Handbook for the
Doctoral Program

For Members of the Faculty

2014-15
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Overview of the PhD Program in Communication and Information

The doctoral program in the College of Communication and Information at Kent State University corresponds to the convergence of the communication and information disciplines within the college as well as in the academic, commercial and professional worlds. The curriculum begins with integrative core courses and plans for in-depth specialization according to each student’s developing areas of expertise and research.

The College of Communication and Information was founded in 2002 as the result of a grassroots effort by the faculty in its four constituent schools. The College is built on the premises that information and messages in all forms and media must be designed for optimal use by human beings and that the interface between information technology and contemporary human experience is a key locus of investigation, reflection, critique, and intervention for the common good. The objectives of the doctoral program are to help students further develop their knowledge and skills in cutting-edge areas of research, prepare for the pedagogical dimension of most academic appointments, and acquire habits of service to relevant professions and the wider community. The PhD program in CCI aims to place graduates in an array of academic appointments in universities and institutes and in other professional positions in which research and teaching skills are crucial.

The rise of social media, changing boundaries of organizations, new methods of document storage and access, and convergence of media and communications functions are among the trends that now define the day-to-day experience of citizens. Yet, our understanding of the very changes we are developing and implementing lags behind the practical realities and demands of new technological interventions and applications, including matters of information architecture, storage, access, retrieval, and usage. Advances in information and technology have enormous implications for private life, the ways we conduct work, how we engage politics, how we deliver health care, and how we connect with one another globally. CCI offers students and representative disciplines and professions the opportunity to explore the current landscape of experience in all domains of life, while pursuing avenues that have been previously unknown—for example, in terms of how dialectics of private-public, alienation-engagement, centralization-decentralization, and local-global are recast in today’s world. The four schools offer unique yet overlapping perspectives on symbols, information, knowledge, messages, design, networks, campaigns and discourses. All four schools are committed to the unity of theory and practice, and to the pursuit of research outcomes that represent positive contributions to contemporary society. Together the schools offer students the opportunity to consider messages from a range of perspectives—from technical and aesthetic dimensions to questions of power and ethics in the experiences of information and communication.

The Ph.D. Program in Communication and Information integrates these perspectives in its curricular core. Students finish the core courses with a broad understanding of the intersections between various aspects of communication theory, information theory, user experience design theory, and related areas. The integrative core gives students a breadth of understanding that helps them to better contextualize their research and teaching. Within the context of this integrative framework, creative work in areas of specialty follows, whereby the student pursues a line of research that is both recognized within the field and that features innovative thinking and application.

Students may emphasize one or more areas including combinations of these significant faculty interests:

- Digital preservation/digital curation
- Diversity and identity
- Global, intercultural and international communication
- Health communication
- Health informatics
- Human-information behavior
- Human-information interaction
- Information and religion
- Information organization
- Interpersonal communication
- Knowledge management
- Library management
- Mass communication
- Media studies
- Museum studies
- Organizational and strategic communication
- User experience design
- Youth services librarianship

This substantial list contains interests that in most cases involve multiple faculty members, sometimes within a school and sometimes in more than one school. Some of the areas represented are established specializations at Kent State and elsewhere; others are emerging. The list is therefore somewhat fluid and remains under discussion in the college as faculty engagement in the PhD program widens, as the curriculum is developed further, and as
students construct distinctive programs of study. Creative and even novel combinations of areas of study are strongly encouraged in our program, across traditional specializations and across schools. For example, the arena of health offers important possibilities for collaboration in the areas of information, knowledge, and interaction. In the area of media, information, and society, topical domains such as politics, ethics/law, and culture involve faculty from multiple schools. In terms of organizational messages, networks, and campaigns, there are also potential bridges across schools that can engage students. These are but a few examples. Ultimately, the list of specialties should be seen in the contexts of faculty expertise and research, curricular and extra-curricular support, and recognition in terms of the market for academic and professional positions for our students.

**Admission Standards**

The Ph.D. in Communication and Information at Kent State University is primarily a research degree. Successful candidates for admission will have strong foundations in and some experience with investigations in one or more areas of emphasis represented by the PhD program of the college. Typically, successful candidates will have completed a master’s thesis and participated in individual and/or collaborative research efforts.

Well-grounded, forward-looking research must be well grounded in theoretical traditions and intellectual history just as it needs to address important intellectual and practical problems. Successful candidates will typically have a strong background in at least one of the major areas of study under the umbrella of the college and its four schools: for example, communication theory, mass communication/media theory, information theory, user experience design theory, or other related specialties or combinations of areas.

Prospective students lacking adequate preparation in research and theory will be encouraged to register for appropriate coursework at the master’s level. They will be encouraged to reapply for admission to doctoral study when they can demonstrate the appropriate level of expertise by successfully completing the recommended courses. For more information about specific doctoral courses in CCI, contact the school or program offering the course.

**College of Communication and Information**

Kent State University  
Moulton Hall  
P.O. Box 5190  
Kent, OH 44242  
Phone: 330-672-2502  
Fax: 330-672-2952  
**Doctoral Studies Coordinator:**  
Don Wicks (dwicks@kent.edu)

**School of Communication Studies**

Kent State University  
Taylor Hall  
P.O. Box 5190  
Kent, OH 44242  
Phone: 330-672-0281  
Fax: 330-672-3510  
**Graduate Coordinator:**  
Mei-Chen Lin (mlin@kent.edu)

**School of Library and Information Science**

Kent State University  
Library  
P.O. Box 5190  
Kent, OH 44242  
Phone: 330-672-0029  
Fax: 330-672-7965  
**Graduate Coordinator:**  
Mary Anne Nichols (mnichol1@kent.edu)

**School of Journalism and Mass Communication**

Kent State University  
Franklin Hall  
P.O. Box 5190  
Kent, OH 44242  
Phone: 330-672-9567  
Fax: 330-672-2895  
**Graduate Coordinator:**  
Joe Murray (gmurray@kent.edu)

**School of Visual Communication Design**

Kent State University  
Art Building  
P.O. Box 5190  
Kent, OH 44242  
Phone: 330-672-9729  
Fax: 330-672-9714  
**Graduate Coordinator:**  
Ken Visocky O’Grady (kogrady@kent.edu)
History, Philosophy and Goals of the Ph.D. Program

History of the Ph.D. Program in Communication and Information

Kent State University's School of Speech first offered the Ph.D. in Speech in 1969. At that time, the four constituent units of the School of Speech were Rhetoric and Communication, Speech Pathology and Audiology, Theatre, and Telecommunications, with the first three participating in the Ph.D. program. As the fields matured, Kent State restructured the original School of Speech into separate schools. The name of the school—and the Ph.D. degree it offered—was changed to Speech Communication (1984) and later to Communication Studies (1991) to reflect changes in the discipline's curriculum and nomenclature.

