specific topics featuring CILS program faculty as speakers. Pro-seminar will include topics in professional development, academic integrity, responsible and ethical conduct of research, intellectual property. Students will pass Human Subjects Certification Program as part of the course.

### Research Practicum (3 credits)

**16:194:608: Research Practicum (3 cr.)**  
This requirement is met by a student registering for this course with a member of the program faculty who has agreed to supervise the student’s participation in a research project of interest. Some semesters, prior to registration for the next semester, faculty who would like to supervise one or more Research Practica may publicly announce the topics and/or projects in which they are interested; in many cases, students are expected to contact faculty directly with practicum projects/ideas. The expected outcome of the Research Practicum is a paper (single or co-authored) submitted to a recognized conference or refereed journal. The results of the Research Practicum will be presented by the student at a Ph.D. Poster Session Colloquium typically held at the end of each semester (see [http://comminfo.rutgers.edu/phd-program/handbook.html](http://comminfo.rutgers.edu/phd-program/handbook.html) click on Guidelines for Research Practicum Presentations bullet)
# Communication (COM)

<table>
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<tr>
<th>Students entering prior to Fall 2014</th>
<th>Students entering since Fall 2014</th>
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<tr>
<td>Ph.D. students in the COM Area select a major and minor focus of study. Twelve credit hours are required for the major area and 6 for the minor. With the assistance of their advisors, students may designate major and minor areas that fit their interests. These may include foci within the Communication Area (e.g., organizational communication, social interaction, mediated communication, or health communication), but are not limited to these areas of communication study. Students may choose as a minor area one of the other areas of the Ph.D. program. Alternatively, students may choose a minor area elsewhere in the University. A qualifying exam in each area will be taken once the student has completed all course work.</td>
<td>Ph.D. students in the COM Area select a major and minor focus of study. All students are required to take Research Design (3 cr.) and Foundations of Communication Theory (3 cr.) as area requirements and two specialized methods courses (6 cr.). 15 credit hours (5 electives) are required in two content areas. With advisor assistance, students may designate major and minor areas fitting their interests. These may include foci within COM (e.g., communication and technology, interpersonal communication, health communication, language and social interaction, or organizational communication), but are not limited to these areas of COM study. Students may also choose as a minor area one of the other areas of the Ph.D. program, or programs elsewhere in the University. A qualifying exam in each area will be taken once the student has completed all course work. All qualifying exam questions will contain a methods component.</td>
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**Core Methods Restriction:**

Must take 604

Must take at least one of either 603 or 605

**Required Courses (any 2 of the following 3):**

- 16:194:620 Interpersonal Communication (3 cr.)
- 16:194:621 Organizational Communication Research (3 cr.)
- 16:194:633 Mediated Communication (3 cr.)

**Elective Courses (several courses under the following general headings):**

- Topics in Social Interaction (e.g., Basic Structures of Social Interaction, Persuasion and Social Influence, Communication and Gender)
- Topics in Organizational Communication (e.g., Conflict and Collaboration, Dynamics of Global Organizations, Leadership, Organizational Change, Communication Networks)
- Topics in Mediated Communication (e.g., Mobile Communications, Communication Design, Work and Technology)
- Topics in Health Communication (e.g., Health Campaigns, Interpersonal Health Communication, Professional Practices and Issues of Health)
- Topics in Communication Theory

**NOTE:**

**Course number will be assigned. Initially, the course will be taught as Topics in Communication.**
Students entering prior to Fall 2014

Ph.D. students in the LIS Area must have two areas of study. Study in LIS must consist of at least twelve credits, and study in the second area must consist of at least six credits. With the assistance of their advisors, students select a relevant second area from one of the other areas of the Ph.D. program or from elsewhere in the University. The LIS Ph.D. Area curriculum is structured around five "themes": Human Information Behavior; Information Retrieval, Language and Communication; Information Agencies and Artifacts; Learning, Youth, Information and Technology; Social and Community Informatics. Ph.D. students in the LIS area may choose to specialize in any of these themes. Courses within these themes will be offered on a regular basis, and students will select courses in consultation with their advisor.

Core Methods Restriction: Two of three core methods courses required, combining 604, and either 603 or 605, one of which may count toward LIS or secondary area credits.

Courses Required For All Students in the LIS Area:
- 16:194:610 Seminar in Information Studies (3 cr.)
- 16:194:612 Human Information Behavior (3 cr.)

Courses Recommended for All Students in the LIS Area: Students should take at least two other courses in the LIS area (six credits) in addition to the required LIS area courses from among the five themes. Some examples of courses include:
- 16:194:614 Information Retrieval Theory (3 cr.)
- 16:194:619 Experiment and Evaluation in Information Systems (3 cr.)
- 16:194:641 Information Policy and Technology (3 cr.)
- 16:194:656 Theories and Issues in Library Studies (3 cr.)

Students entering since Fall 2014

Ph.D. students in the LIS Area must have two areas of study. Study in LIS must consist of at least twelve credits (4 courses, including Research Foundations, Seminar in Information Studies, and Human Information Behavior), and study in the second area must consist of at least six credits (2 courses). With the assistance of their advisors, students select a relevant second area from one of the other areas of the Ph.D. program or from elsewhere in the University. The LIS Ph.D. Area curriculum is structured around five “themes”: Human Information Behavior; Information Retrieval, Language and Communication; Information Agencies and Artifacts; Learning, Youth, Information and Technology; Social and Community Informatics. Ph.D. students in the LIS area may choose to specialize in any of these themes. Courses within these themes will be offered on a regular basis, and students will select courses in consultation with their advisor.

Methods:
Students must take three methods courses (9 cr.). Quantitative Research Methods (16:194:604) (3 cr.) is required. Students must choose either Qualitative Research Methods (16:194:603) (3 cr.) or Critical Research Methods (16:194:605) (3 cr.) or can take both (6 cr.). If both are taken, one of these (3 cr.) may count toward LIS or secondary area credits. Alternatively, an advanced Ph.D. methods course (3 cr.) can be taken from elsewhere in the university, if the student chooses either 603 or 605, but not both.

Courses Required For All Students in the LIS Area:
- 16:194:602 Research Foundations (3 cr.)
- 16:194:610 Seminar in Information Studies (3 cr.)
- 16:194:612 Human Information Behavior (3 cr.)
- Two additional courses in LIS (6 cr.)
- Two additional courses outside of LIS (6 cr.)

Courses Recommended for All Students in the LIS Area:
Students should take at least two other courses in the LIS area (6 cr.) in addition to the required LIS area courses. Some examples of courses include:
- 16:194:614 Information Retrieval Theory (3 cr.)
- 16:194:619 Experiment and Evaluation in Information Systems (3 cr.)
- 16:194:641 Information Policy and Technology (3 cr.)
- 16:194:656 Theories & Issues in Library Studies (3 cr.)
Students entering prior to Fall 2014

Students in the Media Studies Area must take 18 credits approved for the area, including one three-credit required course, three of six additional three-credit area courses, and two three-credit elective courses approved by the area. With the assistance of their advisors and the area coordinator, students may designate major and minor areas that fit their interests. Students may choose as a minor area one of the other areas of the Ph.D. program. Alternatively, students may choose a minor area elsewhere in the University. A qualifying exam in each area will be taken once the student has completed all course work.

Core Methods Restriction: None beyond program requirements.

All Students in the Area must take the following
Required Three-Credit Course:
16:194:631 Media Theory (3 cr.)

