

RUTGERS

School of Communication
and Information

Student and Faculty 2024-2025 Ph.D. Handbook Revised 9/12/24

Ph.D. in Communication, Information, and Media (CIM)



SC&I Dean
Dafna Lemish

Ph.D. Program Director
Melissa Aronczyk

Area Coordinators
Communication: Matthew Weber
Library and Information Science: Charles Senteio
Media Studies: Caitlin Petre

Coordinator of Student Services: Jennilee Joost

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

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

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NOTE FROM THE PH.D. DIRECTOR

It is my great honor to be the Director of the Ph.D. in Communication, Information, and Media (CIM) 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 Rutgers School of Graduate Studies (SGS) has 59 doctoral programs, with our CIM program among the largest, enrolling over 80 students. This Ph.D. Handbook and our policies are in compliance with those of the SGS, however, we have autonomy in specific program requirements which have been crafted to provide the highest level of scholarly integrity for our students. Our CIM 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 CIM 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 SGS Handbook (<https://grad.rutgers.edu/current-students/policies-procedures-students>) 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, I'm looking forward to the coming academic year, to welcoming our newest cohort of Ph.D. students, and to continually nurturing an intellectually challenging and engaging scholarly community for all students and faculty. Let me know if you have any questions or suggestions to contribute. I am always interested in your ideas!

Melissa Aronczyk, Ph.D., Professor and Ph.D. Program Director

phddirector@comminfo.rutgers.edu

Phone: 848-932-7500

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OVERVIEW

About the Ph.D. Program

The Ph.D. in Communication, Information, and Media (CIM) 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 <http://comminfo.rutgers.edu/phd-program/phd-program.html>. 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 CIM program is officially offered through the Rutgers' School of Graduate Studies (SGS). SGS 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 CIM Ph.D. Program is among the largest of the SGS doctoral programs. To learn more about SGS, see <http://grad.rutgers.edu>.

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 recently celebrated its 250th anniversary of revolutionary teaching, research, and service in 2016. 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://nbacademicintegrity.rutgers.edu/>) provides information on avoiding plagiarism from several universities and government agencies.

About Graduate School (SGS) Policies and Procedures

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

Academic Integrity	Academic Standing
Registration and Course Information	Student Records and Privacy Rights
Student Residency for Tuition Purposes	Code of Student Conduct
Policy Prohibiting Sexual Harassment	Policy on Equal Opportunity & Affirmative Action

PROGRAM AREAS OF CONCENTRATION

The Ph.D. in Communication, Information, and Media (CIM) 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; 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. LIS offers concentrations in information science and library science. Information science focuses on information behavior and systematic responses to it. Students in this area develop an understanding of and research capability in human information-seeking activity, information retrieval systems, and information and knowledge structures. Library science concentrates on digital, as well as physical, libraries and information centers as part of a diverse global information environment. The concentration considers the design, management, and evaluation of information systems and services responsive to users' information and cultural needs. Ph.D. students in the LIS area must have two areas of study. With the assistance of their advisors, students select a relevant second area from one or the other areas of the Ph.D. program or from elsewhere in the University. Research Labs and Centers provide various opportunities for doctoral students.

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 CIM 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 (*for some students)
- 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)
- III. Qualifying Examinations (oral and written)
- IV. Proposal
- V. Dissertation

I. Master's Level Statistics Competency

For students in the LIS concentration who are required to take Quantitative Research Methods (16:194:604), or those in Communication or Media Studies who are selecting quantitative methods courses to fulfill methods requirements, the Ph.D. Program faculty expects that students have achieved master's level competency in statistics.

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 or other quantitative methods courses. 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: 30 credits (students entering fall 2021 and after); *27 credits (students who entered pre-fall 2021)*
 - MS: 27 credits
 - LIS: 27 credits (students who entered in fall 2019 and after); *30 credits (students who entered pre-fall 2019)*

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

- COM: 36 credits (6 Core Requirements plus 30 Area Requirements) (students entering fall 2021 and after)
33 credits (6 Core Requirements plus 27 Area Requirements) (students who entered pre-fall 2021)
- MS: 33 credits (6 Core Requirements plus 27 Area Requirements)
- LIS: 33 credits (6 Core Requirements plus 27 Area Requirements) (students entering fall 2019 and after)
36 credits (6 Core Requirements plus 30 Area Requirements) (students who entered pre-fall 2019)

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 18 transfer credits (*up to 24 transfer credits for students who entered pre-fall 2021*)

MS: up to 12 transfer credits

LIS: up to 15 transfer credits (*up to 12 transfer credits for students who entered pre-fall 2019*)

4). **Dissertation Research Credits:** Taken after completion of all coursework credits and the transfer of approved Master's degree credits. Upon completion of the required number of research credits, students must continue to take a minimum of 1 research credit per semester until completion of the dissertation.