In 2002, Kent State recognized the further convergence of the fields of communication and information by creating the College of Communication and Information (CCI) with its four constituent schools: Communication Studies (COMM), Journalism and Mass Communication (JMC), Library and Information Science (SLIS), and Visual Communication Design (VCD). One additional component of the college is the interdisciplinary program in Information Architecture and Knowledge Management (IAKM), administered by the School of Library and Information Science.

The evolution of communication technologies and digital information systems has bridged traditionally-held differences among the academic disciplines represented within CCI. The College of Communication and Information provides a unified structure that promotes research, teaching, and application of the diverse principles of communication and information for the digital age.

CCI is one of only a handful of similarly organized colleges of communication and information in the United States. It is poised to be a leader in research, teaching, and application related to changes in the information and communication landscape and can enhance Ohio’s response to the growing information economy.

Collaboration by faculty members across traditional disciplinary lines is the key to the success of CCI and its component schools. Such interdisciplinary groundwork was laid in the years leading up to the establishment of the CCI doctoral program. Examples of such work include projects in: media use and effects in changing media environments, patterns of use of digital media, health information literacy, information usability, information architecture, wayfinding in the physical and digital environments, and visual communication. These research and creative projects also provide a foundation for the blending of established theoretical and research paradigms in the component schools. They suggest the need for development of new or hybrid paradigms and methods that capture more fully the information and communication practices in a digital environment.

The development of a convergent doctoral program is consistent with other instructional and curricular innovations in the college. At the baccalaureate level, the cross-disciplinary concentration of Applied Communication, housed in the School of Communication Studies was approved in 2005. In addition, students pursuing undergraduate majors in one of CCI's three baccalaureate degree-granting schools (COMM, JMC and VCD) are required to take one or more courses from the other two schools. At the Master's level, the interdisciplinary MS program in Information Architecture and Knowledge Management has been offered since 2001.

Broadening the already successful doctoral program, which was previously housed in COMM, has been a catalyst for new curriculum and grant-funded research initiatives within CCI. Doctoral students working in this program are expected to provide fresh perspectives on important research questions, as well as contributing time and energy to research teams. Faculty members participating in this program are encouraged to conduct their work with an interdisciplinary perspective. The interdisciplinary CCI doctoral program is a logical extension of the convergence already taking place within the academic disciplines of the college and with their application in the professional world.

Philosophy of the Curriculum

The College of Communication and Information doctoral curriculum provides exposure to theoretical fundamentals in both communication (broadly defined to include mass communication and journalism as well as other communication specialties) and in information science. The program of study begins with an interdisciplinary core
and then leads to specialization in either a traditional single discipline or an interdisciplinary “hybrid” focus according to each student's interests. Specialization building on the core is expected, after the student has demonstrated a solid grounding in the foundations of both communication and information. The program is receptive to intellectually innovative students who plan to create new and different combinations of these disciplines in their programs of study.

Doctoral Program Goals and Objectives (as approved by the Ohio Board of Regents)

Mission of the Ph.D. Program
The mission of the Doctor of Philosophy degree program in the College of Communication and Information (CCI) is:
· To explore the convergence of theoretical and research models from the college's component schools,
· To promote the development of new or hybrid models appropriate to information and communication practices in a digital environment, and
· To realize the advantages of interdisciplinary collaboration within the College of Communication and Information.
This program is designed to prepare individuals for careers in research, teaching and administration in the rapidly converging fields of communication and information through a prescribed core of interdisciplinary courses and approved selection of additional coursework within and across disciplines.

Objective of the Ph.D. Program
The goal of the College of Communication and Information's Ph.D. program is to develop each scholar's ability to generate knowledge by conducting, analyzing and presenting research in one or a combination of the CCI disciplines. Each scholar will demonstrate achievement of this objective through:
· Creating a critical analysis and synthesis of existing research,
· Mastering techniques for data collection and analysis,
· Identifying research questions that need to be answered,
· Designing, implementing and reporting independent research, and
· Constructing a personal research agenda.

Date of last program review: August 2009
Date of next scheduled program review: AY 2016-17 (tentative)
Date these program goals and objectives were revised: June 2014.
Admission

Admission Requirements

The doctoral program in Communication and Information is oriented towards research and theory while also encouraging application. Applicants are normally expected to have completed a thesis in their master's program. Admission is restricted to the most promising applicants. Applications are viewed holistically to evaluate the student's potential for success in the CCI Ph.D. program. Admission is granted only for the fall semester, and the deadline for all application materials is February 1.

In addition to regular application requirements of the university, admission to the CCI Doctor of Philosophy program normally requires the following:

- Completion of the academic requirements of a master's degree in one of the disciplines represented in the College of Communication and Information or in a discipline related to the applicant's proposed course of study. Applicants with academic preparation in other fields may be required to enroll in preparatory coursework at the master's level that will not count toward the Ph.D. degree.
- A minimum 3.3 (where A=4.0) graduate GPA (GPA above 3.5 strongly recommended).
- For international applicants a minimum score of 100 on the Internet-based, 250 on the computer-based, or 600 on the paper-based TOEFL examination or the equivalent in another testing format. The TOEFL requirement may be waived if an applicant provides official transcripts indicating that he or she has attended 2 years at an American university or 3 years at an American high school.
- A Verbal score of 160 and a Quantitative score of 148 (or 600 per section in the old testing format) on the Graduate Record Examination (GRE).
- At least three superior letters of recommendation from those in a position to evaluate graduate academic performance and potential.
- A statement of purpose describing the applicant’s academic goals and intended topics of study that are compatible with the focus of this doctoral program. This statement should clearly indicate why the applicant wishes to pursue doctoral education. An indication of the theoretical area or areas the applicant wishes to study and the line of research the applicant wishes to pursue should also be included. Statements that make reference only to the applicant's teaching or administrative goals are not viewed favorably. Guidelines for Writing the Statement of Purpose are available in the Forms Library at the end of this Handbook.
- A sample of superior scholarly writing (published paper, major term paper, thesis chapter, etc.)

Applicants who do not meet all of the requirements listed above but who have otherwise exceptional credentials may apply and may be admitted conditionally.

Admission Application Review

Policy

Applicants to the doctoral program normally are expected to have completed a master's degree before entering the doctoral program and also are expected to have completed a thesis in their master's program. Those students who have not written a thesis should provide evidence of other strong scholarly accomplishments and writing in their application files.

