COMMUNICATION, INFORMATION AND LIBRARY STUDIES
PH.D. PROGRAM

2007-2008
Faculty and Student Handbook

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OVERVIEW

About the PhD Program

The Ph.D. Program in Communication, Information and Library Studies provides doctoral training for students seeking theoretical and research skills for scholarly and professional leadership in the fields of communication, journalism, library and information science, and media studies. The program is offered through the Graduate School-New Brunswick by faculty in the School of Communication, Information and Library Studies (SCILS).

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, and on 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.

The Program Office is located on the College Avenue Campus of Rutgers University in the main building of the School of Communication, Information, and Library Studies (SCILS), at the corner of College Avenue and Huntington Street, adjacent to Alexander Library.

About SCILS

The School of Communication, Information and Library Studies (SCILS) at Rutgers, The State University of New Jersey, is a leader in research and teaching within communication, information and media disciplines and fields. 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 SCILS status as a leader in responding to the information revolution and the fast-paced changes occurring in the fields of communication, journalism and media studies, and library and information science.

SCILS is a community of scholars who enjoy and excel at educating individuals who make lasting contributions to the interdisciplinary study of communication, journalism and media studies, and library and information science. Our faculty includes scholars nationally and internationally known for their basic and applied research of contemporary communication, information, and media related problems. Our faculty studies these problems through 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 and practices, policies and institutions places people rather than technologies first.

About Rutgers

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 now one of the nation's largest state university systems, with an enrollment at the New Brunswick, Newark, and Camden campuses of over 50,000 students with nearly 15,000 pursuing graduate study.

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 and 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 SCILS computer system. In addition, the School has other extensive computer facilities, including instructional labs with Macintosh and PC computers, computers for Ph.D. student use, and research facilities with a variety of computer workstations.

Library Facilities

The Rutgers library system, with its holdings of more than three million volumes, ranks among the nations top twenty-five research libraries. Alexander Library, next to the School, has extensive holdings in the areas of emphasis within the program.

Research Facilities

The School has a general research laboratory space, which currently houses the Alexandria Project Laboratory, and a dedicated facility for observing, monitoring, recording and analyzing human-human and human-computer interaction. A variety of SUN and LINUX workstations support various funded research activities, as well as supporting student members of the Rutgers Distributed Laboratory for Digital Libraries.

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 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 Undergraduate and Graduate Students:**

http://cat.rutgers.edu/integrity/policy.html

**Academic Integrity Link for Students:**

http://cat.rutgers.edu/integrity/student.html

**Academic Integrity Link for Faculty:**

http://cat.rutgers.edu/integrity/faculty.html

**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 Policies & 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 & Affirmative Action
- Graduate School-New Brunswick
- Policies and Procedures

These topics may be consulted at:

http://gsnb.rutgers.edu/policies.php3
PROGRAM OPTIONS

Students in the Ph.D. Program in Communication, Information and Library Studies may elect to focus their study in any of the following areas:

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

Communication Processes (CP) reflects faculty research and scholarship focusing on three interrelated core areas: Social Interaction; Organizational Communication; and Mediated Communication. Problem-oriented research at the intersection of these areas includes such prominent contemporary concerns as Health, Gender, Globalization, Identity, and Policy. Health communication research is a particular emphasis, as is reflected in the Communication and Health Issues Partnership for Education and Research.

Library and Information Science (LIS) provides academic training 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 concentrates 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 structures. Library Science concentrates on 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.

Media Studies (MS) 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.

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.

PROGRAM ADVISING & PLAN OF STUDY

Advisors for the first semester are the Area Coordinator for each of the three areas of study. The area coordinators, in consultation with area faculty and the program director, work 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 degree credits.

Prior to course registration for the third semester, each student selects a Program Advisor. The student and his/her Program Advisor develop a formal Plan of Study designed to prepare the student for qualifying exams and dissertation research in the student's chosen area of study.
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 Prerequisite
- Course Requirements
  - Core Requirements
    - Core Courses
    - Research Practicum
  - Program Area Requirements
    - Communication Processes
    - Library and Information Science
    - Media Studies
  - Transfer of Approved Master’s Degree Course Credits
  - Dissertation Research Credits
  - Grading Policy
- Policy on Incomplete Grades
- Qualifying Examination Requirement
- Dissertation Requirements

All students are encouraged to involve themselves with faculty research as early as possible with multiple and varied research experiences optimal. Students oft times discover methodological or substantive lacunae in their scholarly preparation when preparing their dissertation proposal. Additional course work is a useful option at these times.