Three Courses from among the Six 3-Credit Courses
Listed Below:
- 16:194:660 Audience Studies (3 cr.)
- 16:194:662 Media Criticism (3 cr.)
- 16:194:663 Media History (3 cr.)
- 16:194:664 Media and Culture (3 cr.)
- 16:194:665 Media and Politics (3 cr.)
- 16:194:666 Social Construction of News (3 cr.)

Two 3-Credit Elective Courses
The remaining two courses (six credits) may be taken from the Media Studies Area, from other areas within the Ph.D. program, or from other courses at the University, as approved by the student’s advisor.

Students entering since Fall 2014

Students in the Media Studies Area must take 27 credits, including two required 3-credit courses (Media Theory and Critical Research Methods); three 3-credit area courses from courses listed as Contemporary issues in Media Studies (i.e., 16:680-684 Topics in MS I-V); and, three 3-credit elective courses approved by the advisor. With the assistance of their advisors and the area coordinator, students may designate major and minor areas that fit their interests. Students may choose as a minor area one of the other areas of the Ph.D. program, or may choose a minor area elsewhere in the University. A qualifying exam in each area will be taken once the student has completed all course work.

Methods:

Students must take Critical Research Methods (16:194:605) (3 cr.) and one additional methods course to be determined in consultation with the student’s advisor (3 cr.)

All Students in the MS Area must take the following Required Courses:

- 16:194:631 Media Theory (3 cr.) Course needs to be taken in the first semester of study.
- 16:194:680-684 Topics in Media Studies I-V (Contemporary Issues in Media Studies) (9 cr.)

Students must take three Media Studies area courses (9 credits) from a list of courses under the general heading “Contemporary Issues in Media Studies.” Their titles and descriptions will be circulated before registration each semester.

Three 3-Credit Elective Courses:
The remaining three courses (9 cr.) can be taken from any department at the University or from any school in the consortium (with approval). At least one of these MUST be a course in one of the other areas in the CILS Ph.D. program, as approved by the student’s advisor.

3. Transfer of Approved Master’s Degree Course Credits

Students entering prior to Fall 2014

Up to 24 credits may be transferred from master’s level courses taken elsewhere or at SC&I. Students should consult their advisor before applying for transfer of credits. The program director will then recommend to the graduate school which and how many courses are approved for transfer. It is not uncommon to limit transfer credits to 18-21 hours (depending on the program area and individual student circumstances). Transferred courses must be

Students entering since Fall 2014

Up to 12 credits may be transferred from master’s level courses taken elsewhere or at SC&I for students in the Library and Information Science or Media Studies concentrations, and up to 24 credits of graduate coursework can be transferred by students in Communication area of concentration. Students should consult their advisor before applying for transfer of credits. The program director will then recommend to the Graduate School which and how many courses are
Theoretical or research-based courses in Communication, Information Science, Library Studies, Media, or closely related fields. Students must have received a B or better on any course work to be transferred, and courses should have been taken within the previous six years. Applied or professional courses (such as internships, video production or news writing) are not acceptable. For further information, request a copy of the transfer credit policy from the Graduate School.

The Application for Transfer of Credit (see: Ph.D Website Handbook & Key Forms tab) should be completed and submitted to Joan Chabrak in the Program Office as soon as the student has finished 12 hours of doctoral studies in the program. Failing to do so in a timely manner could result in additional coursework requirements and/or delays in taking qualifying exams.
4. Dissertation Research Credits

<table>
<thead>
<tr>
<th>Students entering prior to Fall 2014</th>
<th>Students entering since Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must complete a minimum of 24 credits of dissertation research under the supervision of their dissertation advisor. Credits are variable; the number taken during a particular semester should reflect the degree of involvement of the student and faculty during that semester. Once a student has passed his or her qualifying examination the minimum billable registration required is one research credit per semester.</td>
<td>Students must complete a minimum of 24 credits of dissertation research under the supervision of their dissertation advisor. For students in Media Studies area, the minimum is 27 credits. Credits are variable; the number taken during a particular semester should reflect the degree of involvement of the student and faculty during that semester. Once a student has passed his or her qualifying examination the minimum billable registration required is one research credit per semester.</td>
</tr>
</tbody>
</table>

5. Grading Policy

The Graduate School-New Brunswick allows the following grades to be given for course work:

- **A** Superior work of the highest standard, mastery of the topic
- **B+** Very good work, substantially better than the minimum standard, very good knowledge of the topic
- **B** Good work, better than the minimum standard, good knowledge of the topic
- **C+** Minimum standard work, adequate knowledge of the topic
- **C** Work barely meeting the minimum standard, barely adequate knowledge of the topic
- **F** Wholly inadequate work
- **IN** Incomplete

**NOTE:** Temporary incompletes are not allowed.

For research credits, which are taken after the qualifying examination has been passed, the grades are:

- **S** Satisfactory
- **U** Unsatisfactory

The Graduate School allows nine (9) credits offered in partial fulfillment of the requirement for the doctorate (and for which letter grades have been given) to bear grades of C or C+ (with no more than six (6) credits with the grade of C). However, it is generally considered unacceptable to receive a C or C+ in this program—and students who do so may be advised to consider withdrawing from the program.

Policy on Incomplete Grades

In general, faculty and students are strongly discouraged from granting or requesting incompletes in a course; such grades should only be given when circumstances beyond the control of the student necessitate additional time for completion of assignments. When an Incomplete grade is given, the incomplete work may be made up, and the change of grade may be authorized by the instructor, within any period agreed to by the instructor and the student **up to two additional terms beyond the original course registration**, excluding summer session. Incomplete grades generated in a summer session must be completed by the end of the following summer session.

Any student who has more than one Incomplete will be allowed one semester to reduce the number to one (or none), after which he or she will not be allowed to register for additional courses until these are completed or “abandoned”. (“Abandoned” refers to a situation in which the student has agreed that the course may no longer be completed and the program has agreed to allow the student to continue with Permanent Incompletes on his or her record.)

Qualifying Examination Requirement

Completion of course requirements does not guarantee a passing mark on the qualifying examination. Students are expected to read well beyond required course readings in preparing for the qualifying examination. Prospective candidates for the doctorate should understand that they will not ordinarily be permitted to proceed to the qualifying examination unless their record in course work shows evidence of distinction, meaning, in general, a B+ or better average, and their coursework has
Qualifying exams cover the areas of coursework specialization (as stipulated in each program area). The qualifying exam consists of both a written and oral portion. The written portion (involving two questions covering two distinct areas of study) is take-home with a limit of ten days for the student’s completion from the day the examination commences. The oral portion of the exam is scheduled after the written exam is submitted to an examination committee of four faculty members who serve as readers of the written portion. If a student does not pass any portion of the exam, one additional opportunity is provided for the student to retake the exam.

- The functions of the qualifying examination are: to determine that the student is adequately prepared to embark on the research required for producing a dissertation; and, that the student has sufficient knowledge to be a member of the academy in the student’s discipline.

- The qualifying examination consists of two portions: the written and the oral. Typically, students are given the written examination questions on a Friday morning, and submit their answers to the questions on a Monday ten days hence. Exam dates are determined by the student and his or her committee, but should not be conducted past the 12th week of each semester without approval from all committee members. Within two weeks of submitting the written answers, the oral examination is scheduled.

- The written portion of the qualifying examination for all students consists of answers to two different questions. Each question must be read by at least two examiners, and there must be at least four different examiners in total. The four examiners constitute the examination committee.

