

Ph.D. Program in
Communication,
Information and
Library Studies
(CILS)

Student and Faculty
2016-2017
Ph.D. Handbook
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NOTE FROM THE PH.D. DIRECTOR

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 among the largest, enrolling over 95 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 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. All PhD students are encouraged to consult this handbook when questions regarding your course requirements or the program arise.

As Ph.D. Director, it is my honor to lead our Ph.D. program, 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!

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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 three areas of concentration: Communication (COM), Library and Information Science (LIS), and Media Studies (MS). To learn more about our PhD Program, see <https://comminfo.rutgers.edu/academics/graduate/phd-program>. The unique combination of these three areas in a single program helps prepare students to address key questions in our society that often cross disciplinary boundaries. 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 95 students currently enrolled, the CILS Ph.D. Program is among the largest of the GSNB doctoral programs. To learn more about GSNB, see <http://gsnb.rutgers.edu/about/about-graduate-school%E2%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, social media, digital information, data science, library management, journalism, and critical/cultural studies in communication) will also find that this program serves them well.

About the School of Communication and Information (SC&I)

SC&I 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 needs of our information society and the rapid 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 (see <http://www.rutgers.edu/about>). Chartered in 1766, Rutgers is the eighth-oldest institution of higher education in the United States and is celebrating a milestone 250 years of revolutionary teaching, research, and service in 2016 (see <http://250.rutgers.edu/>). As an institution strongly committed to graduate education and research, Rutgers University provides graduate programs of exceptional quality taught by a distinguished faculty. 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 67,000 students from all 50 states and more than 115 countries — with over 19,000 graduate students, and more than 22,000 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 division that focuses on health education, research, and clinical care.

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 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 Mac and PC computers for Ph.D. student use, a dedicated graduate student computer lab, and state-of-the-art computer research facilities.

About Library Facilities

The Rutgers University Libraries (<http://www.libraries.rutgers.edu/>) with 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 SC&I, has extensive holdings in the areas of emphasis within the program.

About Research Facilities

SC&I has general research laboratory space, and a dedicated suite of rooms for observing, monitoring, recording and analyzing human and human-computer interaction, as well as an interaction lab, supporting a range of research activities. 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. The Ph.D. Program adheres to the University's policy on Academic Integrity which can be found here: <http://academicintegrity.rutgers.edu/>. 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 this website and policy. Further, students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by their instructors. 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 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, this "F" will remain on the student's transcript, even if the course is retaken and a passing grade is achieved.

Plagiarism is a serious offense, and all students should fully understand its definition and possible consequences. The link to Resources for Students from the Academic Integrity website (<http://academicintegrity.rutgers.edu/resources-for-students/>) provides information on avoiding plagiarism from several universities and government agencies.

About Graduate School-New Brunswick (GSNB) Policies and Procedures

In addition to academic integrity, it is the student's responsibility to keep informed of GSNB policies, procedures and deadlines. The following topics and more can be found here: http://catalogs.rutgers.edu/generated/nb-grad_current/.

Academic Integrity

Registration and Course Information

Student Residency for Tuition Purposes

Policy Prohibiting Sexual Harassment

Academic Standing

Student Records and Privacy Rights

Code of Student Conduct

Policy on Equal Opportunity & Affirmative Action

PROGRAM AREAS OF CONCENTRATION

The Ph.D. Program in Communication, Information and Library Studies (CILS) has three areas of concentration: Communication (COM); Library and Information Science (LIS); and Media Studies (MS). Students whose interests fall across these three areas are encouraged to develop an individual plan of study in consultation with the program director, area coordinators, and their advisor.

Communication (COM)

The Communication area of the interdisciplinary doctoral program in the School of Communication and Information has faculty with research interests in five interconnected areas: Communication and Technology; Health Communication; Interpersonal Communication; Language and Social Interaction; and Organizational Communication. Doctoral students in Communication conduct problem-oriented research at the intersection of these areas that focuses on 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, medical provider-patient interaction, interaction on emergency and emotional support telephone lines, 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: Center for Communication and Health Issues; Center for Language, Interaction and Health; Center for Organizational Development and Leadership; Collaboratory for Organizing and Social Media; Network Science Lab, and the Rutgers University Conversation Analysis Lab.