Applicants who, in the judgment of the Doctoral Studies Committee (DSC), lack strong academic preparation in the areas they propose to study at the doctoral level may be required to enroll in preparatory coursework at the master's level that will not count toward the total coursework requirement of the Ph.D. degree.

In rare circumstances, applicants who have earned a graduate GPA below 3.3 may be admitted conditionally. The academic records of conditional-admission students are reviewed every semester for evidence that the conditions are being met.
Applicants who have earned GRE scores of less than 600 (or the equivalent score in the new testing format, that is 160 (Verbal score) and 148 (Quantitative score) on either the Verbal or Quantitative measures or both) may be admitted conditionally, provided that their application files provide strong evidence of a high probability of success in the Ph.D. program.

At least three letters of recommendation should be written by those in a position to evaluate graduate academic performance and potential. Letters that speak to job performance or character alone are not sufficient.

If an applicant's Statement of Purpose is not sufficiently clear and informative, he/she may be asked to submit a new statement before the application will be considered. See the guidelines for Writing the Admission Application Statement of Purpose in the Forms Library.

International applicants who have earned TOEFL scores of less than 100 on the Internet-based, less than 250 on the computer-based, or less than 600 on the paper-based TOEFL examination or the equivalent in another testing format may be admitted conditionally.

Applicants who demonstrate a record of or a potential for integrative, interdisciplinary work and those who are able to articulate clearly their intentions and plans for research will be given special consideration in the application review. See the Admission Application Review Form in the Forms Library.

*Procedures for Application Review*

Applicants to the Ph.D. program apply online to either the Division of Graduate Studies (domestic applicants) or the Office of International Affairs (international applicants). Complete applications come to the College and are then considered by the Coordinator and the Doctoral Studies Committee.

The deadline for applications is February 1 for the following fall semester. Applications will be considered for admission action at each regular meeting of the DSC through February. Late applications may be considered in April and May. No applications received after May 1 will be considered for admission for the fall semester of the same calendar year.

Normally, applicants will be admitted to begin coursework in fall semester. Only in exceptional cases will admission be offered for spring semester.

The DSC will recommend one of the following actions for each applicant: (1) admit, (2) admit conditionally or (3) deny admission. Conditional admissions are generally discouraged.

If the applicant is admitted conditionally, the DSC will specify the conditions of admission. Normally, the conditions include up to nine hours of specified coursework that must be completed within a specified amount of time with grades of B (3.0) or better in each course. If the conditions are not met, the student will be reviewed for dismissal. Other conditions may also be applied. A statement of the conditions of admission will be included with the letter of admission. This statement also will include the rationale for conditional admission as opposed to denial of admission.

The DSC will recommend a faculty member as the initial advisor for each admitted student, based on a good fit between the faculty member's area of expertise and the student's research interests as described in the Statement of Purpose.

The Coordinator will notify the applicant of the admission decision according to university procedures.
Curriculum

Curricular Requirements

The Ph.D. program in Communication and Information requires a minimum of 45 semester hours of graduate credit beyond the master’s degree and 30 semester hours of dissertation work for a total of 75 semester hours.

The doctoral program has a flexible structure. It is designed to provide both a broad interdisciplinary core of knowledge about communication and information theory and research, and focused individualized programs of study developed by students in consultation with their advisors and committees. Students should begin developing their programs of study during their first semester and have them approved by their Academic Advisors and Program Planning Committees when they have completed at least 15 semester hours. Students are expected to be engaged in a variety of research projects before they begin dissertation work.

Those students seeking a more traditional doctoral preparation may wish to adopt model programs of study in such areas as interpersonal communication, health communication, mass communication, mediated communication, library and information science, information architecture or knowledge management. See the Forms Library for Sample Programs of Study. Students also are given freedom to create unique programs of study combining various facets of the disciplines within the college. All proposed programs of study will be subject to review by the Doctoral Studies Committee (DSC).

Elements of the Program of Study

1. Core Courses (21 hours):
   - CCI 80000 Foundations of Communication and Information Inquiry (3)
   - CCI 80001 Introduction to Research in Communication and Information (3)

2. Theory courses:
   - One communication theory course from COMM, JMC or VCD (3)
     - COMM 75652 Theories of Communication
     - JMC 80001 Theory of Mass Communication
     - Other as approved by committee
   - One information theory course from LIS or IAKM (3)
     - IAKM 80002 Knowledge Organization Structures, Systems and Services
     - IAKM 81095 Special Topics: Human Information Interaction
     - LIS 80613 Information Needs, Seeking and Use
     - LIS 80641 Information Storage and Retrieval Systems
     - LIS 80644 Information Science
     - Other as approved by committee

3. Methods courses: (May be selected from the courses in the College of Communication and Information listed below or, with approval of the student’s academic advisor, may be chosen from any appropriate Kent State University graduate offerings):
   - One quantitative research methods course (3)
     - COMM 75020 Quantitative Research Methods in Communication
   - One qualitative research methods course (3)
     - COMM 75040 Qualitative Research Methods in Communication
     - JMC 80010 Qualitative Research in JMC: Data Collection
   - One statistics course (3)

4. Electives (24 hours):
   Electives are selected with the approval of the student’s Academic Advisor and Program Planning Committee to support the student’s research interests.
   Students planning to enter the professoriate should include CCI 80094 College Teaching in Communication and Information (3) in their electives.
In special cases, and with the approval of the DSC, up to 12 credit hours of coursework taken at the 50000 or 60000 level (excluding workshops) may be counted toward completion of the Ph.D. degree. All coursework applied to Ph.D. degree requirements must be taken within the university’s time limits for the completion of a degree.

Examples of Electives include:
COMM 86503 Health Communication and Media Effects
IAKM 80306 Organizational Culture Assessment
JMC 80004 Cybermedia Law
LIS 80637 Metadata Architecture and Implementation

5. Dissertation:
CCI 80199 Dissertation I (30)

Courses and Registration

A complete listing of courses offered by Kent State University is listed in the online Kent State Catalog at:
http://www.kent.edu/catalog

A schedule of classes offered in the current and future terms can be found in the University Catalog at the link to the Schedule of Classes.

Registration Instructions can be found at http://www.kent.edu/registrar/enrollment/index.cfm#1. Click on the tab for Registration Information and then on Question 4. How do I register for classes?