COM & LIS: 24 research credits

MS: 27 research credits

Upon successful completion of: 1). Core Requirements, 2). Program Area Requirements, and 3). Transfer of Approved Master's Degree 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?courses=&program=33>

Current Course Schedules by semester are found here: <https://comminfo.rutgers.edu/graduate-and-professional-programs/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 minimum program credit requirements. In other words, only one Independent study will count toward your degree credits, unless approved as above. The exception is the LIS area requirement to take a guided research experience in a subfield for students who entered in fall 2019 and after, which will normally be in the form of an Independent Study.

Assistantship Credits: Students who are funded as graduate fellows or teaching assistants must register for 6 credits of corresponding assistantship credits each semester that they are funded. Students on fellowship should register for 16:194:811, students on teaching assistantship should register for 16:194:877. Assistantship credits 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 Wednesday afternoons from 12:15 to 1:45pm. 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 the 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 CIM 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 during the third semester (Fall of the second year), 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. Leading up to and during the Fall semester, there will be meetings of all students who are doing their research practicum to establish expectations, provide guidance, check on progress, and create a structure to promote solidarity and accountability. 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/graduate-programs/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) (Students entering in Communication before fall 2021 see Appendix C.)

Ph.D. students in the COM Area are required to take Research Design (3 cr.) and Foundations of Communication Theory (3 cr.) as area requirements. In addition, students are required to take three specialized methods courses (9 cr.), one of which may be more broadly defined as a research experience or professional development course. Beyond these requirements, students are expected to choose a major and minor area of study and the remaining 15 credit hours (5 courses) are to consist of elective courses in the student's major and minor area of study. Students should take courses from at least two of the five core foci within the COM area, which include communication and technology, interpersonal communication, health communication, language and social interaction, or organizational communication. The core course for each of these five foci in the COM area will be offered on rotation once every two years, so students are encouraged to take the core course in their major and minor areas of study when they are offered. Students' major and minor area of study are typically two of these five foci, but in some cases students may 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.

COM Curriculum for Students Entering in Fall 2021 or After:

Required COM Area Courses

All COM students are required to take two core courses. Note that research design should be taken in the first fall semester and communication theory should be taken in the first spring semester.

16:194:623 Research Design (3 cr.) (Note: for fall 2016 cohort, 16:194:602:Research Foundations replaces 623)

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

Methods

Three specialized methods courses (9 cr.) offered in the program or outside the program (consult your advisor). One course (3 credits) can be taken as a research experience or professional development course (such as academic writing) that advance the student's training in conducting research and writing for publication.

Elective Courses in Major and Minor Area of Study:

Five elective courses (15 credits) should be taken in the student's major and minor area of study, with three courses (9 credits) forming the major area and two courses (6 credits) forming the minor area.

Students should plan to take the core course in at least two of the five core areas in the COM department to form the basis for their major and minor area. The core courses in each area include those listed below and each course will be offered on a rotation once every two years:

- 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.)

Remaining elective credits can be taken as special topics courses (16:194:670-674 Topics in Communication Processes I through V -- 3 cr. each) in any of the following areas. 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, Communication and Emotion, Communication and Gender)
- Topics in Organizational Communication (e.g., Conflict and Collaboration, Dynamics of Global Organizations, Leadership, Organizational Change, Communication Networks)

Students may take one elective course outside of the department in a different area of the CIM program, a different unit at the university, or as part of the inter-university consortium. Additional courses outside of the COM department require approval by the Ph.D. director, area coordinator, and the student's faculty advisor.

The following table summarizes the course requirements for students in COM who entered the program prior to Fall 2021 and those who entered after Fall 2021.

Requirements for Students Pre-Fall 2021	Requirements for Students Starting Fall 2021 and Beyond
81 total credits	78 total credits
CIM Core requirements (6 credits): 600 – Colloquium (0 credits) 601 – Proseminar in Comm, Info, & Media (3 credits) 608 – Research Practicum (3 credits)	CIM Core requirements: 600 – Colloquium (0 credits) 601 – Proseminar in Comm, Info, & Media (3 credits) 608 – Research Practicum (3 credits)
COM Area Requirements (33 credits)	COM Area Requirements (36 credits)
623 – Research Design (3 credits) 624 – Communication Theory (3 credits)	623 – Research Design (3 credits) 624 – Communication Theory (3 credits)
2 methods courses required (6 credits)	3 methods courses required (9 credits) (One course allowed to be scholarly/research development more broadly – e.g., research apprenticeship, writing skills development)
Pick 3 of 5 core courses for the different areas in the program (9 credits) i.e., Comm & Tech, Health Comm, Interpersonal Comm, LSI, Org Comm)	5 elective courses to form major (3 courses) and minor (2 courses) areas of study (15 credits) Must take courses from at least two content areas in the program
2 elective courses (6 credits)	One course can be taken outside of the Comm department Additional outside courses can be taken with the approval of the director

Library and Information Science (LIS)

The LIS Ph.D. Area curriculum is structured around seven “themes”: Health Information and Technology; Human Information Behavior; Human-Computer Interaction; Information Institutions, Artifacts, and Documents; Information Retrieval and Language Analysis; Learning, Education, and Technology; Social Computing and Data Science. 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. 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.