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. The LIS area of concentration (also known as iSchool) in our interdisciplinary Ph.D. provides an excellent environment for research in such areas as Human Information Behavior; Social computing; Health information; Learning and education; Information institutions, artifacts, and documents; Human-centered computing/HCI/Interaction and design; and Data Science. Students take classes and research experiences to develop an understanding of and research capability in human information-seeking activity; information retrieval systems; information and knowledge structures; as well as digital and physical information centers as part of a diverse global information environment. Ph.D. students in the LIS concentration 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, the Behavioral Informatics 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

The CILS Ph.D. degree is granted upon completion of course requirements, passing written and oral qualifying examinations, and successful defense of the proposal and the doctoral dissertation. These requirements are described below:

I. Master's Level Statistics Competency

II. Course Requirements (Note: Students who entered Pre Fall 2014 should consult Appendix A).

Core Requirements

Program Area Requirements

Communication (COM)

Library and Information Science (LIS)

Media Studies (MS)

Transfer of Approved Master's Degree Course Credits

Dissertation Research Credits (24-27 required beyond coursework, minimum of 1 research cr. per semester until graduation)

III. Qualifying Examinations (oral and written)

IV. Proposal

V. Dissertation

I. Master's Level Statistics Competency

Ph.D. Program faculty members expect students entering the program to have achieved master's level competency in statistics which is a prerequisite for enrollment in Quantitative Research Methods (16:194:604). 604 is a program methods course required for the LIS area, and can be taken to fulfill methods requirements for COM and MS areas.

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 and prior to taking 604. However, credits earned in master's level statistics do not count toward the Ph.D. program's course work credit requirements. Possible master's level courses at Rutgers include (but are not restricted to):

17:610:511: Research Methods

16:960:532: Statistical Methods in Education II

See **Appendix B** 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).

II. Course Requirements (Note: Students who entered prior to 2014 see Appendix A).

Course requirements are summarized as follows (described in more detail below):

1). **Core Course Requirements:** COM, MS, and LIS: 6 credits (600, 601 and 608)

2). **Program Area Course Requirements:** Taken in addition to the **Core Requirements**.

COM & MS: 27 credits

LIS: 30 credits

Core Course Requirements plus **Program Area Course Requirements** equal to a minimum total required credits of doctoral level coursework as follows:

COM & MS: 33 credits (6 Core Course Requirements plus 27 Program Area Course Requirements)

LIS: 36 credits (6 Core Course Requirements plus 30 Program Area Course Requirements)

3). **Transfer of Approved Master's Degree Course Credits:** Additional credits of graduate course work including, but not limited to, master's degree transfer of credits. Must be approved by the Ph.D. Director.

COM: up to 24 transfer credits

MS & LIS: up to 12 transfer credits

4). **Dissertation Research Credits:** Taken after completion of all coursework credits and the Transfer of Approved Master's Degree Course Credits. Must take a minimum of 1 research credit per semester until graduation.

COM & LIS: 24 research credits

MS: 27 research credits

Upon successful completion of: 1). Core Course Requirements, 2). Program Area Course Requirements, and 3). Transfer of Approved Master's Degree Course Credits, the candidate is eligible to take the qualifying examination (see III. Qualifying Examinations section).

Course Listings and Schedules, Independent Study and Assistantship Credits

Ph.D. Courses are listed here: <https://comminfo.rutgers.edu/academics/courses/33>

Current Course Schedules by semester are found here: <https://comminfo.rutgers.edu/academics/graduate/phd-program/phd-course-schedule>

Independent Study Credits: 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.

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

1). Core Course Requirements for COM, LIS, & MS

There are three core required courses for all Ph.D. students (600, 601, and 608) as follows:

16:194:600: Ph.D. Colloquium (0 cr.) Taken during each semester of course work and attendance is required until qualifying exams are passed, Colloquium is held on selected Friday afternoons from 1:30 to 3:30pm. It includes research presentations by students, faculty, alumni, and outside speakers, as well as professional development seminars.

16:194:601: Communication, Information, and Media Pro-seminar (3 cr.) Taken during the first semester, 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 CITI, Human Subjects Certification, as part of the course.

16:194:608: Research Practicum (3 cr.) Taken by arrangement with faculty member, usually toward the end of coursework, 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. 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 <https://comminfo.rutgers.edu/academics/graduate/phd-program/phd-program-handbook-key-forms> click on Guidelines for Research Practicum Presentations bullet).

2. Program Area Course Requirements by Area (27-30 credits)

Each program area sets its own curriculum and area course requirements as follows:

Communication (COM)

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 two 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.

Methods: Two specialized methods courses (6 cr.) offered in the program or outside the program (consult your advisor).

Required COM Area Courses

In addition to the two methods courses, the following are required:

16:194:623 Research Design (3 cr.) (Note for fall 2016 cohort only, 16:194:602, Research Foundations, is required in lieu of 623)

16:194:624 Communication Theory (3 cr.)