FlashLine Login Instructions can be found at:
https://d2.parature.com/ics/support/default.asp?deptID=8210&task=knowledge&questionID=3827

For information about course content, see the Course Descriptions in the current Kent State University Catalog: http://www.kent.edu/catalog, or contact your advisor, the instructor for the course, or one of the following:

For CCI courses: Don Wicks, Coordinator of Doctoral Education
dwicks@kent.edu ; 330-672-2502

For COMM courses: Mei-Chen Lin, Graduate Coordinator
mlin@kent.edu; 330-672-0821

For JMC courses: Joe Murray, Graduate Coordinator
gmurray@kent.edu; 330-672-9567

For LIS courses: Mary Anne Nichols, Graduate Coordinator
mnichol1@kent.edu; 330-672-0029

For VCD courses: Ken Visocky O’Grady, Graduate Coordinator
kogrady@kent.edu; 330-672-9729

For information about when each course is scheduled, see the course schedule at:
https://keys.kent.edu:44220/ePROD/bwlkffcs.p_adv_unsecure_sel_crse_search. If a course you wish to take is offered only at the Master’s level, contact the school offering the course to find out if a doctoral section can be scheduled.
Advisors and Committees

Types of Advisors/Committees and Stages of the Program

Initial Advisor — When an applicant is accepted for admission to the program, the Doctoral Studies Committee (DSC) will assign an Initial Advisor chosen by matching the academic interests of the student and the advisor. The student will receive the Initial Advisor’s name and contact information with the admission letter. The student is expected to contact the Initial Advisor before the start of the academic year to receive advice about first semester courses and assistance with registration. During the first semester, the Initial Advisor will advise the student on course registration for the second semester of attendance and will help the student choose a permanent Academic Advisor. The Notification of Initial Advisor Letter is available in the Forms Library.

Academic Advisor — During the first semester of attendance, the student and Initial Advisor should evaluate the student’s developing coursework and research interests to see if the Initial Advisor is the appropriate person to serve as the student's permanent Academic Advisor who will advise the student through the remainder of the program. The Initial Advisor may continue to advise the student or the student may select a different faculty member as his/her Academic Advisor, with approval of the DSC. Students should choose their Academic Advisors by December of their first year and their Program Planning Committee members by April of the first year. The Academic Advisor normally will supervise development of the Program Plan, work with the student's Program Planning Committee to review and change the Program of Study as needed, oversee adherence to the Program Plan, coordinate the preparation of comprehensive exams and direct the student's dissertation. The Academic Advisor and committee members (discussed below) may change between different stages of the program, although it is often helpful to maintain continuity when possible. Co-advisors are permissible at any point in the program, if this best serves the student’s academic needs.

Program Planning Committee — Before developing the Program Plan, the student and the Academic Advisor will identify a minimum of two additional faculty members to serve on the student's Program Planning Committee. Those members must include at least one additional CCI faculty member and may include one KSU faculty member from a unit outside of CCI. Prior to the end of the second semester (for full-time students) or in the semester following the completion of nine academic credits toward the degree, the student and the Academic Advisor will schedule a Program Planning Committee meeting. The purpose of that meeting is to review the student's Program Plan relative to the student's academic background, specific research interests and areas of expertise that he or she wishes to claim upon completion of the degree. The committee may approve the Program Plan as presented or may suggest specific coursework, research experiences, additional faculty who would be appropriate for the student's Comprehensive Examination and Dissertation Committees, etc., prior to approval. Typically, the members of the Program Planning Committee will continue as members of the student's Comprehensive Examination and Dissertation Committees.

The Doctoral Program Plan should contain the following information: (a) the names and signatures of the student, the Academic Advisor and the members of the Program Planning Committee; (b) an academic and professional identity statement, including a description of the areas in which the student currently holds or wishes to develop expertise and a statement of the student’s proposed major research area or potential dissertation topic; (c) a summary of course work organized around areas of expertise including methodology, with relevant completed master’s courses with term taken and grade received, completed doctoral course work with term taken and grade received, planned course work with planned semester of enrollment, and dissertation credits; (d) a schedule of planned course work organized chronologically by semester, including projected dates for the comprehensive exam, dissertation prospectus approval and dissertation defense; and (e) a curriculum vitae. For more information about preparing the plan, see the Doctoral Program Plan Outline in the Forms Library of this handbook. Upon approval of the Program Planning Committee, the Program Plan will be signed by all committee members and forwarded by the Academic Advisor to the Program Coordinator for review. The Doctoral Program Plan normally will be submitted to the Coordinator by April of the first year. The Coordinator will bring program plans to the DSC in all instances where there are significant questions: for example, departures from usual requirements, petitions for special substitutions, etc. If the Coordinator and DSC request revisions to the Program Plan, the document will be returned with comments to the student and the Academic Advisor. Revisions should be made and submitted to the Coordinator in a timely fashion so that a final, signed document can be filed by the beginning of the summer term at the conclusion of the student’s first year in the program.
For semester one (fall: year of entry), the two foundations courses (80000 and 80001) are required of full-time students. For the third course most students take either a theory course in one of the schools or a methods course. Eight hours is the rule for full-time enrollment, meaning in effect, three courses in most cases. Even part-time students are advised to take two courses per semester whenever possible.

For semester two (spring), it is generally a good idea to take one of the theory courses in another school to fulfill the distribution requirement for theory across CCI. That leaves the possibility of another methods course. Possibilities would be a more advanced quantitative course or a qualitative methods course. This is also a good time to begin thinking about relevant cognate courses in other disciplines outside the college.

Year two then involves additional fulfillment (as needed) of theory and methods requirements; more focused courses in the area(s) of specialization; perhaps an individual investigation or two (depending on instructor availability as well as student needs); and other courses as needed to satisfy claims of primary and secondary areas of expertise as stated in the program of study.

It is recommended that, to the extent reasonable, students should aim to fulfill their programs of coursework within CCI. However, there may be instances of a few theory or methods courses needed for specialization or as a complement to courses in CCI. Examples would be advanced statistics courses (e.g., in psychology or education) or a course in an allied discipline (e.g., sociology or public health) that helps to round out studies in health communication and health informatics.

For part-time students, this timeline will vary; however, those students are encouraged to take at least two courses during a semester whenever possible and to participate in as many other activities of the PhD as their schedules allow.

**Comprehensive Examination Committee** — A student who meets the requirements to enter the candidacy stage of the program should meet with his/her Academic Advisor to select a Comprehensive Examination Committee consisting of the Academic Advisor and two or three additional faculty members who have participated in the student's program. The membership of the Comprehensive Examination Committee must be approved by the DSC.