Doctoral students are expected to attend program sponsored colloquia. Students are encouraged to also take advantage of the many additional colloquia, conferences, lectures, symposia and workshops scheduled each year, not only at SCILS but throughout the university and the many other fine research universities within easy commute.

Statistics Requirement

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 course required of all students. Competency in statistics will be assessed by the instructor for 604 in the semester prior to enrollment. Please see the section, STATISTICS COMPETENCIES, for detailed description of what students are expected to know before enrolling in 604.

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, and
- 16:960:532: Statistical Methods in Education II.
Course Requirements

The Ph.D. program requires the completion of 84 credits of course work, including 60 credits of graduate course work and 24 credits of dissertation research.

- 18 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 Master's Degree transfer of credits).

Upon completion of 60 total course credits, including the eighteen credits of core requirements, at least eighteen credits of course work as approved by the Program Area, and the transfer of no more than 24 credits from Master's Degree studies as approved by the Program Area and Program Director, the candidate is eligible to take the qualifying examination(s).

Qualifying exams cover the Program Area of specialization. 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, and involves examination by a 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.

1. Core Requirements (18 credits)

The core requirements include 18 credits of course work, including five three-credit core courses (15 credits) and the successful completion of one research practicum (3 credits), and attendance at the Ph.D. Colloquium. With the exception of the zero credit colloquium, and dissertation research credits, all courses are three credits.

Core Courses (15 credits)

16:194:600: Colloquium (0 cr.) - Taken during each semester of enrollment
16:194:601: Communication, Information and Media Theory (3 cr.)
16:194:602: Research Foundations (3 cr.)
16:194:603: Qualitative Research Methods (3 cr.)
16:194:604: Quantitative Research Methods (3 cr.)
16:194:605: Current Research Issues (3 cr.)

Research Practicum (3 credits)

16:194:698: Research Practicum (3 cr.) (Independent Study)**

This requirement is met by a student's registering for Independent Study with a member of the Program Faculty who has agreed to supervise the student's participation in a research project of interest to the faculty member. Each semester, prior to registration for the next semester, faculty who would like to supervise one or more Research Practica will publicly list the topics and/or projects they are interested in. 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 students at a PhD Poster Session Colloquium held at the end of each semester.
2. Program Area Course Requirements (at least 18 credits)

Each Program Area sets its own curriculum and course requirements.

**Communication Processes.** Ph.D. students in the Communication Processes Area select a major and minor focus of study. 12 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: 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.

**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:**

- Topics in Social Interaction
- Topics in Organizational Communication
- Topics in Mediated Communication
- Topics in Health Communication
- Topics in Communication Theory

**Library and Information Science.** 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. Ph.D. students in the Library and Information Science Area may choose to specialize in one of two areas of concentration: **Information Science** or **Library Studies**, but are not required to restrict their study to either of these concentrations.

**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 an Information Science Concentration** include any two of the following four:

- 16:194:614 Information Retrieval Theory (3 cr.)
- 16:194:617 Knowledge Representation for Information Retrieval (3 cr.)
- 16:194:619 Experiment and Evaluation in Information Systems (3 cr.)
- 16:194:641 Information Policy and Technology (3 cr.)
Courses Recommended for a Library Science Concentration include any two of the following three:

16:194:641 Information Policy and Technology (3 cr.)
16:194:645 Advanced Concepts in Management of Information Organizations (3 cr.)
16:194:656 Theories and Issues in Library Studies (3 cr.)

**Media Studies.** 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 3-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.

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 Courses Three-Credit Courses Listed Below:

16:194:660 Audience Studies (3 cr.)
16:194:662 Media Criticism (3 cr.)
16:194:663 Media History and Institutions (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 in the SCILS Ph.D. Program, or from other courses at the University, as approved by the student's advisor.

3. Transfer of Approved Master's Degree Course Credits (24 credits maximum)

Up to 24 credits may be transferred from master's level courses taken elsewhere or at SCILS. These courses must be theoretical or research-based courses in communication, information science, library studies, media, or closely related fields.

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.

4. Dissertation Research Credits (24 credits)

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.
5. Grading Policy

The Graduate School-New Brunswick allows the following grades to be given for course work (the definitions are those of the School of Communication, Information and Library Studies):

- **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

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

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

In the Ph.D. Program in Communication, Information and Library Studies, it is expected that no more than 9 credits offered in partial fulfillment of the requirement for the doctorate, and for which letter grades have been given, shall bear grades of C or C+, with no more than 6 credits with the grade of C.