LIS area curriculum for students entering in fall 2019 and after:

Study in LIS consists of at least 6 credits (2 courses, including Seminar in Information Studies and Human Information Behavior). Study in the second area must consist of 6 credits (2 courses). Students will take 6 credits (2 courses) in a subfield of study, at least one taught and the other could be an Independent study (if approved by their advisor and area coordinator). In addition, students will pursue guided research experience in subfield (3 credits).

Methods: Students must take two methods courses (6 cr.)

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

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

Required LIS Area Courses

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

- 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 Additional Courses in Subfield of Study

In addition to LIS required courses, students will take 9 additional credits including at least two other courses in the LIS subfield of study (6 cr.). The courses in the subfield of study could be Ph.D. courses or cross-listed Master’s-level topical courses in LIS (16:194:675-679). Courses can include relevant qualifying classes outside of our Ph.D. program at Rutgers and in the Inter-University Consortium.

LIS area curriculum for students entering pre-fall 2019:

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). (Provision for Research Foundations (16:194:602) in fall 2019: replace with the research foundations course offered in the CIM Ph.D. program or from elsewhere in the University in consultation with area coordinator.)

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.

Table summarizing the curriculum for student entering pre-fall 2019 and post-fall 2019 entrants in the Ph.D. program:

Pre-fall 2019 CIM + LIS requirements	Post-fall 2019 CIM + LIS requirements
<p>CIM Core Requirements</p> <ul style="list-style-type: none">• A minimum of 6 credits of course work for all areas (600, 601, 608)• Includes the successful completion of one research practicum (3 credits), and• Attendance at the Ph.D. Colloquia (zero-credit)• Program Area Course Requirements (taken in addition to the CIM Core Requirements)• COM & MS: 27 credits; LIS: 30 credits• Dissertation research: COM & LIS: 24 credits; MS up to 27 credits• Transfer of approved master's degree credits: COM up to 24; MS & LIS up to 12 credits	<p>CIM + LIS Area Requirements – 72 credits</p> <p>Coursework (11 courses): 33 credits (CIM: 6 credits; LIS: 27 credits)</p> <p><u>Required courses:</u></p> <ul style="list-style-type: none">• 601 and 608 are CIM requirements (6 credits)• Attendance at PhD Colloquia (600)• 604 Quantitative methods or equivalent (3 credits)• 603 Qualitative methods or 605 Critical Interpretive Methods or equivalent (3 credits)• 610 Seminar in Information Studies (3 credits)• 612 Human Information Behavior (3 credits)• Courses outside LIS area (6 credits)*• Courses in subfield of study, at least one taught (6 credits)*• Guided research experience in subfield (3 credits)* <p>Dissertation: 24 credits</p> <p>Transfer: up to 15 credits</p>

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); an additional 3-credit methods course; three additional 3-credit courses from within the Media Studies area; and, three 3-credit elective courses approved by the advisor. With the assistance of their advisors and the area coordinator, students will designate a major and minor area of study that fits their interests. 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.) offered inside or outside of the program 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.

Three courses (9 cr.) from among the following Media Studies area courses (offerings vary by semester):

- 16:194:641 Media Law and Policy (3 cr.)
- 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.)
- 16:194:680-684 Topics in Media Studies I-V (3 cr. each)

Elective Courses:

The remaining three courses (9 cr.) can be taken from the Media Studies area, from the other areas in the CIM Ph.D. program, from any department at the University, or from any school in the consortium (with approval).

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 18 transfer credits (*up to 24 transfer credits for students who entered pre-fall 2021*)

MS: up to 12 transfer credits

LIS: up to 15 transfer credits (*up to 12 transfer credits for students who entered pre-fall 2019*)

Students should consult their advisor before applying for transfer of credits. The Ph.D. Program director will then recommend to the SGS which and how many courses are approved for transfer. It is not uncommon to limit transfer credits to less than the number allowed by the student's area (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 SGS 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 Jennilee Joost 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. Students are only permitted to take 9 research credits prior to completing qualifying exams. Once a student has fulfilled the required number of research credits the minimum registration required by SGS is 1 research credit per semester until the dissertation is completed. Students are required by SGS to be registered for at least 1 research credit per semester to maintain status as a matriculating student until graduation. 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 and approved by SGS. See below section on time to degree completion.