**Dissertation Director and Dissertation Committee** — Following successful completion of the comprehensive examination, the student should submit to the DSC a written request for approval of the dissertation topic, the advisor and the committee members. The Dissertation Committee will be composed of the student's Academic Advisor, or, if appropriate, another faculty member, who serves as director of the dissertation, at least two additional members from the CCI faculty and a faculty member from an outside discipline. In order to represent a particular area of expertise (for example, a theoretical position or a research method), a member of the committee may be from another institution. This member may not be the Advisor. All members of the committee must have permission to serve on dissertation committees. Faculty from other universities may participate on dissertation committees if qualified; they will be treated as "temporary" members of the graduate faculty. A majority of the CCI members of a dissertation committee must come from the regular tenured or tenure-track faculty of the college who are approved to serve on such committees. For more information about university regulations regarding the composition of the dissertation committee, see [http://www.kent.edu/academics/graduatestudies/upload/Guidelines-Dissertation-Final-Examination.pdf](http://www.kent.edu/academics/graduatestudies/upload/Guidelines-Dissertation-Final-Examination.pdf) and also the Faculty section of this Handbook.

**How to Choose or Change Advisors/Committee Members**

The Initial Advisor is assigned to the student by the DSC after appropriate consultation with all relevant parties, including school administrators. This appointment is intended to be temporary, for the purpose of seeing that the student is matriculated appropriately in the first term of attendance. Still, it is desirable that many of these relationships continue.

It is the student's responsibility to choose a permanent Academic Advisor. The Academic Advisor normally will advise a student throughout the remainder of the student's doctoral study, including the comprehensive examination and dissertation phases of the program. Therefore, students should choose their Academic Advisors carefully, considering faculty member expertise in the desired area of study, faculty workload and personal compatibility. Of course, changes can be made in the committee composition, depending especially on the trajectory of a student's
work. Also, if any advisor/advisee relationship is unsatisfactory to either party, the associate dean for graduate studies should be notified so that a new assignment can be made with the approval of the DSC.

Committee members should be chosen for their familiarity with students’ academic coursework and for the additional expertise they can bring to the development and review of student work demonstrated in the comprehensive examination and dissertation.

After a prospectus is approved, the Dissertation Director or Dissertation Committee members should not be changed unless the faculty member leaves the university, chooses not to participate on the committee or, owing to extraordinary circumstances, cannot participate. Requests for changes in Dissertation Committee members must be submitted to the DSC for approval.

Responsibilities of the Student and the Advisor/Committee Members

Students should prepare for meetings with their advisors and committee members by developing questions they wish to have answered and goals they wish to accomplish at the meeting. Students should supply any written material to be discussed well in advance of the meeting so that their advisors have time to review it. While faculty office hours are appropriate times to drop in with minor questions, students who have issues that need longer discussion should schedule appointments for that purpose. If it becomes necessary to miss an appointment, students should cancel promptly and courteously.

Above all, faculty advisors help graduate students explore and articulate their academic goals. Advisors are familiar with school, college and university policies and procedures in order to interpret them for the student or to refer the student to the appropriate office for information. Also, advisors are familiar with university support services available to graduate students. Your faculty advisor is the first point of contact for a doctoral student and your primary academic and professional mentor.
Academic Progress

Doctoral students in the College of Communication and Information are expected to make satisfactory progress toward the completion of their degrees by producing academic work of good quality and quantity consistently throughout their period of enrollment. According to University Policy, students who fail to maintain these standards are subject to dismissal from the university by their dean. See the current catalog for more details of university policy: http://www.kent.edu/catalog. Go to the section on Dismissal and view the paragraph headed “Graduate.”

At the end of each fall and spring semester, after grades have been posted, the Dean's Office will review the records of all Ph.D. students for evidence of the following:

- Cumulative GPA less than 3.0 of 4.0 of a B average.
- Grades less than B.
- Conditions of conditional admission met or unmet.
- Number of incomplete and in-progress grades received along with the number of course withdrawals.
- Time limits approached or exceeded for completion of coursework, defense of comprehensive exams, defense of prospectus and defense of dissertation.
- An approved Program Plan by the time the student has completed 15 hours in the doctoral program.

Any student who receives any grade less than B will receive a warning letter from the Dean's Office.

Any student whose cumulative GPA has fallen below 3.0 or who has received more than eight credit hours of B- or lower grades, or who has received more than four credit hours of C or lower grades will be reviewed by the Doctoral Studies Committee, which may recommend dismissal to the dean.

Students who have successfully completed conditions of admission or who are still in the process of completing their conditions will be notified of their status by the Dean's Office. Students who have failed to complete the conditions of admission will be reviewed by the DSC, which may recommend dismissal to the dean.

Students who have received a large number of IN and/or IP grades and/or course withdrawals will be reviewed by the DSC, which may recommend dismissal to the dean.

Students who are approaching the time limits for the completion of any phase of their program will receive a notification of upcoming deadlines from the Dean's Office. Students who have exceeded the time limits for any phase of their program will be reviewed by the DSC, which may either recommend dismissal to the dean or instruct the student to apply for an extension of the time limits. To ensure adequate progress toward the degree, part-time students should ideally take two courses each semester (excluding summer).

Students who have failed to file an approved Program Plan by the completion of 15 hours in the doctoral program will be warned that they must do so by the end of the next fall or spring term or their records will be reviewed by the DSC, which may recommend dismissal to the dean.
Graduate Assistantships

Overview

Graduate Assistantships are based on a 9-month contract and typically entail a stipend, reimbursement of tuition and fees, and assistance with health insurance, if the student chooses to elect the health care provider partnering with Kent State University. According to the KSU policy register (6-09.1 E(2)), tuition benefits cannot be used for enrollment in non-credit courses or credit courses which are audited, which should be taken into account when planning one’s program.

The sequencing of types of assistantships for individual students will take into account availability of funded opportunities, students’ interests, areas of emphasis as indicated in approved program plans, the duration of projects, and projected employment. To the extent possible the DSC tailors individual paths for students, considering research, teaching, and occasionally admin./service responsibilities and experiences. For example, some students may begin with teaching; others with research. Some appointments can be split between different kinds of duties. Some students will end up working with several faculty members, not just with their advisor(s). Some students can assist with teaching or conduct workshops and seminars even in the absence of the availability of formal courses in their area, etc.

DSC members consult with colleagues in their respective schools about potential doctoral GA assignments. DSC members also consult with students and their advisors (or prospective advisors) as part of this effort. The committee determined in 2012 that this consultative process would be more appropriate than issuing a general call for proposals each year given uncertainties about incoming class composition and to avoid faculty spending time applying for types of assignments or persons who would not be available in a given year. Moreover, there are varying factors regarding workload, equity, and opportunities for working with PhD students within the schools. All that said, the DSC wishes to make sure faculty research interests and projects are known (see the latest list of faculty research interests, on p. 28) and that opportunities for working with doctoral students become more widely available as the program develops.