- Each program area determines for itself what the questions cover, within the constraints of the program description for that area. Library and Information Science (LIS) requires that students study in two areas: an LIS area, and an area from outside LIS. This means that the student must answer one question relevant to each of the two areas in which s/he has studied. In Communication, students must have a major and minor area of study. These may include foci within the Communication area: organizational communication, social interaction, mediated communication, or health communication; but are not limited to these areas of communication study. Students may choose as a minor area one of the other areas of the Ph.D. program, or a minor elsewhere in the university. In Media Studies, there is no requirement to study in more than one area, so the two questions may cover whatever aspects of Media Studies the examination committee considers relevant.

- For cases in which the student is to answer a written qualifying examination question in an area different from the program area, at least one examiner of that question must be from that area. For instance, if the other area is from outside the School of Communication and Information (SC&I), then at least one of the examiners must be a member of the graduate faculty of that other area. Or, if the other area is from within SC&I, at least one of the examiners must be a member of that program area.

- The number of questions that are set, from which the student chooses two to answer, is decided by the program area: a typical pattern for areas which require students to study in two areas is two questions for each area, the student choosing one from each of the two.

- The examination committee consists of the chair, determined by mutual agreement of the student and the faculty member, and at least three other examiners, chosen by the chair in consultation with the student.

- The members of the examination committee may set questions that are generally relevant to the student’s research interests and/or course of study; or they may set questions that are relevant to the examined area as a whole. Such decisions made by the examination committee, within any constraints that may be set by the program area.

- The oral portion of the qualifying examination is led by the chair of the examination committee, and includes all four members of that committee. In this portion of the qualifying examination, the members of the examination committee pose questions to the candidate, on the subjects of the written questions and/or on subjects related to the areas in which the student is being examined.

- There are three options when evaluating each exam question: Pass, Revise, or Fail. At the conclusion of the oral portion of the qualifying examination, the members of the examination committee decide if the student has successfully passed one or both questions, or if the student will have to provide additional written work for one or both areas (Revise option), or if the student has failed one or both questions. When both questions are passed, the student receives a Pass and is admitted to candidacy for the Ph.D. (they will sign the Candidacy Form and give it
back to the student to return to the Ph.D. Office). The Revise option allows the student to rewrite the answer(s) or provide additional written work related to the same question(s), which would need to satisfy the student’s committee (but with no additional oral exam). This is appropriate when the student has not demonstrated satisfactory performance, but has not failed the question (and could pass with additional revisions). One month is allowed for satisfactory revisions (which then results in a “Pass” for that question or questions); failure to do a satisfactory revision results in a “Fail” for that question or questions. **There can be only one revision, and that will be a pass/fail decision.** The Fail option requires the student to re-sit the examination in those areas where the student has not achieved a Pass, including an additional oral exam. A minimum of three favorable votes is needed before one is considered to have passed some or all of the examination. One must ultimately pass both questions to Pass the qualifying exams.

- Additional instructions: The committee members will receive a copy of the exam and a copy of the evaluation form, and will bring it with them to the oral exam. A copy of the form from each committee member will be given to the student after the oral exam, unless the committee decides it would not be helpful for the student to receive feedback in that form. The committee chairs should bring the student’s Candidacy Form to the oral exam.

- Re-sitting the examination means providing new questions for the required area(s), submission of answers to the question(s), and an oral examination in the area(s). The two examiners for each question read the new papers and participate in the new oral portion of the examination. If the student has failed in respect to both questions all four examiners participate in the reading of the new questions and in the new oral portion of the examination. **Students may re-sit the qualifying examination only once.**

### Dissertation Requirements

After the Qualifying Exam is passed, these procedures are to be followed:

1. **Selection of Dissertation Chair**

In consultation with the program director or area coordinator, the student identifies members of the Ph.D. faculty appropriate to serve as chair given the research topics of interest. The student consults with these individuals, and a chair is determined through process of mutual selection and with final approval of the program director.

2. **Selection of Additional Committee Members**

The chair and student select three additional faculty members to serve on the dissertation committee. The chair and candidate finalize the committee. A committee consists of the chair plus at least two members from the CILS program faculty and one member outside of SC&I, or outside of the University, as appropriate to the dissertation topic. The proposed committee is subject to review and approval by the program director. Additionally, when proposed committee members are not members of the Rutgers University graduate faculty, a CV must be reviewed by the program director who then forwards it to the Dean of the Graduate School for final approval. When approved, a formal letter of invitation and appointment is issued by the Graduate School-New Brunswick. Please allow at least two-weeks lead time for such review.

3. **Preparation of the Dissertation Proposal**

With the guidance of his or her chair and the committee, the candidate prepares a formal Dissertation Proposal, which will normally include a statement of the research problem and/or rationale for a proposed project, an overview of relevant literature, alternative research methods that might be employed, a statement as to the value of the proposed project, the research protocol, and a bibliography. When the chair is satisfied that the proposal is acceptable in general, the chair schedules a meeting of the committee for purposes of formally reviewing, approving, or suggesting further modification needed in the proposal. The evaluation process includes an oral examination by the chair and committee members. When the proposal is acceptable to the chair and committee, they indicate approval by signing the Dissertation Proposal title page. (See example here: [http://comminfo.rutgers.edu/phd-program/handbook.html](http://comminfo.rutgers.edu/phd-program/handbook.html) and click on Dissertation Title Page bullet) A copy is given to the director to be kept on file in the Ph.D. Program Office. The topic of the Dissertation Proposal cannot be changed, subsequent to its approval, except in extraordinary circumstances when adjustments are approved in consultation with the chair and committee members and with the approval of the program director.

4. **Public Presentation of the Dissertation Proposal (optional)**

When the Dissertation Proposal has been formally approved by the committee, the dissertation chair and candidate may
select a date for presentation of the Dissertation Proposal at a Ph.D. Colloquium. Multiple approved dates are available
during the fall and spring semesters, and students should sign up for a presentation date through the program office. The
signed proposal must be filed with the program office at least one week before the presentation is made. The presentation
should include highlights from the proposal document and also allow for a question and answer period (approximately 30
minutes total, depending on number of presenters).

5. Final Committee Meeting

When the candidate has completed the dissertation to the satisfaction of the chair, a draft is circulated to the entire
committee. At least four weeks must be allowed for committee members to read the dissertation. Throughout the process, the
candidate is encouraged to consult with the committee as appropriate. The chair checks with all committee members. At this
point the chair may elect to ask the candidate to prepare a revised draft for circulation to the committee. If all members feel
that the draft is at a point where a defense is appropriate, the defense is scheduled. Any revisions, additions, or changes
called for by the chair or committee, which arise out of the meeting, are made by the candidate, and a final draft of the
dissertation is prepared.

6. Final Approval by Committee and Chair

When the chair and committee are fully satisfied that the dissertation is complete in a final form, they formally acknowledge
their approval by signing the title page. Formal approval and sign-off by the chair and committee must be done after all have
reviewed the final draft with any changes and revisions completed. When approved, the candidate submits one (1) copy of
the completed dissertation to the Office of the Ph.D. Program. A check in the amount of 40 dollars (note that this amount may
change) to cover the cost of binding must accompany the copy.

7. Public Presentation/Defense and Program Director Approval

The program director, in consultation with the candidate and the chair, schedules a public presentation/defense, which is
open to faculty, students, and friends. This is usually scheduled as part of the 600 Ph.D. Colloquium series on Friday
afternoons. The candidate also provides 30 copies of the "Abstract" with an attached biographical sketch for distribution to
the program faculty and students. (See guidelines in the appendix in the Ph.D. Faculty/Student Handbook.) This must be
done four weeks before the Graduate School-New Brunswick deadline for final submission of all degree information. These
deadline dates are set by the Graduate School-New Brunswick.