POLICIES

Grading Policy

SGS 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 grades are not allowed for graduate students.

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 the CIM 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 semesters 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. Incomplete grades that are not resolved within two additional semesters will become permanent Incompletes on the student's transcript.

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 SGS 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. **The qualifying exams must be completed within one semester after finishing coursework**; thus, students who complete coursework in May must sit for their qualifying exams by the following January, and students who finish coursework in December must take the exams by the following August.

Qualifying exams consist 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: The exam dates are determined by the student and their advisor and committee, but should not be conducted past the 12th week of each semester without prior approval from the committee. 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 typically **started on a Friday morning and completed ten days later on a Monday**. If a student prefers to write over a 10-day period spanning different days they should consult with the Ph.D. office to evaluate alternatives. Students planning to take qualifying exams must notify the Ph.D. office and the Program Director as soon as possible to identify the dates they will write their exams and the members of the committee in each area. Students will also sit for an oral defense of their qualifying exams, which should be scheduled to occur approximately two weeks after submitting the written answers.

Qualifying Examination Form: Students must download and complete the **Doctoral Qualifying Examination Form** prior to taking qualifying exams: <https://grad.rutgers.edu/sites/default/files/2021-08/qualifying-exam-application%202021.pdf>. 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 CIM program faculty 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. All members of the examination committee must be Rutgers faculty members who are qualified to evaluate doctoral-level work.

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 are 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. Typically, the student is sent four questions (one from each committee member), and the student then chooses to answer one question from each of the two areas. Each of the two essays is typically 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: communication and technology, health communication, interpersonal communication, language and social interaction, or organizational 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/sites/default/files/Qualifying-Exam-Evaluation-Form-rev-2017.pdf>)). 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 **Qualifying Exam 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 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 CIM 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 SGS for final approval. When approved, a formal letter of invitation and appointment is issued by the SGS. 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 proposal must be complete before the dissertation proposal defense is scheduled. 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/sites/default/files/phd-dissertation-proposal-title-v2.pdf>). 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 SGS requires 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 choose to select a date for its presentation at a Ph.D. Colloquium, held on Wednesday 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 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

Throughout the dissertation writing process, the candidate is encouraged to consult with the committee as appropriate to guide their research. When the candidate has completed the dissertation to the satisfaction of the chair, the oral defense can be scheduled at a time that is mutually agreed upon by the candidate, the chair, and the members of the committee. The candidate must send their dissertation to the entire committee no less than two weeks prior to the scheduled dissertation defense. At least two weeks must be allowed for committee members to read the dissertation prior to the oral defense. The chair or the candidate 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 SGS requires that the Defense be held at Rutgers, with the chair and candidate physically present. It is allowed for one or two members to attend the meeting virtually (usually the outside member.) [Note: In light of COVID, all oral defenses are allowed to be conducted in a fully virtual format until further notice.]

At the oral defense, the candidate is typically removed from the meeting for the first 15 minutes to give the committee time to discuss the dissertation and agree upon lines of questioning. When the student is invited back into the meeting, they are typically asked to give a brief overview of the dissertation prior to the start of questioning. Each committee member is given an opportunity to ask questions of the candidate. When questioning is complete, the candidate is asked to leave the meeting again while the committee consults and decides on the outcome. The chair will make notes about any revisions to the dissertation that are requested by the committee and oversee the implementation of those edits by the candidate. Once a decision is reached, the candidate is invited back into the room and the committee's decision is shared with them.

Prior to scheduling the defense, the candidate should review the SGS's **Checklist for Ph.D. Degree** (<https://grad.rutgers.edu/academics/graduation>) and follow all instructions carefully, in order to make sure all appropriate paperwork is submitted to SGS prior to graduation and that the dissertation is properly formatted following the style guide (see link to Checklist) to meet all requirements. Candidates should plan to schedule their dissertation

defense at least two weeks prior to the deadline to file all degree requirements with SGS for the desired degree date to allow sufficient time to make revisions and schedule the public dissertation presentation.