The criteria/factors considered for doctoral GA appointments are:

— stages in students’ program,
— matches between faculty members’ and students’ interests,
— research project continuity,
— two-way reports/reviews of experiences,
— students’ teaching needs and qualifications,
— available formal and informal teaching opportunities,
— the value of the assignment within overall profile/portfolio for individual student experiences and academic/career preparation, and
— school-specific factors in such assignments (as outlined above).

Graduate Assistantship Appointments

The primary function of a doctoral graduate appointment in CCI is to provide students with a structured opportunity to acquire professional expertise in their areas of study and to learn how to conduct research. A secondary function of such an appointment is to provide doctoral students with supervised teaching experience if they have not had this experience at the master’s level. Doctoral appointees in CCI should start out as research assistants with teaching duties added as appropriate in the third year of their appointments. The transition from research to teaching duties for any doctoral GA should be flexible, given individual student experience, interest, career goals and level of involvement with ongoing research projects. Administrative assistantships should be granted only in rare cases and only with the approval of the Dean.
Graduate assistant appointments are made based on the opportunity for doctoral students to contribute to the college and to learn from their assistantship experiences. Graduate assistants are assigned to supervising faculty members based on the mutually compatible interests of the appointees and the faculty, the requirements of grant funding and the needs of the CCI schools. Graduate assistant appointments are considered privileges for both faculty and students involved. With all such positions—for research, teaching, or administration—contracts should be created and agreed upon by the student and the supervising faculty member.

Types and Length of Appointments

The college's goal is to devote at least 50 percent of the Ph.D. graduate assistant appointments in a given year to research activities. Another goal of the CCI Ph.D. program is to have between one-third and one-half of its doctoral graduate appointments funded by grants.

The College of Communication and Information complies with the February 2010 Division of Graduate Studies policy statement on the Roles and Responsibilities of graduate assistants:

- "Research Assistantship (RA): A student receiving a Research Assistantship is expected to assist a faculty member in his or her research or other scholarly activities. No teaching or service responsibilities are assigned to full time Research Assistants.
- "Teaching Assistantship (TA): A student receiving a Teaching Assistantship is expected to assist a faculty instructor of record (e.g., recitations, laboratories, grading) or be the instructor of record in their own course.
- "Administrative Assistantship (AA): A student receiving an Administrative Assistantship is expected to work in service that promotes the mission(s) of the unit or university. These assistantships exclude responsibilities that would typically be assigned to current office staff, personal errands for faculty/staff, etc."

A doctoral student in the CCI Ph.D. program who receives an assistantship in the first year of attendance in the doctoral program may anticipate support for a total of four academic years, subject to availability of funding, appropriate academic progress, successful completion of assigned duties, demonstrated work ethic and collegial attitude. Appointments are subject to rigorous review and are not renewed automatically.

Note: CCI will not make a funding commitment that extends a student's study beyond four years. For example, a student who receives a graduate assistantship for the first year, s/he can expect three more years of support for a total of four. If a student already enrolled in the program receives support commencing in her/his second year, s/he should expect a total of three years of support. If a student receives funding in her/his first year from another unit on campus or from an external grant, s/he should expect no more than three years of support from CCI. In other words, the four-year total is the rule that is applied in considering the overall funding commitment.

Application

The Application for Graduate Appointment is available from the Division of Graduate Studies: http://www.kent.edu/academics/graduatestudies/upload/Application-for-Graduate-Appointment1.pdf. It should be submitted with the online application for admission or directly to the Associate Dean for Graduate Studies.

Selection Criteria

For initial appointees, grade point average, GRE scores, TOEFL scores (where appropriate), letters of recommendation, and the applicant's statement of purpose will be considered by the Doctoral Studies Committee in evaluating applicants.

Most doctoral GA appointments will take place at the time of initial admission to the program. If any doctoral student who is already enrolled (and did not receive an assistantship appointment at the time of admission) wishes to apply for a GA position, he/she may apply with the Application for Graduate Appointment form from the Forms Library on the Division of Graduate Studies web site. This applicant will be considered in the same pool as new, incoming applicants for admission and appointment. However, most new GA appointments in any given year will go to new, incoming students.
For reappointments, progress towards the degree, grade point average, and evaluation of performance in the student's assignment will be considered. Two-way reviews of assistantships are due with the Coordinator and the DSC in early December of each year. (In cases where the structure of a student’s appointment changes in the spring, for example, when s/he is working with another faculty supervisor, there will be an additional report by early March.) The assistantship supervisors will provide students with feedback concerning their first semester performance so that any issues may be addressed before the reappointment notification date of approximately April 15.

**Conditions of Appointment and Reappointment**

All details of appointment and employment of Graduate Research Assistants, Graduate Teaching Assistants and University Fellows, will be handled in a uniform manner through the Division of Graduate Studies and the College of Communication and Information. University policies and forms pertaining to graduate student appointees are available at: http://www.kent.edu/academics/graduatestudies/graduate-student-appointment.cfm.

For specific information about graduate appointee involvement in governance, categories of appointments, graduate appointment service commitment and other terms of the appointment, see the Kent State University Policy on Role and Status of Graduate Student Appointees at: http://www.kent.edu/academics/graduatestudies/upload/Role-and-Status-of-GS-Appt_9-2-10-2.pdf

1. All graduate appointees must be in good academic standing. To be in good standing at Kent State University, graduate appointees must maintain a 3.00 GPA. Failure to meet this requirement for two consecutive semesters will result in the appointment being withdrawn. Appointments or reappointments, including tuition scholarships, are not automatic, but are contingent upon satisfactory progress towards the degree and performance of duties.

2. All new graduate assistants are expected to complete the orientation program provided by the Division of Graduate Studies. New graduate assistants can obtain more information about and register for Graduate Student Orientation (GSO) at http://www.kent.edu/graduatestudies/gso.cfm.

3. A graduate research assistant will carry out research as designated in the contract under which he or she is employed. The nature of this research must be clearly related to the student's special research area within his or her major field or in direct participation with a faculty member's research. This research service must be under the direct supervision of a member of the graduate faculty, although others may be involved in the supervision.