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

- 16: 194: 670-674 Topics in Communication Processes I through V (3 cr. each). Offerings vary by semester.
- Topics in Communication and Technology (e.g., Mediated Communication Theory, Social Media, Communication Design, Work and Technology)
- Topics in Interpersonal Communication (e.g., Interpersonal Communication Theory, Uncertainty and Communication, Relational and Family Communication)
- Topics in Health Communication (e.g., Health Campaigns, Interpersonal Health Communication, Professional Practices and Issues of Health)
- Topics in Language and 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)

Note: See Appendix C for Requirements for COM Area Students Entering in 2017.

Library and Information Science (LIS)

Study in LIS consists of at least 12 credits (4 courses, including Research Foundations, Seminar in Information Studies, and Human Information Behavior). 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.), choosing either Option A or Option B.

Option A:

16:194:604 Quantitative Research Methods (3 cr.) (**Required**)

16:194:603 Qualitative Research Methods (3 cr.) **and**

16:194:605 Critical Research Methods (3 cr.)

If Option A is selected, so both 603 and 605 are taken, one of these (3 cr.) may count toward LIS or secondary area credits.

Option B:

16:194:604 Quantitative Research Methods (3 cr.) (**Required**)

16:194:603 Qualitative Research Methods (3 cr.) or 16:194:605 Critical Research Methods (3 cr.) and

One advanced Ph.D. methods course (3 cr.) taken from elsewhere in the university.

Required LIS Area Courses

In addition to the three methods courses, the following are required:

- 16:194:602 Research Foundations (3 cr.)
- 16:194:610 Seminar in Information Studies (3 cr.)
- 16:194:612 Human Information Behavior (3 cr.)

Required Secondary Area Courses

- Two courses outside of LIS in your secondary area (6 cr.) (consult with your advisor on selection of these)

Required: Two Additional LIS Area Courses:

In addition to LIS required courses, at least two other courses in the LIS area (6 cr.) must be taken, such as:

- 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.)
- 16:194:675-679 Topics in Library and Information Science I through V (3 cr. each). Offerings vary by semester.

Media Studies (MS)

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 Topics 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 (3 cr.) to be determined in consultation with the student's advisor.

Required MS Area Courses:

In addition to the two methods courses, the following are required:

- 16:194:631 Media Theory (3 cr.) Course must be taken in the first semester of study.
- 16:194:680-684 Topics in Media Studies I-V. Must take a total of three courses (9 cr.) Offerings vary by semester.

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

Additional credits of graduate course work including, but not limited to, master's degree credits may be transferred.

COM: up to 24 transfer credits

MS & LIS: up to 12 transfer credits

Students should consult their advisor before applying for transfer of credits. The Ph.D. Program director will then recommend to the GSNB which and how many courses are approved for transfer. It is not uncommon to limit transfer credits to less than 12 or less than 24 hours (depending on the program area and individual student circumstances). Transferred courses must be theoretical or research-based courses in Communication, Information Science and 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, see the GSNB Handbook (http://gsnb.rutgers.edu/sites/gsnb/files/gsnb_handbook.pdf).

The Application for Transfer of Credit (see: Ph.D Website Handbook & Key Forms tab) should be completed and submitted to Alli Larkin 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

Are taken after completion of all coursework credits and the Transfer of Approved Master's Degree Course Credits.

COM & LIS: 24 research credits

MS: 27 research credits

The number taken during a particular semester will vary and should reflect the degree of involvement of the student and his/her advisor during that semester. **Once a student has passed his or her qualifying examination the minimum registration required by GSNB is 1 research credit per semester.** Please consult with the Program Director if you need to take a leave of absence (e.g., for medical, family, or other reason) for any semester prior to graduation. Any leave must be formally requested. See below section on time to degree completion.

POLICIES

Grading Policy

GSNB 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 Dissertation 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.)

Policy on Leave of Absence

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.

QUALIFYING EXAMS AND DISSERTATION REQUIREMENTS

Qualifying Examination Requirement

The qualifying examination is taken after the successful completion of all course credits. It consists of two portions: the written and the oral. Qualifying exams cover the areas of coursework specialization (as stipulated in each program area). 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, in consultation with their advisor and exam committee members. 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.

Exam Dates: Exam dates are determined by the student and his/her advisor and committee, but should not be conducted past the 12th week of each semester without prior approval from all committee members. Within two weeks of submitting the written answers, the oral examination is scheduled. Exam questions are sent by email to the student from the Ph.D. office. Students have a limit of **ten days** to complete and submit their answers. Written qualifying exams are **started on a Friday morning and completed ten days later on a Monday**. Students planning to take qualifying exams must notify the Ph.D. office and the Program Director as soon as possible.