The presentation should include highlights from the dissertation document and also allow for a question and answer period
(approximately 30 minutes total). Following a satisfactory presentation/defense, the program director indicates final approval
of the dissertation by signing the Candidacy Form (available from the Program Office, and online from GS-NB), which the
candidate must return to the Office of the Graduate School-New Brunswick. See Dissertation Public Presentation Guidelines
here: (http://comminfo.rutgers.edu/phd-program/handbook.html click on link).
Timelines to Completing Program Requirements

Typically, students taking coursework enroll in three courses each semester (a minimum of two per semester is required for part-time students). Taking fewer courses than this will substantially add to one’s degree completion time and requires special permission from the Ph.D. program director that can be granted only under special circumstances that need to be documented. It is the view of the program faculty that a student must be immersed in doctoral studies to properly attain this education, and taking one course per semester simply does not facilitate that. Students are bound in terms of the 7-year rule for assessment of progress in the program regarding the proposal and dissertation defense. The dissertation proposal approval/defense is a Graduate School requirement, and is approved under the same conditions as stated in the CILS program documentation.

1. Dissertation Proposal

Within 12 months of completion of the qualifying exams, a dissertation committee must be formed, and a Dissertation Proposal developed. Students may request the opportunity to present their final proposal at a Ph.D. colloquium in consultation with their advisor and the Ph.D. program director. Students will have 12 months from the successful completion of their qualifying examination to obtain approval of the final dissertation proposal from the full committee.

2. Seven Year Required Completion of all Requirements for the Ph.D. Degree

The GSNB specifies that all requirements for the Ph.D. degree, including successful defense and presentation of the dissertation, be completed within seven years of matriculation. The GSNB Seven Year policy on completion of the dissertation applies to full-time and part-time students. Under exceptional circumstances, extensions may be granted by GSNB, upon application and support by the advisor and approval of the Ph.D. Director. It is the student’s responsibility to file for such extensions, which must be approved by the program Director and GSNB. There are additional constraints imposed on students taking more than 10 years to complete their doctorate. The program is structured in a way that should allow all doctoral students to complete their studies within the seven-year window (and ideally much sooner).

Sample 4-Year Program Completion Timeline for Students Entering since Fall 2014

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Semester</th>
<th>Coursework/Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Fall</td>
<td>601, 2 Area Requirements</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>603 and/or 605, additional methods course, 1 or 2 Area Requirements</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>File for transfer of credits at end of semester; select initial advisor if one not assigned; planning for Practicum</td>
</tr>
<tr>
<td>Year 2</td>
<td>Fall</td>
<td>608 (Practicum), 604 if required, 1 or 2 Area Requirements</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2 or 3 Area Requirements, Present Practicum findings</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Prepare Qualifying Examination</td>
</tr>
<tr>
<td>Year 3</td>
<td>Fall</td>
<td>Take and Defend Qualifying Examination</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Dissertation Proposal Approved</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Work on Dissertation</td>
</tr>
<tr>
<td>Year 4</td>
<td>Fall</td>
<td>Dissertation Draft Completed</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Dissertation Finished/Defended/Presented</td>
</tr>
</tbody>
</table>

*Timeline assumes 9 credits each semester (full time).
### Sample 4-Year Program Completion Timeline for Students Prior to 2014

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Semester</th>
<th>Coursework/Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Fall</td>
<td>601, 602, 1 Area Requirement</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>603 and/or 605, 1 or 2 Area Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>File transfer of credits by end of semester; select initial advisor (if not assigned or selected already)</td>
</tr>
<tr>
<td>Year 2</td>
<td>Fall</td>
<td>604 if required, 2 or 3 Area Requirements</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>608 (Practicum), 2 Area Requirements</td>
</tr>
<tr>
<td>Year 3</td>
<td>Fall</td>
<td>Prepare, Take and Defend Qualifying Exams</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Dissertation Pre-proposal Presentation (optional)</td>
</tr>
</tbody>
</table>
|              |          | Form remainder of dissertation committee  
|              |          | Present Practicum findings |
| Year 4       | Fall     | Dissertation Proposal Approved |
|              | Spring   | Dissertation Finished/Defended/Presented |

*Timeline assumes 9 credits each semester (full time) and transfer of allowed master’s-level credits.

### Sample 6-Year Program Completion Timeline for Students Entering since Fall 2014

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Semester</th>
<th>Coursework/Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Fall</td>
<td>601, 1 Area Requirement</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>603 and/or 605, 1 Area Requirement or additional methods course</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>File for transfer of credits by end of semester; select initial advisor (if not assigned or selected already)</td>
</tr>
<tr>
<td>Year 2</td>
<td>Fall</td>
<td>604 if required, 1 or 2 Area Requirements</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>608 (Practicum), 1 Area Requirement</td>
</tr>
<tr>
<td>Year 3</td>
<td>Fall</td>
<td>2 Area Requirements, Present Practicum findings</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1 or 2 Area Requirements, Begin Qualifying Examination preparation</td>
</tr>
<tr>
<td>Year 4</td>
<td>Fall</td>
<td>Take and Defend Qualifying Examination</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Dissertation Proposal Preparation</td>
</tr>
<tr>
<td>Year 5</td>
<td>Fall</td>
<td>Dissertation Proposal Approved</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Work on Dissertation</td>
</tr>
<tr>
<td>Year 6</td>
<td>Fall</td>
<td>Dissertation Draft Completed</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Dissertation Finished/Defended/Presented</td>
</tr>
</tbody>
</table>

*Timeline assumes 6 credits each semester (part time).
<table>
<thead>
<tr>
<th>Program Year</th>
<th>Semester</th>
<th>Coursework/Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Fall</td>
<td>601, 602</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>603 and/or 605, 0 or 1 Area Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>File for transfer of credits at end of semester; select initial advisor if one not assigned</td>
</tr>
<tr>
<td>Year 2</td>
<td>Fall</td>
<td>604 if required, 1 or 2 Area Requirements</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2 Area Requirements</td>
</tr>
<tr>
<td>Year 3</td>
<td>Fall</td>
<td>2 Area Requirements</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>608 (Practicum), 1 Area Requirement</td>
</tr>
<tr>
<td>Year 4</td>
<td>Fall</td>
<td>Finish Practicum; Begin Exam Preparation</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Present Practicum Findings</td>
</tr>
<tr>
<td>Year 5</td>
<td>Fall</td>
<td>Dissertation Pre-proposal Presentation (requirement eliminated 10/2013)</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Form remainder of dissertation committee</td>
</tr>
<tr>
<td>Year 6</td>
<td>Fall</td>
<td>Work on Dissertation</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Dissertation Finished/Defended/Presented</td>
</tr>
</tbody>
</table>

*Timeline assumes 6 credits each semester (part time) and transfer of allowed master’s-level credits.

**NOTE:** These timelines are only rough guides of what is possible. A student’s path through the program depends heavily on his/her interests and guidance from advisor.
Program Advising and Plan of Study

Ideally, initial faculty advisors may be assigned to students when they begin the program based on research interests; if not, one’s advisor for the first year is the area coordinator in that student's primary area of study. The initial advisor, in consultation with area faculty and the program director if needed, works with students to develop a preliminary plan of study, which includes schedules for completion of necessary prerequisite and required courses, and for transfer of master's degree credits.