4. A graduate teaching assistant normally performs instruction or instructional duties beneficial to the appointee's professional development. Teaching assistants in the doctoral program may be assigned to teach courses in their specific area of expertise. This teaching service will be conducted under the direct supervision of the appropriate coordinator (Graduate Coordinator, Undergraduate Coordinator, Course Coordinator, etc.) from the academic unit offering the course.

5. The graduate appointments are intended to provide the support required to enable a student to spend the maximum amount of time in pursuit of his or her graduate studies with the objective of completing the degree in the shortest amount of time. To this end, it is not appropriate for a full-time graduate appointee to be engaged in additional outside employment. Except in unusual circumstances, a graduate appointee may not hold an additional formal appointment such that the total commitment of service at Kent State University exceeds 20 hours per week. Exceptions require the approval of the Academic Advisor, the Coordinator, and the Dean.

6. Assuming satisfactory progress towards the degree, availability of funding and successful completion of assigned duties, doctoral students can expect support for four years from the College of Communication and Information. Notification of non-reappointment and reappointment for the next academic year will be given to students by April 15.

7. All international students holding graduate teaching appointments must take and pass the university English Language Examination. There are two segments in the ELE: a written examination and an individual oral examination. Students who do not pass both segments of this exam may not teach.

**Performance Expectations: Research Assistants**

The goal of the CCI Ph.D. program is to develop in each CCI doctoral scholar the ability to generate knowledge by conducting, analyzing and presenting research in one or a combination of the CCI disciplines. This goal may be
achieved through pursuit of collaborative research with a full-time faculty mentor and may be demonstrated by completion of research projects to submit for publication in regional, national and international publications.

Research assistantships could comprise half or more of a doctoral student's assistantship. Research assistantships are generally awarded as academic year assignments, renewable upon mutual agreement between faculty member and student and approval by the DSC. Research assistants:
1) may be assigned only to full-time faculty,
2) are selected after relevant solicitations and consultations within the schools, and
3) must receive a satisfactory written evaluation from the faculty mentor to be re-assigned as a research assistant in a future semester.

**Performance Expectations: Teaching Assistants**

Graduate assistants assigned to teaching duties are required to take CCI 80094 College Teaching in Communication and Information for 3 semester hours during the year preceding or during their first semester of teaching duties. This class provides instruction in basic pedagogical principles and experience in observing experienced teachers. Graduate teaching assistants may also elect to intern in an upper-division undergraduate class with a seasoned faculty member and develop syllabi and lesson plans for courses in the student’s chosen area of expertise. Examples of courses taught in each of the schools are:

For COMM: COMM15000: “Introduction to Human Communication”
For JMC: JMC 20001: “Media, Power, and Culture”
For SLIS: LIS 60000: “Tools for MLIS Success”

**Performance Expectations: Administrative Assistants**

Administrative Assistantships are occasionally available, to assist with PhD program development and related activities; such an appointment may also be possible in a school. These appointments are subject to budgetary availability and to approval by the Dean. They would ordinarily run for one year (two semesters) and require a commitment of 10 hours per week. This type of appointment is not common, however, and it is also dependent upon program needs and student qualifications.

**Opportunities for Additional Income**

Graduate assistantships in CCI typically do not include funding for summer terms. However, doctoral students may be able to receive funding through some of the following options. These options may not be appropriate for all students. For example, international students with certain types of visas may not be eligible to pursue some of these options. Students should check the terms of their other financial aid, visas, etc. before pursuing any of these opportunities. Summer income opportunities should be arranged early in the previous spring semester.

1. Some research grants include funding for research assistants during summer terms. These grants typically provide income and may provide tuition reimbursement. Interested students should consult with the faculty member who is the Principal Investigator of the grant.
2. Occasionally the Dean’s Office or individual CCI school offices may have one-time funds to support research or administrative work in the summer. These positions typically pay the current hourly student employment wage and do not include tuition reimbursement. Interested students should inquire at the college and school offices.
3. Doctoral students may be qualified to teach summer courses for one of the CCI schools or one of Kent State’s regional campuses as an adjunct faculty member. The School of Library and Information Science provides the opportunity to teach short workshops or special courses, usually online, throughout the year. These part-time, temporary teaching positions provide income plus limited tuition benefits. Interested students should speak to the relevant school's undergraduate coordinator or the regional campus dean.
4. Kent State University employs some students for a variety of jobs in the summer. Interested students should apply through CampusWorks on the Web site of the Career Services Center: https://integration.kent.edu/campusworks-banner/. Student employment usually pays the current hourly wage for student workers, although summer graduate appointments may occasionally be available due to an office's emergent needs.
5. Graduate Student Orientation (GSO), held over two days prior to the start of fall and spring semesters, recruits current graduate students to serve as orientation team leaders. For the fall session, GSO team
members are under contract for Summer III and therefore cannot hold an assistantship during Summer II or III. Please visit https://www.kent.edu/graduatestudies/gso/gsoteamapplication.cfm for more information about application deadlines (which is typically set for early April) and procedures. For additional information, please contact Dr. Kate McAnulty, Director of Graduate Student Services, with questions about GSO at 330.672.2180 or kmcanult@kent.edu.

Other Financial Aid

Other kinds of financial assistance may be available for doctoral students. For instance, financial aid is available to students who are enrolled in four or more credit hours during the summer term and may also qualify for subsidized loans. For more information, contact the Financial Aid Office: http://www.kent.edu/financialaid/applying/index.cfm.

Comprehensive Examination

Overview

Doctoral comprehensive exams are understood to have two major objectives: to provide a forum for the student to demonstrate mastery of a significant amount of material in major areas of theory, research, and practice where competency is claimed and to provide an opportunity for the student to analyze, creatively combine, and extend concepts. Comprehensive exams, ideally, should allow for the synthesis of a substantial number and range of ideas while also offering a platform for the advancement of the student’s work, especially as s/he moves into the dissertation stage.

The exam is normally taken during the semester following the completion of coursework. However, students may well be taking an additional course or two (e.g., in a specific area of theory or for extended methodological training) during the same semester. There are three stages to the comprehensive exam: the planning stage, the written exam and the oral exam. Each stage must be successfully completed before the next can be scheduled. Students should try to complete the comprehensive examination during a fall or spring semester because it may be difficult to convene faculty committees during the summer. Summer exams require prior approval of all committee members and assurance by staff that logistics can be handled at the planned times.

The normal expectation is for at least eight of the required 16 hours of exams to be covered in a traditional, closed-book, and proctored examination format. Other parts of the exam may include take-home questions, research papers building toward the dissertation, and/or a fully developed annotated syllabus for a proposed course in the student’s area of expertise (with appropriate weightings).