6. Final Approval by Committee and Chair

Following the successful defense of the dissertation, the candidate will work in consultation with their chair to implement any revisions that were desired by the committee. When the dissertation is complete in a final form, the chair and committee members acknowledge their approval by signing the title page (<https://comminfo.rutgers.edu/sites/default/files/phd-dissertation-proposal-title-v2.pdf>) and the **Doctoral Final Defense** form (see <https://grad.rutgers.edu/sites/default/files/2021-08/doctoral-final-defense%202021.pdf> to download form). Typically, the committee members will sign these documents at the dissertation defense and the chair will withhold their signature until all revisions are completed. When all revisions have been implemented to the satisfaction of the chair, they will add their signature to these forms to indicate final approval. 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. Students must file their dissertation with the School of Graduate Studies within 90 days of their dissertation defense to be eligible to graduate.

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 SGS and is open to faculty, students, and friends. This is usually scheduled as part of the 600 Ph.D. Colloquium series on Wednesday afternoons at 12:15pm. 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/graduate-programs/phd-program/phd-program-handbook-key-forms> -- click on Handbook & Key Forms tab and Dissertation Public Presentation Guidelines). The Public Presentation must be done prior to the SGS 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 30-45 minutes total). Following a satisfactory presentation, the Program Director indicates final approval of the dissertation by signing the **Doctoral Final Defense** form (available from the Program Office, and online from SGS at <https://grad.rutgers.edu/academics/forms>), which the candidate must return to the Office of the SGS (25 Bishop Place, CAC). See Dissertation Public Presentation Guidelines here: <https://comminfo.rutgers.edu/sites/default/files/colloquium-guidelines-for-phd-dissertation-presentation.pdf>

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 SGS 7-year rule for assessment of progress in the program regarding the proposal and dissertation defense.

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

The SGS 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 SGS **Seven Year** policy on completion of the dissertation applies to full-time and part-time students. Under exceptional circumstances, extensions may be granted by SGS, 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 SGS.** 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 If required, 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 and individual development plan** form (due usually on April 1st). This information is used not only to assess student progress, but also to identify future goals and develop plans and strategies for achieving stated professional pursuits. Doctoral Student Annual Review and Individual Development Plan Forms are submitted online (<https://sgs-studentidp.rutgers.edu>).

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 the CIM Ph.D. program. This happens three times per year, one week prior to Nov. 1, March 1, and June 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. To apply one must be an **author** on a paper, panel, or poster accepted for a scholarly conference (applications may be submitted up to 6 months before the conference and no more than 2 months after 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, funds will be dispersed to your student account. Please email these documents/receipts to Jennilee Joost at jennilee.joost@rutgers.edu. Proof of a travel-related purchase is needed for the award to be processed, but students do not need to wait until after the conference has occurred to submit their documentation.

Accomplishments: To better promote the activity that you as doctoral students are doing, all students are asked to submit an email to the program 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 CIM 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 CIM Ph.D. program website at: <https://comminfo.rutgers.edu/graduate-programs/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 in the CIM program 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

Full Ph.D. Faculty Member Contact Information by Program Area

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

COMMUNICATION

Mark Aakhus	Professor (Associate Dean, Research)	7168	aakhus@rutgers.edu
Galina Bolden	Professor	8720	gbolden@rutgers.edu
Marya Doerfel	Professor & Department Chair	7163	mdoerfel@rutgers.edu
Sophia Fu	Associate Professor	8769	sophia.fu@rutgers.edu
Kathryn Greene	Professor	8715	klgreene@rutgers.edu
Shawnika Hull	Associate Professor	8775	shawnika.hull@rutgers.edu
Jeffrey Lane	Associate Professor	7525	jeffrey.lane@rutgers.edu
Jianing Li	Assistant Professor		jianing.li.phd@rutgers.edu
Matthew Matsaganis	Associate Professor	8844	matthew.matsaganis@rutgers.edu
Lisa Mikesell	Associate Professor	8778	lisa.mikesell@rutgers.edu
Katherine Ognyanova	Associate Professor	8833	katya.ognyanova@rutgers.edu
Yonaira Rivera	Assistant Professor	7612	yonaira.rivera@rutgers.edu
Brent Ruben	Distinguished Professor	7092	bruben@odl.rutgers.edu
Kristina Scharp	Associate Professor		kristina.scharp@rutgers.edu
Sarah Shugars	Assistant Professor		sarah.shugars@rutgers.edu
Lea Stewart	Professor	7127	lstewart@rutgers.edu
Jennifer Theiss	Professor	8719	jtheiss@rutgers.edu
Maria Venetis	Associate Professor	7114	maria.venetis@rutgers.edu
Matthew Weber	Professor & Area Coordinator	7125	matthew.weber@rutgers.edu
Dajung Woo	Assistant Professor	8807	dajung.woo@rutgers.edu
Itzhak Yanovitzky	Professor	8852	itzhak@rutgers.edu