**Policy on Incomplete Grades**

Incomplete work may be made up, and a 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.

- 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. Students are given the written examination questions on a Friday morning, and submit their answers to the questions on the Monday ten days hence. 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. 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 she/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 in 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 SCILS, 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 SCILS, at least one of the examiners must be a member of the 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 which are generally relevant to the student's research interests and/or course of study; or they may set questions which are relevant to the examined area as a whole. Such decisions are 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.

• At the conclusion of the oral portion of the qualifying examination, the members of the Examination Committee decide if the student has successfully passed the entire examination, if the student has passed the examination relative to only one of the areas, or if the student has failed the qualifying examination in toto. In the first case, the student is admitted to candidacy for the Ph.D.; in the second, the student is allowed to re-sit the qualifying examination (both written and oral) in the area in which she/he failed; in the third, the student is allowed to re-sit the examination in both areas.

• Re-sitting the examination means the setting of new questions for the required area(s), submission of answers to the question(s), and an oral examination in the area(s). If the student has failed in respect to one question, the two examiners of that question read the new paper 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 once.
Dissertation Requirements

Procedures, after the Qualifying Exam is passed...

1. Selection of Probable 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. The Chair and student, in consultation with the Program Director, select at least one additional faculty member to serve on the preliminary dissertation committee.

2. Preliminary Dissertation Proposal

The Preliminary Proposal should 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, and a bibliography. The preliminary proposal is evaluated by the Chair, the committee members, and Program Director. The evaluation process includes an oral examination by the Chair and Committee members. A title page is then approved by the chair, committee members and Director. (See example for the preliminary proposal title page). A copy is also given to the Director to be kept in the Ph.D. Program office.

The topic of the Preliminary Proposal may be changed, subsequent to its approval, in consultation with the Chair and Committee members, and with the approval of the Program Director.

3. Selection of Additional Committee Members

The Chair and Candidate finalize the committee (a committee consists of the chair plus at least two members from the Program Faculty and one member outside of SCILS appropriate to the dissertation topic).

Note: The proposed Committee is subject to review and approval by the Program Director. When proposed Committee members are not members of the Rutgers University Graduate Faculty, a resume 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.

4. Public Presentation of the Preliminary Dissertation Proposal

When the Preliminary Dissertation Proposal has been formally approved by the Director and Committee, the Dissertation Chair and Candidate select a date for presentation of the Preliminary Dissertation Proposal at a Ph.D. Colloquium.

5. 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 be an expansion and elaboration of the Preliminary Dissertation Proposal. 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. When the proposal is acceptable to the
Chair and Committee, they indicate approval by signing the Dissertation Proposal title page. (See the example for the dissertation proposal title page) A Copy is given to the Director to be kept in the Ph. D. Program Office. Your proposal is then added to the list of approved dissertation topics.

6. **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 final Committee meeting/defense is appropriate, the final Committee meeting/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.

7. **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 complete.

When approved, the Candidate submits 1 copy of the completed dissertation to the Office of the Ph.D. Program. A check in the amount of $40.00 to cover the cost of binding, must accompany the copy.

8 **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. The Candidate also provides 25 copies of the “Abstract” with an attached biographical sketch for distribution to the Program Faculty and students. This must be done 4 weeks before the Graduate School-NB deadline for final submission of all degree information. These deadline dates are submitted by the Graduate School of NB. Following a satisfactory presentation/defense, the Program Director indicates final approval of the dissertation by signing the Candidacy Form which the candidate must return to the Office of the Graduate School.

**Time to Completion of Program Requirements**

**Preliminary Dissertation Proposal**

Within **12 months of completion of qualifying exams**, a dissertation advisor and partial dissertation committee must be composed, and a preliminary dissertation proposal approved and scheduled for public presentation.
Final Dissertation Proposal

The final dissertation proposal must be completed and approved by the dissertation advisor and committee within 18 months of completion of the qualifying exams.

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

The Graduate School-New Brunswick specifies that all requirements for the Ph.D. degree, including successful defense and presentation of the Dissertation, be completed within seven years of matriculation in a Program of the Graduate School. The Graduate School Seven Year Rule policy on completion of the dissertation applies to both full-time and part-time students. Under exceptional circumstances, extensions may be granted by the Graduate School, upon application.