In one’s second semester (ideally prior to course registration for the third semester) each student should select an advisor to guide her/him in their remaining coursework and through the Qualifying Exam process. (This is in many cases the initial advisor one was assigned, if both student and faculty member agree to that.) The student and this program advisor develop a plan of study designed to prepare the student for qualifying exams and dissertation research in the student’s chosen area of study.

Advisors must be full members of the Ph.D. program faculty. Advisors shall also keep track of their advisees and meet with them at least once prior to each course registration period. It is, however, ultimately the student’s responsibility to stay in close contact with his/her advisor. The advising relationship is one of the most important aspects of graduate education.

Annual Review of Student Progress

The Faculty of the Ph.D. Program in Communication, Information and Library Studies meets each spring semester to review the progress of all students in the program. Review of student progress is conducted initially by members of the faculty within the student’s area of study. The executive committee of the Ph.D. program (director and area coordinators) and other interested faculty will also meet to discuss any problematic situations at a program-wide review.

Prior to the review each spring, all students in the program must meet with their advisor and submit a copy of the annual review form in the spring. This information is used not only to assess student progress, but also to identify and recognize outstanding students in the program. From Spring 2011 we are collecting annual reviews of student progress through online submission system, at:

Doctoral Student Annual Review Forms

Available: https://comminfo.rutgers.edu/phd-program/handbook.html (click on Annual Review Form in bullet list)

One goal of the annual review is to assure that each student is making expected progress in fulfilling program requirements. Key measures of expected progress include:

- Quality and focus of coursework, including grades
- Minimal number of Incompletes, which are taken care of quickly
- Selection of and Contact with a Primary Advisor
- Formation of Committees for Qualifying Examination and Dissertation
- Timeliness in Completion of Requirements (for coursework, qualifying examination, dissertation proposal, and dissertation research)
- Involvement in Scholarly Activities (e.g., conference submissions/presentations)
- Additional expectations for TAs, GAs, and Fellows as set by funding department

The director of the program and area coordinators are responsible for informing students of the results of the annual review, including faculty recommendations/requirements for resolving difficulties in making progress as expected. An annual letter is prepared and sent to each of the students.
Conference Travel Support and Reporting Accomplishments

Two markers of progress beyond coursework and program milestones are your participation at various international, national, and regional conferences and other accomplishments (grants, publications, guest lectures, etc.). The program would like to both support and recognize those.

Travel: Students may apply for travel funds from both the Graduate School and the CILS Ph.D. program (via the same form, available http://comminfo.rutgers.edu/phd-program/handbook.html, click on Conference Travel Support Form bullet). This happens one week prior to three dates—Nov. 1, March 1, and July 1. The program office will announce deadlines for receipt of travel requests and forms must be submitted to the program office by that deadline (with complete information, including a statement about the importance of the conference to the student's professional development). Those decisions are made within two weeks and students notified of any amounts received. To apply one must be an author on a paper or poster accepted for a scholarly conference (applications may be submitted no more than 6 months before the conference and no more than 2 months after the conference).

Although the Graduate School usually only funds a very small number of students a small amount, they will provide checks without documentation typically. The program office may provide additional funding, but only after you have attended the conference and can submit receipts. To receive reimbursements, you need to do the following:

- Turn in TABER form. Fill in name and date of request. If you are on payroll in any form, you are an employee; all others check visitor. Decide where to have check delivered (not to program office, but to your campus or home address). You must fill out the date, item, amount, and provide explanation for expenses (e.g., presenting work at X conference in X city). Print and then sign/date.
- Turn in original receipts. No photocopied receipts will be accepted. You only need to turn in enough receipts to get the money you’ve been allocated (so if one hotel or airfare is more than your allocation, you only need that one receipt, but they have to be originals). Your name must be on the receipt. If turning in airfare, you need receipt AND boarding passes to help prove you took the flight. You can get reimbursed for conference registration, per diem food, taxi, airport parking, etc. as well (up to the amount allocated). It is better to submit one large receipt rather than many smaller ones.
- Turn in proof of your participation (e.g., page from the conference program listing your name).

You will submit this information and the TABER to Joan Chabrak for review and then to the school’s business office upon return from the conference (no later than 60 days after conference) and can expect to receive a check within four weeks. If you fail to included original receipts or proof of your participation, your reimbursement check may be delayed.

Accomplishments: In addition to the annual report of your progress for the year, we have a space for a listing of Ph.D. student accomplishments on our website. More important, this is an excellent way to better promote the activity that you as doctoral students are doing. Thus, all students are asked to submit an email to the program office or director, listing any scholarly activity (e.g., conference presentations and posters, invited talks, fellowships received, submitted grant proposals, publications, honors/awards, etc). We use these reports to feature you in various venues where the CILS Ph.D. program is being promoted.

In addition, please send the note on your accomplishments for school-wide distribution.

Submit items to this email address: pr@comminfo.rutgers.edu

It is important to submit information when you do have activity to report. If you share an accomplishment with a faculty member or another student here in SC&I, only one of you needs to submit it. You will find the published annual lists of student research accomplishments on the CILS Ph.D. program website at:

http://comminfo.rutgers.edu/ph-d-program/accomplishments.html
COURSES IN THE PH.D. PROGRAM

Courses are also listed here: http://comminfo.rutgers.edu/component/cur,194/option.com_courses/sch,16/task.listing/

Current Course Schedules by semester are found here: http://comminfo.rutgers.edu/phd-program/course-schedule.html

16:194:600 Ph.D. Colloquium (0 cr.)
Required each semester in course work. Forum for the presentation of research and professional activities by guest speakers, faculty, and students.

16:194:601 Communication, Information and Media Pro-seminar (3 cr.)
The pro-seminar addresses nature of communication, information, and media processes and their role in individual, social, and institutional behavior. Particular emphasis will be on the conceptual linkages between communication, information, and media processes, as well as theory and meta-theory. Panels will alternate between interdisciplinary and area-specific topics featuring CILS program faculty as speakers. Pro-seminar will include topics in professional development, academic integrity, responsible and ethical conduct of research, and intellectual property. Students will pass the Human Subjects Certification Program (CITI https://orra.rutgers.edu/citi) as part of the course.

16:194:602 Research Foundations (3 cr.)
Concepts, methods and practices of social science research in relation to library and information studies.

16:194:603 Qualitative Research Methods (3 cr.)
Qualitative approaches for examining communication, media, and information processes, including definition, acquisition, evaluation and use. Pre-requisite 601.

16:194:604 Quantitative Research Methods (3 cr.)
Examines facets of research, problem areas, research techniques and range of techniques (including experimental designs). Each student develops a research methods proposal relating to a chosen topic. Pre-requisite 601, statistics competency.

16:194:605 Critical Research Methods (3 cr.)
Issues, debates, and techniques related to textual and contextual analysis of media and other forms of data. Pre-requisite 601.

16:194:608 Research Practicum (3 cr.)
Students conduct original research under the supervision of one or more members of the program faculty and produce a scholarly paper to be submitted to a recognized conference or refereed journal. Results are presented at an interactive display session held each semester.

16:194:610 Seminar in Information Studies (3 cr.)
Major problems, trends and developments in information science and librarianship. Critical survey of current and classic research findings.

16:194:612 Human Information Behavior (3 cr.)
Precursors to, and characteristics of, human information seeking behavior, individual and social, both within and outside of institutional information systems. Relations between such behavior and information systems design and the relevant technologies.

16:194:614 Information Retrieval Theory (3 cr.)
Examines the basic problems of information retrieval from theoretical and experimental points of view. Develops a basis for the specification of design principles for information retrieval systems.