LIBRARY AND INFORMATION SCIENCE

Denise Agosto	Professor		dagosto@rutgers.edu
Tawfiq Ammari	Assistant Professor	7583	tawfiq.ammari@rutgers.edu
Yi-Yun Cheng	Assistant Professor		yyun.cheng@rutgers.edu
Kaitlin Costello	Associate Professor	7153	k.costello@rutgers.edu
Marija Dalbello	Professor	8785	dalbello@rutgers.edu
Kiran Garimella	Assistant Professor		kg766@rutgers.edu
Shagun Jhaver	Assistant Professor		sj917@rutgers.edu
Sunyoung Kim	Associate Professor	7585	sunyoung.kim@rutgers.edu
E. E. Lawrence	Assistant Professor	7522	e.e.lawrence@rutgers.edu
Alex Lu	Assistant Professor		ajh.lu@rutgers.edu
Britt Paris	Assistant Professor	7587	britt.paris@rutgers.edu
Marie Radford	Professor	8797	mradford@rutgers.edu
Rebecca Reynolds	Assoc Professor & Dept Chair	7553	rebecca.reynolds@rutgers.edu
Charles Senteio	Assoc Prof & Area Coordinator	7586	charles.senteio@rutgers.edu
Vivek Singh	Associate Professor	7588	vivek.k.singh@rutgers.edu

MEDIA STUDIES

Melissa Aronczyk	Professor & PhD Program Director		phddirector@comminfo.rutgers.edu
Jack Bratich	Professor	8711	jbratich@rutgers.edu
Lauren Feldman	Professor & Dept Chair	8783	lauren.feldman@rutgers.edu
Brooklyne Gipson	Assistant Professor		brooklyne.gipson@rutgers.edu
David Greenberg	Professor	7124	davidgr@rutgers.edu
Amy Jordan	Distinguished Professor	8789	a.jordan@rutgers.edu
Susan Keith	Professor & Associate Dean, Programs	8703	susank@rutgers.edu
Youngrim Kim	Assistant Professor		yk589@comminfo.rutgers.edu
Deepa Kumar	Professor		dekumar@rutgers.edu
Dafna Lemish	Distinguished Professor & Interim Dean		dafna.lemish@rutgers.edu
Regina Marchi	Professor		rmarchi@rutgers.edu
John Pavlik	Distinguished Professor		jpavlik@rutgers.edu
Caitlin Petre	Associate Prof. & Area Coordinator	8790	caitlin.petre@rutgers.edu
Marie-Celeste Wagner	Assistant Professor		celeste.wagner@rutgers.edu
Khadijah White	Associate Professor	8765	khadijah.white@rutgers.edu
Todd Wolfson	Associate Professor	8709	twolfson@rutgers.edu

Complete List of CIM Program Members of the Graduate Faculty, Associate Members, and Affiliate Members with Research Interests

Full Members of the Graduate Faculty

Mark Aakhus, Professor of Communication, SC&I; Ph.D., Arizona

Collaboration and conflict processes; communication-information technology; discourse and organizations; corporate social responsibility; sustainability

Denise Agosto, Professor of Communication, SC&I; Ph.D., Rutgers

Information practices; public library services; qualitative research methods

Tawfiq Ammari, Assistant Professor of Library and Information Science, SC&I; Ph.D., University of Michigan

Social computing; data science; science, technology, and society studies

Melissa Aronczyk, Professor of Journalism and Media Studies, SC&I; Ph.D., New York University

Critical promotional culture and promotional media; nationalism/national identity; globalization; politics and media; sociology of culture

Galina Bolden, 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, Professor of Journalism and Media Studies, SC&I; Ph.D., Illinois (Urbana)

Popular culture; social and political theory; media and democracy; technology and society

Jessica (Yi-Yun) Cheng, Assistant Professor of Library and Information Science, SC&I; Ph.D., Illinois

Data curation; metadata; knowledge organization; biodiversity informatics

Kaitlin Costello, Associate Professor of Library and Information Science, SC&I; Ph.D., UNC - Chapel Hill

Social information seeking in health contexts; health information; online information

Marija Dalbello, Professor of Library and Information Science, SC&I; Ph.D., Toronto

Theory and history of information; social history of knowledge; visual epistemology and sensory-affective knowledge; historical ethnography; history of the book; digital humanities

Marya Doerfel, Professor of Communication, SC&I; Ph.D., SUNY (Buffalo)

Organizational communication; organizational culture; network analysis; semantic network analysis

Lauren Feldman, Professor of Journalism and Media Studies, SC&I; Ph.D., Pennsylvania

Media and politics; public opinion; partisan media; entertainment and politics; climate change communication

Sophia Fu, Assistant Professor of Communication, SC&I; Ph.D., Northwestern University

Organizational communication; social networks; information and communication technologies (ICTs)