Candidacy Form: Students must download and complete the **Candidacy Form** prior to taking qualifying exams: <http://gsnb.rutgers.edu/resources/graduate-student-forms>, click on Admission to Ph.D. Candidacy Application. Bring this completed form to the Oral Portion of the exam.

Examination Committee: 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. 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.

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 SC&I, then at least one of the examiners must be a member of the graduate faculty of that area (e.g., Sociology, Computer Science, Anthropology). Or, if the other area is from within SC&I (e.g., COM, LIS, or MS) at least one of the examiners must be a member of that program area.

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.

Written Examination: The written portion consists of a take home exam of two questions covering two distinct areas of study. The number of questions that are set, from which the student chooses two to answer, is decided by the program area. Typically the student is sent four questions, and the student then chooses to answer one question from each of the two areas. Answers should conform to the length guidelines if given with your question. Please limit the text of your answer to 20-25 pages, typed and double-spaced (6,000 words on average). Instructions are also sent to the students with the exam.

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 second area can be within SC&I (COM or MS) or from elsewhere in the university. The student must then answer one question relevant to each of the two areas in which s/he has studied. In COM, students must have a major and minor area of study. These may include foci within the COM 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 MS, there is no requirement to study in more than one area, so the two questions may cover whatever aspects of MS the examination committee considers relevant.

Oral Examination: The oral portion of the qualifying examination is led by the chair of the examination committee, and includes all four members. It is scheduled within two weeks of the completion of the written exam. In the oral exam, 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 for examiners when evaluating each exam question: **Pass**, **Revise**, or **Fail**. (See the Qualifying Exam Evaluation form (<https://comminfo.rutgers.edu/academics/graduate/phd-program/phd-program-handbook-key-forms>)). At the conclusion of the oral exam, 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.

Pass: If the student has successfully passed both questions, the student receives a Pass and is admitted to candidacy for the Ph.D. The committee members will sign the student's **Candidacy Form** and give it back to the student to return to the Ph.D. Office.

Revise: If the committee determines that the student has not demonstrated satisfactory performance, but has not failed one or both questions (and could pass with additional revisions), 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. 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.** There is no additional oral exam for the Revise option.

Fail: 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.

Re-sitting the Exam: In the event of a fail on one or both questions, **students may re-sit the qualifying examination once only.** Re-sitting the examination means that faculty will provide new questions for the required area(s), students will have an additional 10-day take home exam and submission, and subsequently take an oral exam 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.

Dissertation Requirement

1. Selection of Dissertation Chair

In consultation with the area coordinator and/or Program Director, 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. Students are advised to identify an advisor within the first year or two of coursework, or may be assigned a temporary advisor. This temporary advisor may or may not become their dissertation chair.

2. Selection of Additional Committee Members

The chair and student select three additional faculty members to serve on the dissertation committee. A committee consists of the chair plus at least two members from the CILS program faculty and one outside member, who comes from 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 GSNB for final approval. When approved, a formal letter of invitation and appointment is issued by the GSNB. Please allow at least two-weeks lead time for such review.

3. Preparation of the Dissertation Proposal

With the guidance of their 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 modifications and notifies the Ph.D. office of the date. 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 Title Page format here: <https://comminfo.rutgers.edu/academics/graduate/phd-program/phd-program-handbook-key-forms> and click on Dissertation Proposal Sample Title Page). A copy of the signed Title Page and the proposal 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. The GSNB required that the Dissertation Proposal will be signed within one year of passing the qualifying exams.

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 its presentation at a Ph.D. Colloquium, held on Friday afternoons. 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. Dissertation Defense

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. The chair should notify the Ph.D. Director and Ph.D. Office when the defense is being scheduled and the Office will assist in booking a room and logistics. The GSNB requires that the Defense be held at Rutgers, with the chair and candidate physically present. It is allowed for one or two members to Skype in (usually the outside member.)

At least 4 weeks before scheduling the defense, the student should review the GSNB's **Checklist for Ph.D. Degree** (see <http://gsnb.rutgers.edu/academics/checklist-phd-degree>) and follow all instructions carefully, in order to make sure all appropriate paperwork is submitted to GSNB prior to graduation and that the dissertation is properly formatted following the style guide (see link to Checklist) to meet all requirements.