16:194:617 Knowledge Representation for Information Retrieval (3 cr.)
Concurrent consideration of options for knowledge representation, methods for evaluating the effect of these options on costs and effectiveness, and research relating to knowledge representation for information retrieval.

16:194:619 Experiment and Evaluation in Information Systems (3 cr.)
Measures, models and methods for macro-evaluation of impact of information systems within their environment and for micro-evaluation of performance of system components. Examines the design, conduct and results associated with experiments.
16:194:620 Interpersonal Communication (3 cr.)
Contemporary theories and major lines of classic and current research concerning interpersonal communication.

16:194:621 Organizational Communication Research (3 cr.)
Survey of major theories, methods, and research topics in the study of organizing and organizations. Examines a range of micro and macro topics related to organizing and organizations and the role of information and communication in those processes.

16:194:622 Health Communication (3 cr.)
Provides an overview of the major areas of health communication including health communication campaigns, physician-patient communication, and communication among health professionals and individuals affected by health issues.

16:194:631 Media Theory (3 cr.)
Current mass communication theories and approaches analyzed from a research perspective. Topics include: critical theory; audience ethnography, uses and gratifications; socialization processes and effects; and agenda setting.

16:194:632 Scholarly and Scientific Communication (3 cr.)
Study of the processes through which scholarly, scientific, and technical ideas are communicated: mentoring; professional, national, and international information networks; scholarly and scientific publishing; examines other aspects of specialized information transfer.

16:194:633 Mediated Communication (3 cr.)
Examines newly emerging mediated communication technologies (e.g., mobile phones and internet) and how they relate to individuals, organizations, and society; also examines how social forces affect adoption and usage patterns of mediated technologies.

16:194:635 Health Communication Campaign (3 cr.)
Focuses on the design, implementation, and evaluation of communication programs designed to change health behavior of individuals, groups and entire populations.

16:194:636 Interpersonal Health Communication (3 cr.)
Overviews major themes of interpersonal health communication including issues such as physician-patient communication, relationships for individuals with health issues, and the relationship of communication to physical and mental health outcomes.

16:194:637 Mediated Health Communication (3 cr.)
Focuses on how mediated communication is transforming health/medical practice and affecting health policy processes. Topics range from the way mediated communication sources affect the search for an acquisition of health information to the way these technologies are used to affect the behavior of individuals, groups and entire populations.

16:194:641 Media Law and Policy (3 cr.)
This course focuses on the intersections of law, policy, and technology, examining attempts to regulate digital media and information flows. The course considers the tensions among freedom, control, individual liberty, and societal good inherent in attempts to regulate a developing media landscape.

16:194:642 Information Regulation and Law (3 cr.)
Information law and regulation; focus on the historical and contemporary legal and regulatory issues stemming from the application of information technology.

16:194:643 Information Indicators (3 cr.)
Integrated treatment of measures, indicators, and methods for quantitative description of information and communication systems, resources, and activities. Emphasis on drawing relations among different measures and application to information policy studies.

16:194:645 Advanced Concepts in Management of Information Organizations (3 cr.)
Systematic consideration of the evolution of management theory leading to an evaluation of contemporary theoretical and research issues in planning, organizing, staffing, leading, and controlling the information organization.

16:194:648 Organizational Assessment and Change (3 cr.)
Systematic consideration of the theories and strategies of assessment, planning, development and change at the organizational and programmatic level in non-profit-seeking and profit-seeking information organizations.
16:194:656 Theories and Issues in Library Studies (3 cr.)
Examines the intellectual foundations for librarianship as a discipline, the development of a broadened understanding of pervasive theories and research issues and the identification and exploration of the research literature in librarianship and pertinent allied fields.

16:194:660 Audience Studies (3 cr.)
Investigates the nature of audiences, how audiences emerge, and how audiences can be studied. Theories to be critiqued include weak/strong effects, uses and gratifications, reader response theory, cultural studies.

16:194:662 Media Criticism (3 cr.)
The course provides an overview of theories, principles, and research that inform the practice of media education worldwide. Theories of media education, various approaches to media pedagogy, and contemporary research problems are addressed.

16:194:663 Media History (3 cr.)
Examines the history of print and electronic news media, considering them not as freestanding institutions but as key parts or aspects of wider cultural and political developments, and situating them in their historical context.

16:194:664 Media and Culture (3 cr.)
Cultural approaches to media studies, with a focus on major theories and critical analysis of media and popular culture. Topics include: cultural theory; aesthetics and taste; representation and ideology; consumer culture; media, culture and identity; gender, race, class, and sexuality in media; fandom and subcultures.

16:194:665 Media and Politics (3 cr.)
Theories and research relating old and new media to political decision-making. Topics include public attitudes and opinion, media policy, interest articulation, political culture, ideology, rhetoric and content analysis, framing, agenda-setting.

16:194:666 Social Construction of News (3 cr.)
Surveys and critiques social science research on news and the news media. Examines diverse scholarly perspectives, comparing them with the views of journalists, journalism critics, and the public.

Topics Courses, Independent Study, Graduate Fellowship and Teaching Assistantships
A variety of Topics course numbers are also available for instructors who wish to teach a course in certain semesters. Contact each program area for special topics recently taught or planned for the near future. Those courses may be listed under the following numbers:

16:194:670 Topics in Communication I
16:194:671 Topics in Communication II
16:194:672 Topics in Communication III
16:194:673 Topics in Communication IV
16:194:674 Topics in Communication V
16:194:675 Topics in Library & Information Science I
16:194:676 Topics in Library & Information Science II
16:194:677 Topics in Library & Information Science III
16:194:678 Topics in Library & Information Science IV
16:194:679 Topics in Library & Information Science V
16:194:680 Topics in Media Studies I
16:194:681 Topics in Media Studies II
16:194:682 Topics in Media Studies III
16:194:683 Topics in Media Studies IV
16:194:684 Topics in Media Studies V

16:194:695 Teaching Apprenticeship (0 cr.)
A non-credit teaching apprenticeship designed to provide doctoral candidates with classroom experience. The apprentice will work with a participating SC&I member of the Graduate Faculty to develop a plan for the apprentice’s work.

16:194:696, 697 Special Topics (3 cr.)
Communication
Library and Information Science
Media Studies
16:194:698, 699 Independent Study (3 cr.)* Use 698 for first Independent Study, 699 for second one (with permission).*

16:194:701,702 Dissertation Research (1 -12 cr.)

16:194:800 Matriculation Continued (0 cr.)**

16:194:811 Graduate Fellowship

16:194:866 Graduate Assistantship (6cr.) ***

16:194:877 Teaching Assistantship (6 cr.) ***

*As a general rule, students only take independent study credits when no course offerings matching their needs are available. Students should not have more than one independent study as an elective counting toward their minimal doctoral degree requirements (unless director, area coordinator, and student's advisor approve such a request). Students may take additional independent studies, as long as they are not used to fulfill minimal program credit requirements. In other words, only one Independent study will count toward your degree credits, unless approved as above.

**If students need to take a semester or year off (for illness, family illness, pregnancy, or other personal reason, they need to contact the program office for Matriculation Continued or formal Leave of Absence request). Failure to do either of these will result in Reinstatement Fee imposed by GSNB for one research credit per semester.

***Assistantship credits for funded graduate and teaching assistants do NOT count toward degree requirements in the Ph.D. program.

Special Arrangements with Other Programs/Universities

The Inter-University Doctoral Consortium is open to doctoral students from participating schools who have completed at least one year of full-time study toward the Ph.D. The Consortium accommodates students only in the arts and sciences and in the field of education. Students may, with the required permissions, attend courses at any other participating school as part of their home school registration. Our program permits up to two courses that may count toward degree requirements at these other schools. For more information and relevant forms, contact the Graduate School.