Kiran Garimella, Assistant Professor of Library and Information Science, SC&I; Ph.D., Aalto University (Finland)

Polarization on social media; data science

Brooklyne Gipson, Assistant Professor of Journalism and Media Studies, SC&I; Ph.D., USC

Black feminist digital/technology studies; race and gender; social media

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

Shawnika Hull, Associate Professor of Communication, SC&I; Ph.D., University of Pennsylvania

Health disparities; racial inequalities in healthcare; communication interventions

Shagun Jhaver, Assistant Professor of Library and Information Science, SC&I; Ph.D., Georgia Institute of Technology

Data science; human-computer interaction; content moderation, governance mechanisms and online discourse

Amy Jordan, Professor of Journalism and Media Studies, SC&I; Ph.D., University of Pennsylvania

Children; adolescents and media; health communication; media policy

Susan Keith, 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

Youngrim Kim, Assistant Professor of Journalism and Media Studies, SC&I; Ph.D., Michigan

Global digital culture; critical platform studies; critical data studies; disaster studies

Sunyoung Kim, Associate Professor of Library and Information Science, SC&I; Ph.D., Carnegie Mellon

Human-Computer Interactions; ubiquitous computing; technology for health care; everyday wellbeing and environmental sustainability

Deepa Kumar, Professor of Journalism and Media Studies, SC&I; Ph.D., Pittsburgh

Critical media studies; globalization; class; gender; imperialism; war; Middle East; Islam; Orientalism

Jeffrey Lane, Associate Professor of Communication, SC&I; Ph.D., Princeton

Urban ethnography; mediated communication; urban communication

E. E. Lawrence, Assistant Professor of Library and Information Science, SC&I; Ph.D., University of Illinois Urbana-Champaign

Philosophy of LIS; library and Information ethics, readers and reading, values in information retrieval and recommender systems

Dafna Lemish, Dean & Professor of Journalism and Media Studies, SC&I; Ph.D., Ohio State University

Children and media; feminist theory; gender and identity constructions

Jianing Li, Assistant Professor of Communication, SC&I, Ph.D., Wisconsin-Madison

Mis/disinformation; digital politics; social inequality

Alex Lu, Assistant Professor of Library and Information Science, SC&I, Ph.D., Michigan

Surveillance and marginalization; community-based participatory research; critical design

Regina Marchi, 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

Lisa Mikesell, Associate Professor of Communication, SC&I, Ph.D., California (Los Angeles)

Qualitative methods; conversation analysis and ethnography; health communication

Katherine Ognyanova, Associate Professor of Communication, SC&I, Ph.D., University of Southern California

Computational social science; network analysis; technology and social structures

Britt Paris, Assistant Professor of Library and Information Science, SC&I, Ph.D., University of California Los Angeles

Internet infrastructure, values, digital labor and civic data, AI generated audio visual products

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

Caitlin Petre, Associate Professor of Journalism and Media Studies, SC&I, Ph.D., New York University

Digital technologies; expertise; media industries; field methods

Marie L. Radford, Professor of Library and Information Science, SC&I, Ph.D., Rutgers

Interpersonal communication; librarian-user interactions; media stereotypes; cultural studies; qualitative methods

Rebecca Reynolds, Associate Professor of Library and Information Science, SC&I, Ph.D., Syracuse

Computer-supported collaborative learning among youth in constructionist design-oriented environments

Yonaira Rivera, Assistant Professor of Communication, SC&I, Ph.D., Johns Hopkins School of Public Health

Health disparities; health communication initiatives; Latinx communities

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

Kristina Scharp, Associate Professor of Communication, SC&I, Ph.D., Iowa

Interpersonal communication; family communication; health communication; qualitative research methods

Jorge Reina Schement, Professor of Communication, SC&I, Ph.D., Stanford

Information policy; global telecommunications; Spanish-language media; information-consumer behavior

Charles Senteio, Assistant Professor of Library and Information Science, SC&I, Ph.D., University of Michigan

Health care delivery; health information; community-based participatory research

Sarah Shugars, Assistant Professor of Communication, SC&I, Ph.D., Northeastern

Computational social science; network science; political communication; social media

Vivek Kumar Singh, Associate Professor of Library and Information Science, SC&I, Ph.D., California (Irvine)

Data analytics; social analytics; multimedia; computational social science

Lea P. Stewart, Professor of Communication, SC&I, Ph.D., Purdue

Organizational communication; diversity; gender; sexual harassment; health communication

Jennifer Theiss, Professor of Communication, SC&I; Ph.D., University of Wisconsin – Madison

Interpersonal communication; romantic relationship development; family communication, uncertainty

Maria Venetis, Associate Professor of Communication, SC&I; Ph.D., Rutgers University