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 (See <https://comminfo.rutgers.edu/academics/graduate/phd-program/phd-program-handbook-key-forms> and click on Dissertation Title Page bullet to see the approved format). 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 and Program Director Approval

The Program Director, in consultation with the candidate and the chair, schedules a public presentation, which is required by the GSNB and is open to faculty, students, and friends. This is usually scheduled as part of the 600 Ph.D. Colloquium series on Friday afternoons at 1:30pm. The candidate also provides 30 copies of the "Abstract" with an attached biographical sketch for distribution to the program faculty and students. (See <https://comminfo.rutgers.edu/academics/graduate/phd-program/phd-program-handbook-key-forms> click on Handbook & Key Forms tab and Dissertation Public Presentation Guidelines). The Public Presentation must be done four weeks before the GSNB deadline for final submission of all degree information.

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, the Program Director indicates final approval of the dissertation by signing the Candidacy Form (available from the Program Office, and online from GSNB), which the candidate must return to the Office of the GSNB (25 Bishop Place, CAC). (See Dissertation Public Presentation Guidelines here: <https://comminfo.rutgers.edu/academics/graduate/phd-program/phd-program-handbook-key-forms> 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 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 GSNB 7-year rule for assessment of progress in the program regarding the proposal and dissertation defense.

GSNB Seven Year Policy for 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 (Note: Students who entered prior to fall 2014, see Appendix A)

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

*Timeline assumes 9 credits each semester (full time).

Sample 6-Year Program Completion Timeline

Program Year	Semester	Coursework/Milestones
Year 1	Fall	601, 1 Area Requirement
	Spring	603 and/or 605, 1 Area Requirement or additional methods course
	Summer	File for transfer of credits by end of semester; select initial advisor (if not assigned or selected already)

Year 2	Fall	604 if required, 1 or 2 Area Requirements
	Spring	608 (Practicum), 1 Area Requirement
Year 3	Fall	2 Area Requirements, Present Practicum findings
	Spring	1 or 2 Area Requirements, Begin Qualifying Examination preparation
Year 4	Fall	Take Written and Oral Qualifying Examination
	Spring	Dissertation Proposal Preparation
Year 5	Fall	Dissertation Proposal Approved
	Spring	Work on Dissertation
Year 6	Fall	Dissertation Draft Completed
	Spring	Dissertation Finished/Defended/Presented

*Timeline assumes 6 credits each semester (part time).

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.

ADVISING AND ANNUAL REVIEW

Program Advising and Plan of Study

Ideally, initial or temporary 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 regularly, at least once prior to each course registration period, and more frequently, as needed. 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

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 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 and to publish their work in appropriate scholarly venues.

The Faculty of the Ph.D. Program meets each spring semester to review the progress of all students in the program. This review 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, all students in the program must meet with their advisor and submit a copy of the annual review form (due usually in late March or early April). This information is used not only to assess student progress, but also to identify and recognize outstanding students in the program. Doctoral Student Annual Review Forms are submitted online.

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, 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 Program Director 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 GSNB and the CILS Ph.D. program, via the same form and submitted online. This happens twice per year, one week prior to Nov. 1 and March 1. The program office will announce deadlines for receipt of travel requests and forms must be submitted online (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 soon afterwards. To apply one must be an **author** on a paper, panel, 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 GSNB usually only funds a very small number of students for a small amount, they will provide checks without documentation typically. The program office provides additional funding, within budget constraints, after you have attended the conference.

To receive this travel award, please submit proof of registration, proof of travel (airline receipt/train ticket/ezpass, etc.), and proof of presentation. Once all the documents are received, your reimbursement will be processed.

Please email these documents/receipts to Alli Larkin or Dean Kevin Ewell at sciphd@comminfo.rutgers.edu within 30 days of your travel. This is a dedicated Ph.D. email address that we have set up so that Allison and Kevin both have access to your documents. After you email your documents, please come in or call (848) 932-8742 Alli Larkin to give her your social security number which is required for the check request. You will then be issued a check in the designated amount from the SC&I business office. NO TABER is required.

Accomplishments: To better promote the activity that you as doctoral students are doing, 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 to this email address: pr@comminfo.rutgers.edu. It is important to submit information when you 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: <https://comminfo.rutgers.edu/academics/graduate/phd-program/dissertations-and-accomplishments>

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.