Participating schools are:

- Columbia University, GSAS
- CUNY Graduate Center
- Fordham University GSAS
- Graduate Faculty, New School University
- New Jersey Institute of Technology
- New York University, GSAS
- Rutgers University, Graduate School-New Brunswick
- Stony Brook University
- Teachers College, Columbia University
- Princeton University - The Graduate School
- University of Pennsylvania

Additionally, we have a double degree program available between students interested in Organizational Communication and Organization Management. Contact the program office for additional details.
### FACULTY OF THE PH.D. PROGRAM BY INTERESTS

A list of core PhD faculty with their research interests can be found at:

[https://comminfo.rutgers.edu/phd-program/core-faculty.html](https://comminfo.rutgers.edu/phd-program/core-faculty.html)

### Full and Associate Faculty Member Contact Information by Program Area

**NOTE:** Add (848)-932 to front of phone numbers.

#### COMMUNICATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Galina Bolden</td>
<td>Associate Professor &amp; Area Coordinator</td>
<td>8720</td>
<td><a href="mailto:gbolden@rutgers.edu">gbolden@rutgers.edu</a></td>
</tr>
<tr>
<td>Mark Aakhus</td>
<td>Associate Professor</td>
<td>7168</td>
<td><a href="mailto:aakhus@rutgers.edu">aakhus@rutgers.edu</a></td>
</tr>
<tr>
<td>Marya Doerfel</td>
<td>Associate Professor</td>
<td>7163</td>
<td><a href="mailto:mdoerfel@rutgers.edu">mdoerfel@rutgers.edu</a></td>
</tr>
<tr>
<td>Meara Faw</td>
<td>Assistant Professor</td>
<td>7584</td>
<td><a href="mailto:meara.faw@rutgers.edu">meara.faw@rutgers.edu</a></td>
</tr>
<tr>
<td>Bernadette Gailliard</td>
<td>Assistant Professor</td>
<td>8723</td>
<td><a href="mailto:bernadette.gailliard@rutgers.edu">bernadette.gailliard@rutgers.edu</a></td>
</tr>
<tr>
<td>Jennifer Gibbs</td>
<td>Associate Professor</td>
<td>8716</td>
<td><a href="mailto:jgibbs@rutgers.edu">jgibbs@rutgers.edu</a></td>
</tr>
<tr>
<td>Kathryn Greene</td>
<td>Professor</td>
<td>8715</td>
<td><a href="mailto:klgreene@rci.rutgers.edu">klgreene@rci.rutgers.edu</a></td>
</tr>
<tr>
<td>Keith Hampton</td>
<td>Associate Professor</td>
<td>7573</td>
<td><a href="mailto:keith.hampton@rutgers.edu">keith.hampton@rutgers.edu</a></td>
</tr>
<tr>
<td>Vikki Katz</td>
<td>Assistant Professor</td>
<td>8707</td>
<td><a href="mailto:vkatz@rutgers.edu">vkatz@rutgers.edu</a></td>
</tr>
<tr>
<td>Jeffrey Lane</td>
<td>Assistant Professor</td>
<td>7525</td>
<td><a href="mailto:jeffrey.lane@rutgers.edu">jeffrey.lane@rutgers.edu</a></td>
</tr>
<tr>
<td>Laurie Lewis</td>
<td>Department Chair &amp; Professor</td>
<td>7612</td>
<td><a href="mailto:lewisl@rutgers.edu">lewisl@rutgers.edu</a></td>
</tr>
<tr>
<td>Jennifer Mandelbaum</td>
<td>Professor</td>
<td>8722</td>
<td><a href="mailto:j.mandelbaum@rutgers.edu">j.mandelbaum@rutgers.edu</a></td>
</tr>
<tr>
<td>Lisa Mikesell</td>
<td>Assistant Professor</td>
<td>8878</td>
<td><a href="mailto:lisa.mikesell@rutgers.edu">lisa.mikesell@rutgers.edu</a></td>
</tr>
<tr>
<td>Hartmut Mokros</td>
<td>Professor</td>
<td>8823</td>
<td><a href="mailto:mokros@rutgers.edu">mokros@rutgers.edu</a></td>
</tr>
<tr>
<td>Brent Ruben</td>
<td>Distinguished Professor</td>
<td>3968</td>
<td><a href="mailto:brentruben@odl.rutgers.edu">brentruben@odl.rutgers.edu</a></td>
</tr>
<tr>
<td>Craig Scott</td>
<td>Professor</td>
<td>7125</td>
<td><a href="mailto:crscott@rci.rutgers.edu">crscott@rci.rutgers.edu</a></td>
</tr>
<tr>
<td>Lea Stewart</td>
<td>Professor</td>
<td>7127</td>
<td><a href="mailto:lewisl@rutgers.edu">lewisl@rutgers.edu</a></td>
</tr>
<tr>
<td>Jennifer Theiss</td>
<td>Associate Professor</td>
<td>8719</td>
<td><a href="mailto:jtheiss@rutgers.edu">jtheiss@rutgers.edu</a></td>
</tr>
<tr>
<td>Jennifer Warren</td>
<td>Assistant Professor</td>
<td>8729</td>
<td><a href="mailto:jrwarren@rutgers.edu">jrwarren@rutgers.edu</a></td>
</tr>
<tr>
<td>Matthew Weber</td>
<td>Assistant Professor</td>
<td>8718</td>
<td><a href="mailto:matthew.weber@rutgers.edu">matthew.weber@rutgers.edu</a></td>
</tr>
<tr>
<td>Itzhak Yanovitzky</td>
<td>Associate Professor</td>
<td>8721</td>
<td><a href="mailto:itzhak@rutgers.edu">itzhak@rutgers.edu</a></td>
</tr>
</tbody>
</table>