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 by members of the faculty within the student’s area of study with input from faculty in other areas familiar with a student’s scholarly development. The goal of the review is to assure each student is making expected progress in fulfilling program requirements. Key measures of expected progress include:

• Quality and Focus of Coursework
• Record of Incompletes
• Selection of and Contact with a Primary Advisor
• Formation of Committees for Qualifying Examination & Dissertation
• Timeliness in Completion of Requirements
  o Course Work
  o Qualifying Examination
  o Preliminary & Final Proposal
  o Dissertation Research

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.
COURSES IN THE PH.D. PROGRAM IN COMMUNICATION, INFORMATION AND LIBRARY STUDIES

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 Theory (3 cr.)
The nature of information and communication processes, and the role of information and communication in individual, social, and institutional behavior. Particular emphasis on the conceptual linkages between information and communication processes.

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

16:194:603 Qualitative Research Methods (3 cr.)
Qualitative approaches for examining communication and information processes, including information definition, acquisition, evaluation and use. Pre-requisite 601, 602.

16:194:604 Quantitative Research Methods (3 cr.)
Facets of research, problem areas, research techniques and experiments. Each student develops a research relating to a chosen topic. Pre-requisite 601, 602, statistics competency.

16:194:605 Current Research Issues (3 cr.)
Integrative treatment of fundamental assumptions, paradigms, and directions in contemporary research of information, communication, and information systems. Students develop a research design relating to a chosen topic. Pre-requisite 601, 602, 603, 604.

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 IR 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. Experiments - their design, conduct and results.

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 principles and research organizational communication information processing. Analysis of the functions, transmission, and retention of information in the development and maintenance of organizations.

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.)
A study of the processes through which scholarly, scientific, and technical ideas are communicated: mentoring; professional, national, and international networks; scholarly and scientific publishing; and other aspects of specialized information transfer.

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

16:194:635 Health Communication Campaign (3 cr.)
This course 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 and Relational Facets of Health Communication (3 cr.)
This course 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 Information Policy and Technology (3 cr.)
Impact of modern revolution in information technology; the related challenges of the contemporary problems in information policies at individual, organizational, national, and international levels. Use of information indicators.

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 study of measures, indicators, and methods for the study and description of information and communication systems and activities. Emphasis on the evaluation of different measures and their application to information policy studies relating to information macro-economy, mass media, science, information systems in organizations, and libraries, on the national and international levels.
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 information organizations.

16:194:656 Theories and Issues in Library Studies (3 cr.)
This seminar 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)
Audience studies 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)
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 and Institutions (3)
This course addresses basic issues in the history of print and electronic media, emphasizing the media’s political economy, the interrelationship of media and society, and the ideological component in writing history.

194:664 Media and Culture (3)
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.

194:665 Media and Politics (3)
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)
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.

16:194:670 Topics in Communication Processes I
16:194:671 Topics in Communication Processes II
16:194:672 Topics in Communication Processes III
16:194:673 Topics in Communication Processes IV
16:194:674 Topics in Communication Processes V
16:194:675 Topics in Library & Info Science I
16:194:676 Topics in Library & Info Science II
16:194:677 Topics in Library & Info Science III
16:194:678 Topics in Library & Info Science IV
16:194:679 Topics in Library & Info 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 SCILS member of the Graduate Faculty to develop a plan for the apprentice’s work.

16:194:696, 697 Special Topics (3 cr.)
01) Communication Processes
02) Library and Information Science
03) Media Studies

16:194:698, 699 Independent Study (3 cr.)
- The Research Practicum requires registration in Independent Study

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

FACULTY OF THE GRADUATE PROGRAM IN COMMUNICATION, INFORMATION AND LIBRARY STUDIES

Full Members of the Graduate Faculty are denoted by an asterisk. All others are Associate or Adjunct Members of the Graduate Faculty. Associate and Adjunct Members of the Graduate Faculty may serve as a member of a student’s dissertation committee. Only Full Members may chair a dissertation committee.