CORE FACULTY OF THE PH.D. PROGRAM BY AREA

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

<https://comminfo.rutgers.edu/directories/faculty>

Full and Associate Faculty Member Contact Information by Program Area

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

COMMUNICATION

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Todd Wolfson	Associate Professor	8709	twolfson@rutgers.edu

Complete List of the CILS Program Members of the Graduate Faculty, Associate Members, and Adjunct Members with Research Interests

Mark Aakhus, Professor of Communication and Associate Dean for Research, SC&I; Ph.D., Arizona. Collaboration and conflict processes; communication-information technology; discourse and organizations; corporate social responsibility; sustainability

Melissa Aronczyk, Associate Professor of Journalism and Media Studies, SC&I; Ph.D., New York. Critical promotional culture and promotional media; nationalism/national identity; globalization; politics and media; sociology of culture

Nicholas J. Belkin, Distinguished Professor of Library and Information Science, SC&I; Ph.D., London. Information science; information retrieval theory; interactive information retrieval; people's interactions with information; human-computer interaction in information systems

Galina Bolden, Associate Professor of Communication, SC&I; Ph.D., California (Los Angeles). Conversation analysis in English and Russian; communication across linguistic and cultural barriers; nonverbal communication

Jack Bratich, Associate Professor of Journalism and Media Studies, SC&I; Ph.D., Illinois (Urbana). Popular culture; social and political theory; media and democracy; technology and society

Marija Dalbello, Associate Professor of Library and Information Science, SC&I; Ph.D., Toronto. Theory and history of information; social history of knowledge; visual epistemology, history of the book; digital humanities

Marya Doerfel, Associate Professor of Communication, SC&I; Ph.D., SUNY (Buffalo). Organizational communication; organizational culture; network analysis; semantic network analysis

Lauren Feldman, Assistant Professor of Journalism and Media Studies, SC&I; Ph.D., Pennsylvania. Media and politics; public opinion; partisan media; entertainment and politics; climate change communication

Gustav W. Friedrich, Professor Emeritus of Communication, SC&I; Ph.D., Kansas. Communication theory; instructional communication; applied communication

Ellen P. Goodman, Professor of Law, SL-C; J.D., Harvard. Information technology policy; regulation through communication

David Greenberg, Professor of Journalism and Media Studies, SC&I; Ph.D., Columbia. American political and cultural history; politics and media

Kathryn Greene, Professor of Communication, SC&I; Ph.D., Georgia. Health-message design targeting; adolescent risk taking; disclosure of health issues

Vikki Sara Katz, Associate Professor of Communication, SC&I; Ph.D., Southern California. Community-based health interventions; immigrant family dynamics; children's information seeking/translating; ethnic media; communication ecologies

Susan Keith, Associate Professor of Journalism and Media Studies, SC&I; Ph.D., North Carolina (Chapel Hill). Traditional and new media journalistic practice; media ethics; mass communication law

Deepa Kumar, Associate Professor of Journalism and Media Studies, SC&I; Ph.D., Pittsburgh. Critical media studies; globalization; class; gender; imperialism; war; Middle East; Islam; Orientalism

Dafna Lemish, Professor of Journalism and Media Studies and Associate Dean for Programs, SC&I, Ph.D., Ohio State University. Children, media, and gender representations

Michael E. Lesk, Professor of Library and Information Science, SC&I; Ph.D., Harvard. Digital libraries; digital preservation and the economics of digital information

Laurie Lewis, Professor of Communication, SC&I; Ph.D., California (Santa Barbara). Organizational communication; stakeholder communication; organizational change; nonprofits; interorganizational collaboration

Jennifer S. Mandelbaum, Professor of Communication, SC&I; Ph.D., Texas (Austin). Interpersonal communication; conversational analysis

Regina Marchi, Associate Professor of Journalism and Media Studies, SC&I; Ph.D., California (San Diego). Race, class, gender and media; social movements and news; community media; Latino popular culture

Claire McInerney, Associate Professor of Library and Information Science, SC&I; Ph.D., SUNY (Albany). Knowledge management; information ethics; virtual organizations; community informatics and health; gender and technology

Lisa Mikesell, Associate Professor of Communication, SC&I; Ph.D., California (Los Angeles). Qualitative methods; conversation analysis and ethnography; health communication

Hartmut B. Mokros, Professor of Communication, SC&I; Ph.D., Chicago. Language and social interaction; communication and identity; psychopathology and wellness; research methodology

John V. Pavlik, Professor of Journalism and Media Studies, SC&I; Ph.D., Minnesota. Journalism technology and new media technologies; Spanish-language media; journalism and media ethics

Jonathan Potter, Distinguished Professor of Communication and Dean, SC&I; Ph.D., University of York. Discursive psychology; conversation analysis; qualitative research methods; theory

Marie L. Radford, Professor of Library and Information Science and Ph.D. Director, SC&I; Ph.D., Rutgers. Interpersonal communication; librarian-user interactions; media stereotypes; cultural studies; qualitative methods; theory