#### LIBRARY AND INFORMATION SCIENCE

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marie Radford</td>
<td>Professor &amp; Program Director</td>
<td>8797</td>
<td><a href="mailto:mradford@rutgers.edu">mradford@rutgers.edu</a></td>
</tr>
<tr>
<td>Nicholas Belkin</td>
<td>Distinguished Professor &amp; Area Coordinator</td>
<td>7608</td>
<td><a href="mailto:belkin@rutgers.edu">belkin@rutgers.edu</a></td>
</tr>
<tr>
<td>Marija Dalbello</td>
<td>Associate Professor</td>
<td>8785</td>
<td><a href="mailto:dalbello@rutgers.edu">dalbello@rutgers.edu</a></td>
</tr>
<tr>
<td>Ingrid Erickson</td>
<td>Assistant Professor</td>
<td>7195</td>
<td><a href="mailto:ingrid.erickson@rutgers.edu">ingrid.erickson@rutgers.edu</a></td>
</tr>
<tr>
<td>Michael Lesk</td>
<td>Professor</td>
<td>8804</td>
<td><a href="mailto:lesk@acm.org">lesk@acm.org</a></td>
</tr>
<tr>
<td>Claire McInerney</td>
<td>Associate Professor</td>
<td>8796</td>
<td><a href="mailto:clairemc@rutgers.edu">clairemc@rutgers.edu</a></td>
</tr>
<tr>
<td>Daniel O’Connor</td>
<td>Associate Professor</td>
<td>8790</td>
<td><a href="mailto:dan.oconnor@rutgers.edu">dan.oconnor@rutgers.edu</a></td>
</tr>
<tr>
<td>Rebecca Reynolds</td>
<td>Assistant Professor</td>
<td>7553</td>
<td><a href="mailto:rebecca.reynolds@rutgers.edu">rebecca.reynolds@rutgers.edu</a></td>
</tr>
<tr>
<td>Joe Sanchez</td>
<td>Assistant Professor</td>
<td>7567</td>
<td><a href="mailto:sanchezj@rutgers.edu">sanchezj@rutgers.edu</a></td>
</tr>
<tr>
<td>Chirag Shah</td>
<td>Assistant Professor</td>
<td>8807</td>
<td><a href="mailto:chirags@rutgers.edu">chirags@rutgers.edu</a></td>
</tr>
<tr>
<td>Vivek Singh</td>
<td>Assistant Professor</td>
<td>7588</td>
<td><a href="mailto:vivek.k.singh@rutgers.edu">vivek.k.singh@rutgers.edu</a></td>
</tr>
<tr>
<td>Ross Todd</td>
<td>Department Chair &amp; Associate Professor</td>
<td>7602</td>
<td><a href="mailto:rtoed@rutgers.edu">rtoed@rutgers.edu</a></td>
</tr>
<tr>
<td>Nina Wacholder</td>
<td>Associate Professor</td>
<td>8784</td>
<td><a href="mailto:ninwac@rutgers.edu">ninwac@rutgers.edu</a></td>
</tr>
<tr>
<td>Xiaomu Zhou</td>
<td>Assistant Professor</td>
<td>7159</td>
<td><a href="mailto:xmyzhou@rutgers.edu">xmyzhou@rutgers.edu</a></td>
</tr>
</tbody>
</table>
### MEDIA STUDIES

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philip Napoli</td>
<td>Professor &amp; Area Coordinator</td>
<td>7568</td>
<td><a href="mailto:phil.napoli@rutgers.edu">phil.napoli@rutgers.edu</a></td>
</tr>
<tr>
<td>Melissa Aronczyk</td>
<td>Assistant Professor</td>
<td>7122</td>
<td><a href="mailto:melissa.aronczyk@rutgers.edu">melissa.aronczyk@rutgers.edu</a></td>
</tr>
<tr>
<td>Jack Bratich</td>
<td>Department Chair &amp; Associate Professor</td>
<td>8711</td>
<td><a href="mailto:jbratich@rutgers.edu">jbratich@rutgers.edu</a></td>
</tr>
<tr>
<td>Christina Dunbar-Hester</td>
<td>Assistant Professor</td>
<td>7112</td>
<td><a href="mailto:christdh@rutgers.edu">christdh@rutgers.edu</a></td>
</tr>
<tr>
<td>Lauren Feldman</td>
<td>Assistant Professor</td>
<td>8783</td>
<td><a href="mailto:lauren.feldman@rutgers.edu">lauren.feldman@rutgers.edu</a></td>
</tr>
<tr>
<td>David Greenberg</td>
<td>Associate Professor</td>
<td>7124</td>
<td><a href="mailto:davidgr@rutgers.edu">davidgr@rutgers.edu</a></td>
</tr>
<tr>
<td>Susan Keith</td>
<td>Associate Professor</td>
<td>8703</td>
<td><a href="mailto:susank@rutgers.edu">susank@rutgers.edu</a></td>
</tr>
<tr>
<td>Deepa Kumar</td>
<td>Associate Professor</td>
<td>8704</td>
<td><a href="mailto:dekumar@rutgers.edu">dekumar@rutgers.edu</a></td>
</tr>
<tr>
<td>Regina Marchi</td>
<td>Associate Professor</td>
<td>8712</td>
<td><a href="mailto:rmarchi@rutgers.edu">rmarchi@rutgers.edu</a></td>
</tr>
<tr>
<td>John Pavlik</td>
<td>Professor</td>
<td>7122</td>
<td><a href="mailto:jpavlik@rutgers.edu">jpavlik@rutgers.edu</a></td>
</tr>
<tr>
<td>Jorge Schement</td>
<td>Distinguished Professor</td>
<td>8834</td>
<td><a href="mailto:jr.schement@rutgers.edu">jr.schement@rutgers.edu</a></td>
</tr>
<tr>
<td>Kadijah White</td>
<td>Assistant Professor</td>
<td>8765</td>
<td><a href="mailto:khadijah.white@rutgers.edu">khadijah.white@rutgers.edu</a></td>
</tr>
<tr>
<td>Todd Wolfson</td>
<td>Assistant Professor</td>
<td>8709</td>
<td><a href="mailto:twolfson@rutgers.edu">twolfson@rutgers.edu</a></td>
</tr>
</tbody>
</table>
KEY FORMS

All key forms can be found at: http://comminfo.rutgers.edu/phd-program/key-forms.html

Application for Transfer of Credit
    NOTE: In addition to the Application for Transfer of Credit, on a separate page add justification information for the relevance of each course to one’s current research program

Guidelines for Research Practicum Presentations
Faculty Guidelines for Qualifying Exams
Student Guidelines for Qualifying Exams
Qualifying Exam Evaluation Form
Dissertation Proposal Presentation Guidelines
Dissertation Proposal Sample Title Page
Dissertation Title Page
Guidelines for Public Dissertation Defense
Annual Review Report Form Information
Conference Travel Support
Travel and Business Expense Report (TABER)
Ph.D. PowerPoint Template (red, 9/14)
Statistics Competency
The program expects students entering the program to have achieved master’s level competency in statistics. This is a prerequisite for enrollment in Quantitative Research Methods (16:194:604), a program core methods course option for all students.

Students who have not successfully completed graduate level coursework in statistics, or feel unsure about their statistical competency are strongly encouraged to enroll in a master’s level statistics course as soon as possible. Credits earned in elementary master’s level statistics do not count toward the program’s course work credit requirements. Possible courses at Rutgers include (but are not restricted to):
17:610:511: Research Methods
16:960:532: Statistical Methods in Education II.

Statistics Competencies
(Helpful to Know Before Taking 604)
604 course instructors will assess preparation in their own way, but in general students who are well prepared for this course will likely know the following:

Levels of Measurement
Provide brief definitions and examples of nominal, ordinal, interval, and ratio levels of measurement. Possible elaborations include increasing statistical sensitivity, tests of association for nominal and interval/ratio data, and issues in making continuous measures discrete.

Measures of Central Tendency (mean, median, mode)
Provide brief definitions of each, know with what types of data each would be used, what it means when they are all similar, what it signifies when they differ, and why these measures are important descriptors.

Measures of Variance
Define standard deviation, evaluate any frequency distribution in terms of its standard deviations, compare the standard deviation to standard error, and determine the range and variance of a sample.

Variables
Identify independent/predictor, confounding, moderator/intervening, and dependent/criterion variables. Understand appropriate use of the different terms.

Sampling
Understand the difference between probability and nonprobability sampling, samples versus populations, parametric versus nonparametric distributions, types of sampling, assumptions of normal distributions, other types of distributions (e.g., poisson, t, chi-square, etc.)

Error
Understand Type I and Type II errors, sampling and measurement error.

Tests of Association
Understand cross-tabulations and chi-square analyses, t-tests, analyses of variance, and different kinds of correlations.

Significance
Be familiar with p values, degrees of freedom, sample size, relationship of p values to alpha, choosing significance levels, and the relationships among statistical power, significance levels, generality/generalizability, and sample size. Be able to look up critical values on t, chi-square, or normal distribution tables.

Z-scores
Define standard normal curve, standard scores, know formula and appropriate uses