Interpersonal communication; health communication; patient-provider communication; disclosure

Marie-Celeste Wagner, Assistant Professor of Journalism and Media Studies, SC&I; Ph.D., Pennsylvania

Audiences; mixed methods; gender; political and social issues

Matthew Weber, Professor of Communication, SC&I; Ph.D., University of Southern California

Social networks, public policymaking; social media; network analysis; journalism and news media organizations

Khadijah White, Associate Professor of Journalism and Media Studies, SC&I; Ph.D., Pennsylvania

Race and gender in media and politics

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

Dajung Woo, Assistant Professor of Communication, SC&I; Ph.D., UC-Santa Barbara

Collaboration and membership negotiation in organizations

Itzhak Yanovitzky, Professor of Communication, SC&I; Ph.D., Pennsylvania

Health communication; persuasion; communication and social changes; research methodology

Associate Members of the Graduate Faculty

Marc Aronson, Associate Professor of Practice in Library and Information Science, SC&I; Ph.D., New York University

Literature; young readers; librarianship

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

Columbia, Communication and information technology

Nicholas J. Belkin, Emeritus 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

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, Distinguished Teaching Professor of Communication, SC&I; Ph.D., Rutgers

Impact of the Internet, social media and digital technology on community, society, and self

Bernadette Gailliard, Assistant Professor of Communication, SC&I; Ph.D., California (Santa Barbara)

Organizational communication; identity; race, gender, and class intersections

Alexa Hepburn, Research Professor of Communication, SC&I; Ph.D. Glasgow Caledonian University

Conversation Analytic Method, Emotion and Influence, Health Communication

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

Communication theory; instructional communication; applied communication

Laurie Lewis, Vice Provost, University of Texas - San Antonio (formerly Professor of Communication, SC&I); Ph.D., California (Santa Barbara)

Organizational communication; stakeholder communication; organizational change; nonprofits; interorganizational collaboration

Claire McInerney, Professor Emeritus of Library and Information Science, SC&I; Ph.D., SUNY (Albany)

Knowledge management; information ethics; virtual organizations; community informatics and health; gender and technology

Hartmut B. Mokros, Emeritus Professor of Communication, SC&I; Ph.D., Chicago

Language and social interaction; communication and identity; psychopathology and wellness; research methodology

Daniel O.O'Connor, Professor Emeritus of Library and Information Science, SC&I; Ph.D., Syracuse

Research methods; library science

Jonathan Potter, Distinguished Professor of Communication, SC&I; Ph.D., University of York

Discursive Psychology, Conversation Analysis, Qualitative Research Methods, Theory.

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

Information science; information education; information seeking and retrieving

Chirag Shah, Professor of Library and Information Science, University of Washington (formerly SC&I); Ph.D., North Carolina

(Chapel Hill); Information seeking/retrieval/behavior; social media; human computer interaction

Anselm Spoerri, Associate Teaching Professor of Library and Information Science, SC&I; Ph.D., Massachusetts Institute of

Technology. Information visualization; information appliances

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

Management; information services; information policy

Joyce Valenza, Teaching Associate Professor of Library and Information Studies, SC&I; Ph.D., North Texas

Social media; youth information; digital storytelling; information fluency

Affiliate Members of the Graduate Faculty

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

Jon L. Oliver, Chief of Staff to the NB Chancellor (former: 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

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

Library education; continuing professional education

Leonard T. Vercellotti, Assistant Research Professor, Eagleton Institute of Politics, Ph.D., North Carolina (Chapel Hill)

Public opinion; ethnic media; political communication

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

Key Forms

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

Guidelines for Research Practicum Presentations

Qualifying Exam Evaluation Form

Dissertation Proposal Sample Title Page

Dissertation Title Page

Dissertation Public Presentation Guidelines

Transfer Request Form

Practicum Assessment Form

Qualifying Exam Application Form

Doctoral Final Defense 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 (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 and guided research inquiry. 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 seven “themes”: Health Information and Technology; Human Information Behavior; Human-Computer Interaction; Information Institutions, Artifacts, and Documents; Information Retrieval and Language Analysis; Learning, Education, and Technology; Social Computing and Data Science. 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 (or an equivalent in consultation with their advisor and area coordinator), 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 seven themes, which are offered regularly as either Ph.D. or cross-listed Master’s-level topical courses in LIS.

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 Jennilee Joost 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

Communication (COM) Course Requirements for Students Entering Pre-Fall 2021

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.)

Students are also required to take any **three** of the following five content courses (9 credits):

- 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.)

Elective Courses:

Remaining credits can be taken as special topics courses (16:194:670-674 Topics in Communication Processes I through V -- 3 cr. each) in any of the following areas. 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)