Rebecca Reynolds, Assistant Professor of Library and Information Science, SC&I; Ph.D., Syracuse. Computer-supported collaborative learning among youth in constructionist design-oriented environments

Brent D. Ruben, Distinguished Professor of Communication, SC&I; Ph.D., Iowa. Communication theory; organizational quality; health and medical communication; communication and information systems; communication education

Tefko Saracevic, Professor Emeritus of Library and Information Science, SC&I; Ph.D., Case Western Reserve
Information science; information education; information seeking and retrieving

Jorge Reina Schement, Professor of Communication, SC&I; Ph.D., Stanford. Information policy; global telecommunications;
Spanish-language media; information-consumer behavior

Craig R. Scott, Professor of Communication, SC&I; Ph.D., Arizona State. Organizational communication; new communication
technologies; issues of identification and anonymity; communication theory

Chirag Shah, Associate Professor of Library and Information Science, SC&I; Ph.D., North Carolina (Chapel Hill).
Information seeking/retrieval/behavior; social media; human computer interaction

Lea P. Stewart, Professor of Communication, SC&I; Ph.D., Purdue. Organizational communication; diversity; gender; sexual
harassment; health communication

Jennifer Theiss, Associate Professor of Communication, SC&I; Ph.D., Wisconsin (Madison). Interpersonal communication;
romantic relationship development

Ross J. Todd, Associate Professor of Library and Information Science; SC&I; Ph.D., Sydney. Human information behavior;
adolescents' information seeking and utilization; school librarianship; knowledge management

Betty J. Turock, Professor Emerita of Library and Information Science, SC&I; Ph.D., Rutgers. Management; information
services; information policy

Jana Varlejs, Associate Professor Emerita of Library and Information Science, SC&I; Ph.D., Wisconsin (Madison).
Library education; continuing professional education

Nina Wacholder, Associate Professor of Library and Information Science, SC&I; Ph.D., CUNY Organization of information;
information access; computational linguistics

Jennifer Warren, Assistant Professor of Communication, SC&I; Ph.D., Pennsylvania State. Health communication;
underserved identities; health disparities; tobacco use; targeted e-health interventions; community-based
participatory research

Matthew Weber, Assistant Professor of Communication, SC&I; Ph.D., Southern California. Organizations and technology;
media

Todd Wolfson, Associate Professor of Journalism and Media Studies, SC&I; Ph.D., Pennsylvania. Role of new information
and communication technologies in global social movements

Itzhak Yanovitzky, Associate Professor of Communication, SC&I; Ph.D., Pennsylvania. Health communication; persuasion;
communication and social changes; research methodology

Associate Members of the Graduate Faculty

Caron Chess, Associate Professor of Human Ecology, SEBS; Ph.D., SUNY (CESF) Environmental communication; risk
communication; public participation

Kaitlin Costello, Assistant Professor of Library and Information Science, SC&I; Ph.D., North Carolina - Chapel Hill.
Health information behavior; disclosure, social networks, qualitative methodology

Meara Faw, Assistant Professor of Communication, SC&I; Ph.D., Washington. Interpersonal communication & health

Bernadette Gailliard, Assistant Professor of Communication, SC&I; Ph.D., California (Santa Barbara). Organizational
communication; identity; race, gender, and class intersections

Sunyoung Kim, Assistant Professor of Library and Information Science, SC&I; Ph.D. Michigan. Human computer interaction;
health information behavior; mobile & ubiquitous computing technologies

Jeffrey Lane, Assistant Professor of Communication, SC&I; Ph.D., Princeton. Urban ethnography; mediated communication;
urban communication

Charles Senteio, Assistant Professor of Library and Information Science, SC&I; Ph.D. Michigan. community-based
participatory research strategies; health information; improving chronic disease outcomes

Vivek Singh, Assistant Professor of Library and Information Science, SC&I; Ph.D., California (Irvine). Data analytics; social
analytics; multimedia; computational social science

Khadijah White, Assistant Professor of Journalism and Media Studies, SC&I; Ph.D., Pennsylvania. Race and gender in media and politics

Adjunct Members of the Graduate Faculty

Marc Aronson, Assistant Teaching Professor of Library and Information Science, SC&I, Ph.D., NYU, nonfiction writing and literature for younger readers

Jerome Aumente, Professor Emeritus of Journalism and Mass Media, SC&I; Director, Journalism Resources Institute; M.S., Columbia. Communication and information technology

Michael J. Bzdak, Visiting Part-Time Lecturer in Communication, SC&I; Ph.D., Rutgers. Organizational communication; corporate social responsibility; CSR theory and practice