Mark Aakhus* (Ph.D., University of Arizona) Associate Professor - Organizational communication, decision making and disputing processes, new communication technology

Jerome Aumente* (M.S., Columbia) Professor Emeritus - Communication and information technology

Nicholas J. Belkin* (Ph.D., London) Professor -- Information science, information retrieval theory, interactive information retrieval, people’s interactions with information, human-computer interaction in information systems

Ralph Blasingame* (D.L.S., Columbia) Professor Emeritus - Management

Galina Bolden (Ph.D., University of California-Los Angeles) Assistant Professor – Conversation analysis

Jack Z. Bratich* (Ph.D., University of Illinois at Urbana) Assistant Professor - Popular culture; social and political theory; media and democracy; technology and society

Caron Chess, (Ph.D. State University of NY, College of Environmental Science and Forestry) Associate Professor, Dept of Human Ecology – Environmental communication, risk communication, public participation.
Nelson L. Chou (Ph.D., Chicago) Librarian II, Head, East Asian Section, Alexander Library - History of books & libraries, East Asian librarianship, computational linguistics

Marija Dalbello* (Ph.D., University of Toronto) Associate Professor - Print and digital literacy, orality, print culture, textual communities, social memory

Marya Doerfel* (Ph.D., SUNY at Buffalo) Associate Professor - Organizational communication; organizational culture; network analysis; semantic network analysis

Gustav W. Friedrich* (Ph.D., University of Kansas) Professor and Dean, SCILS - Communication theory, instructional communication, applied communication

Jennifer Gibbs (Ph.D., University of Southern California) Assistant Professor - Organizational communication, mediated communication, global virtual teams

Carol Gordon* (Ed.D., Boston University) Associate Professor – Concept formation and information search in young people

David Greenberg* (Ph.D. Columbia University), Assistant Professor - American political and cultural history; politics and media

Kathryn Greene* (Ph.D., University of Georgia) Associate Professor – Health message design targeting adolescent risk-taking and disclosure of health issues

Jacek Gwizdka (Ph.D., University of Toronto) Assistant Professor – Human-computer interaction; personal information management; user profiling

Paul Kantor* (Ph.D., Princeton) Professor - Networked information and decision systems, digital libraries, economics of information, value studies of library and information systems

James Katz* (Ph.D., Rutgers University) Professor - Societal and policy implications of telecommunications and new communication technologies, research methods

Susan Keith (Ph.D., University of North Carolina at Chapel Hill) Assistant Professor Mass media ethics and journalistic decision-making, mass communications law

Montague Kern* (Ph.D., Johns Hopkins University) Associate Professor - Media, political institutions and public policy, persuasion, political communication

Robert Kubey* (Ph.D., University of Chicago) Professor - Mass communication theory and effects, psychology and politics of media, media literacy, sociology of culture, research methods

Deepa Kumar* (Ph.D. University of Pittsburgh) Assistant Professor - Critical media studies; globalization, class, gender, social movements, war

Michael Lesk* (Ph.D., Harvard University) Professor - Digital libraries, digital preservation and the economics of digital information

Laurie Lewis* (Ph.D., University of California-Santa Barbara) Associate Professor – Organizational communication and organizational change
Ya-Ling Lu (Ph.D., University of California-Los Angeles) Assistant Professor - Children’s literature; children’s services; information use, need, and seeking

Jenny Mandelbaum* (Ph.D., University of Texas) Associate Professor - Interpersonal communication, conversational analysis

Claire McInerney* (Ph.D. SUNY/Albany) Associate Professor – Knowledge management, information ethics, virtual organizations

Regina Marchi (Ph.D., University of California-San Diego) Assistant Professor – Journalism and media

Hartmut Mokros* (Ph.D., Chicago) Professor – Language and social interaction; communication & identity; psychopathology & wellness, research methodology

Daniel O’Connor* (Ph.D., Syracuse) Associate Professor - Research methods, library science

Jon Oliver (MS, Rutgers University) Assistant Dean for Network and Information Technology - Information retrieval and dissemination in distance education

John Pavlik* (Ph.D. University of Minnesota) Professor - Journalism technology and new media technologies; Spanish-language media; journalism and media ethics

Andrew Pleasant (Ph.D., Cornell University) Assistant Professor – Dept. of Human Ecology – Health, environment and science literacy and communication; social change.

Marie Radford* (Ph.D., Rutgers University) Associate Professor - Interpersonal & nonverbal communication, librarian-user interactions, media stereotypes, cultural studies, & qualitative methods

Gary P. Radford (Ph.D. Rutgers University) Professor I, Fairleigh Dickinson Univ., Adjunct Member – Communication theory and philosophy, semiotics, interpersonal communication.

Barbara Reed, (Ph.D., Ohio University) Associate Professor - History and contemporary studies of ethnic press and magazines

Doug Riecken (Ph.D., Rutgers University) Adjunct member - Human-computer interaction, information personalization, intelligent user interfaces and agents

Jeffrey Robinson* (Ph.D., University of California at Los Angeles) Associate Professor - Physician-patient and interpersonal interaction; qualitative research

Brent D. Ruben* (Ph.D., Iowa) Professor and Executive Director, University Program for Quality & Communication Improvement - Communication theory, organizational quality, health and medical communication, communication and information systems, communication education

Tefko Saracevic* (Ph.D., Case Western Reserve) Professor - Information science, information education, information seeking and retrieving

Craig Scott* (Ph.D., Arizona State University) Associate Professor – Organizations and new technologies, virtual teams
William Solomon* (Ph.D., University of California-Berkeley) Associate Professor - Sociology of Mass Media, Historical sociology, Labor studies

Anselm Spoerri* (Ph.D., MIT) Assistant Professor – Information visualization, information appliances

Lea P. Stewart* (Ph.D., Purdue) Professor - Organizational communication, diversity, gender, sexual harassment

Jennifer Theiss (Ph.D., University of Wisconsin) Assistant Professor – Interpersonal communication and romantic relationship development.

Ross J. Todd * (Ph.D., University of Technology-Sydney, Australia) Associate Professor - Human information behavior, adolescents’ information seeking and utilization, school librarianship, knowledge management

Betty J. Turock* (Ph.D., Rutgers University) Professor Emeritus - Management, information services, information policy.

Jana Varlejs* (Ph.D., University of Wisconsin) Associate Professor - Library education, continuing professional education

Sherry Vellucci* (D.L.S., Columbia University) Assistant Professor - Metadata and cataloging, authority control, bibliographic relationships

Leonard T. Vercellotti, (Ph.D. University of North Carolina, Chapel Hill). Adjunct member, Assistant Research Professor, Eagleton Institute of Politics – Public opinion, ethnic media, political communication

Nina Wacholder* (Ph.D., CUNY) Assistant Professor – Organization of Information, information access, computational linguistics

Itzhak Yanovitzky* (Ph.D., University of Pennsylvania) Assistant Professor – Health communication, persuasion, communication and social changes; research methodology

Xiangmin Zhang* (Ph.D., University of Toronto) Assistant Professor – Interactive information retrieval; human-computer interaction
# FACULTY BY AREA OF STUDY

## COMMUNICATION PROCESSES

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Title</th>
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<tbody>
<tr>
<td>Craig Scott</td>
<td>Associate Professor &amp; Area Coordinator</td>
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<tr>
<td>Mark Aakhus</td>
<td>Associate Professor</td>
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<tr>
<td>Galina Bolden</td>
<td>Assistant Professor</td>
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<td>Marya Doerfel</td>
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<td>Gustav Friedrich</td>
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<td>Kathryn Greene</td>
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<td>James Katz</td>
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<td>Laurie Lewis</td>
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<td>Jennifer Mandelbaum</td>
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<td>Hartmut Mokros</td>
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<td>Jeffrey Robinson</td>
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<td>Itzhak Yanovitzky</td>
<td>Assistant Professor</td>
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## LIBRARY & INFORMATION SCIENCE

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<tr>
<th>Faculty</th>
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<tr>
<td>Paul Kantor</td>
<td>Professor-II &amp; Area Coordinator</td>
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<td>Nicholas Belkin</td>
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<td>Marija Dalbello</td>
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<td>Xiangmin Zhang</td>
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## MEDIA STUDIES

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<tr>
<td>Jack Bratich</td>
<td>Assistant Professor &amp; Area Coordinator</td>
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<td>David Greenberg</td>
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<td>William Solomon</td>
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# Faculty Contact Information

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<tr>
<th>DEPT</th>
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<tbody>
<tr>
<td>COM</td>
<td>AAKHUSS, Mark</td>
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STATISTICS COMPETENCIES REQUIRED FOR REGISTRATION IN 604

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, 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
CONFERENCE TRAVEL SUPPORT

Communication, Information & Library Studies Doctoral Program

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Please complete fully. If you are requesting support

Name: _________________________________________________________________________

Program Area: ___________________________________________________________________

Name of Conference: __________________________________________________________________

Date of Conference: ____________ Conference City: ________________________________

Title of Paper Being Presented: _______________________________________________________________________

Please list the authors on the paper you are presenting in order of authorship credit.

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Is your presentation a talk or a poster? ____________
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