Mary Chayko, Teaching Professor of Communication, SC&I; Ph.D., Rutgers. Impact of the internet and digital media on community, society, and self

Alexa Hepburn, Research Professor of Communication, SC&I; Ph.D. Glasgow Caledonian University. Conversation analytic method; emotion and influence; health communication

Jon L. Oliver, Assistant Dean for Network and Information Technology, SC&I; M.S., Rutgers. Information retrieval and dissemination in distance education

Gary P. Radford, Professor of Communication, Fairleigh Dickinson; Ph.D., Rutgers. Communication theory and philosophy; semiotics; interpersonal communication

Doug Riecken, IBM TJ Watson Laboratories; Ph.D., Rutgers. Human-computer interaction; information personalization; intelligent user interfaces and agents

Anselm Spoerri, Lecturer/Assistant Professor of Library and Information Science, SC&I; Ph.D., Massachusetts Institute of Technology. Information visualization; information appliances

Joyce Valenza, Teaching Assistant Professor of Library and Information Studies, SC&I; Ph.D., North Texas. Social media; youth information; digital storytelling; information fluency

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

Key Forms

All key forms can be found here: <https://comminfo.rutgers.edu/academics/graduate/phd-program/phd-program-handbook-key-forms>

Transfer of Credit Form

Guidelines for Research Practicum Presentations

Qualifying Exam Evaluation Form

Dissertation Proposal Sample Title Page

Dissertation Title Page

Dissertation Public Presentation Guidelines

Admission to Ph.D. Candidacy Form

APPENDIX A

Course Requirements - Students Entering Pre Fall 2014

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

1. Core Requirements (15 credits)

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.

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).

2. Program Area Course Requirements (27-30 credits)

Each program area sets its own curriculum and course requirements.

Communication (COM)

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.

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

Library and Information Science (LIS)

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.)

Media Studies (MS)

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.

3. Transfer of Approved Master's Degree Course Credits

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 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 Alli Larkin 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

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.

Sample 4-Year Program Completion Timeline for Students Entering Prior to 2014

Program Year	Semester	Coursework/Milestones
Year 1	Fall	601, 602, 1 Area Requirement
	Spring	603 and/or 605, 1 or 2 Area Requirements
		File transfer of credits by end of semester; select initial advisor (if not assigned or selected already)
Year 2	Fall	604 if required, 2 or 3 Area Requirements
	Spring	608 (Practicum), 2 Area Requirements
Year 3	Fall	Prepare, Take and Defend Qualifying Exams

	Spring	Dissertation Pre-proposal Presentation (optional)
		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 Prior to 2014

Program Year	Semester	Coursework/Milestones
Year 1	Fall	601, 602
	Spring	603 and/or 605, 0 or 1 Area Requirements
		File for transfer of credits at end of semester; select initial advisor if one not assigned
Year 2	Fall	604 if required, 1 or 2 Area Requirements
	Spring	2 Area Requirements
Year 3	Fall	2 Area Requirements
	Spring	608 (Practicum), 1 Area Requirement
Year 4	Fall	Finish Practicum; Begin Exam Preparation
		Present Practicum Findings
	Spring	Take and Defend Qualifying Exams
Year 5	Fall	Dissertation Pre-proposal Presentation (requirement eliminated 10/2013)
		Form remainder of dissertation committee
	Spring	Dissertation Proposal Approved
Year 6	Fall	Work on Dissertation
	Spring	Dissertation Finished/Defended/Presented

*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.

Students entering prior to fall 2014 should also refer to above information on Policies, Qualifying Exams, Proposals, and Dissertations, pp. 13-15, and on Advising and Annual Review, Travel Support and Reporting Accomplishments, Special Arrangements with Other Universities, Faculty, and Key Forms, etc., pp. 18-21

APPENDIX B

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

APPENDIX C

Course Requirements for COM Area Students Entering Fall 2017

Required COM area courses

PhD students in Communication are required to take the following core courses:

16:194:623 Research Design (3 cr.)

16:194:624 Foundations of Communication Theory (3 cr.)*

as well as two specialized methods courses (6 credits) offered in the program or outside the program.

Elective COM area courses

Students are also required to take any **three** of the following five content courses:

- 16:194:620 Interpersonal Communication (3 cr.)
- 16:194:621 Organizational Communication Research (3 cr.)
- 16:194:622 Health Communication (3 cr.)
- 16:194:633 Mediated Communication (3 cr.)
- 16:194. xxx Language and Social Interaction (3 cr.)