The traditional exam questions are bounded in time, literally according to the hours assigned to them. Thus, a four-hour question means that four hours are allotted by the proctor for the student to complete a response on a university-controlled computer. For such “closed-book” questions, the student and the relevant member of the committee discuss in advance parameters for the question, including those related to scope and pertinent bodies of literature. For take-home questions the hours indicated represent equivalents to closed-book questions, but take-home questions may have limits in terms of word or page length. Take-home questions obviously carry with them the expectation that the student provide polished work with complete references.

Stage 1 – Planning for the Comprehensive Examination

A student planning to take the comprehensive examination should inform his or her Academic Advisor of that intent at least two months in advance of taking the exam and should plan to have a flexible schedule for taking the exam so that all students can be accommodated. When the student is nearing completion of course work, the student should ask his/her Academic Advisor to set up a Comprehensive Examination Committee. The student should meet with his/her Academic Advisor and Comprehensive Examination Committee to determine the content, format and dates of the exam. The student should meet with committee members to solicit their recommendations for studying for
comprehensive exams. This advice can be solicited until the point when committee members construct their questions.

Stage 2 – The Written Comprehensive Examination

The written exam is 16 hours long, with the time divided among the student’s area(s) of expertise and methodology as determined by the Comprehensive Examination Committee. The examination is administered across two or more days, distributed over a period of no more than two weeks. The Academic Advisor gathers questions from the Comprehensive Examination Committee, constructs the exam and administers it.

Upon completion of each day’s written exam, the student prints a copy of his/her answers. The exam proctor delivers them to the Academic Advisor. Immediately upon the conclusion of the exam, the Academic Advisor distributes copies of the questions and answers to the Comprehensive Examination Committee.

A student may pass the entire written exam, fail a portion of the exam covering a particular area, or fail the entire exam. Students who fail one or more parts of the exam may have one additional opportunity to retake the failed portions. The second attempt should be scheduled only on the advice of the Academic Advisor and only after a sufficient period of time has passed to allow the student to prepare (normally at least one more semester). Students who fail the written exam a second time will be dismissed from the program. The entire written exam must be passed before the oral examination will be scheduled.

A student and her/his advisor and committee should offer a detailed proposal for the comprehensive exam plan to the Coordinator and the DSC. The plan should include selected areas for claims of expertise, information on committee members, descriptions of question and assignment types, and a detailed schedule. It is the responsibility of the student to arrange exam-related logistics with relevant staff in the school with which s/he is most closely identified.

Alternative formats, including the length, nature and due date of the submission, must be approved in advance by the student’s Academic Advisor, Comprehensive Examination Committee and the Doctoral Studies Committee. Students should be aware that alternative formats must demonstrate synthesis of coursework and will be subject to scrutiny by the Comprehensive Examination Committee. If an alternate portion of the exam is submitted later than the approved due date and time, it will be considered a failure of that portion of the exam.

Stage 3 – The Oral Examination

The oral examination covers material in the written comprehensive examination. The oral exam typically is scheduled one to two weeks following the date the student completes all parts of the written comprehensive exam. Except in the case of summer, the oral exam must occur in the same term as the written exams. Summer scheduling is at the discretion of individual student committees.

Between the date of the written exam and that of the oral exam, students should carefully review their written materials and make mental and brief marginal notes on what materials might require additional explanation or elaboration. This critical process is important; it will prepare the student for the oral examination, which is normally about two hours in length, including introductory explanations of the oral exam procedures and faculty deliberation after the questioning period. Questions will focus on the written exam and other aspects of the student’s program that have not been covered on the written exam. The student cannot question his/her Academic Advisor or Comprehensive Examination Committee about content before the oral exam, but may ask the Academic Advisor questions about procedures.

Should the student fail the oral exam, the Comprehensive Examination Committee will decide on an appropriate remedial activity, which might include additional written and/or oral examinations. This remedial activity must be passed in order for the student to remain in the program, be admitted to candidacy, and move to the dissertation stage.

Comprehensive exam questions and answers may or may not be considered confidential. If a question is considered confidential by the writer, it should be clearly marked Confidential when submitted to the Coordinator and to the
Sharing questions marked Confidential or answers to those questions with others will be considered cheating and will result in dismissal from the program. If the question is not to be considered confidential, it should also be clearly marked Not Confidential on the question submitted to the Coordinator and to the student. The student may choose to share questions and answers that are Not Confidential with another student but is not obligated to do so. The student has the right to share Not Confidential questions and answers, to refuse such a request, or to share portions of the question or answer.

Students must pass their comprehensive examinations within one academic year after completing their coursework or they will be subject to dismissal.

Summary of procedures:

1. Student informs the Academic Advisor of intentions to take comprehensive exams at least two months in advance of the proposed exam date.
2. Student consults with the Academic Advisor to select a Comprehensive Examination Committee.
3. Student meets with the Academic Advisor and the Comprehensive Examination Committee to determine the content, format and date of the exams.
4. If the format differs from the standard closed-book, timed, classroom format, the student and Academic Advisor submit the proposed format, which has been approved by the Comprehensive Examination Committee, to the Doctoral Studies Committee for final review and approval. Revisions to the format may be necessary after this review.
5. Student prepares for the written exam. The student should consult with committee members for suggestions on focus and materials.
6. Academic Advisor reserves a room with appropriate equipment (computer, printer) for the administration of the exam, and schedules a proctor.
7. Student takes the written exam and, if applicable, submits approved alternative materials.
8. Academic Advisor distributes examination materials to the Comprehensive Examination Committee no later than two weeks before the oral defense.
9. Comprehensive Examination Committee determines whether the written exam has been passed. If any portion of the examination has been failed, the committee determines appropriate remedial activities, and the Academic Advisor informs the student of the nature of and deadlines for the remedial work. The committee will meet again after the remedial work has been submitted to determine if it passes. If it does not, the student will be dismissed from the program.
10. When all portions of the written exam have been passed, the Academic Advisor reserves a location for the oral exam.
11. Student prepares for the oral examination by thoroughly examining the written exam and other course content not covered in the written examination.
12. Student completes the oral examination. Immediately following the questioning period, the Comprehensive Examination Committee deliberates on whether the student has passed the oral examination and announces the results to the student. If any remediation is needed at this point, the committee informs the student.
13. When the oral examination has been passed, the Academic Advisor reports it to the College Office using the Report of Candidacy form (http://www2.kent.edu/graduatestudies/forms-library-4-17-14.cfm).
Dissertation

General Requirements
Completion of a dissertation is required for the Ph.D. in Communication and Information. Upon admission to candidacy (defined as the student passing comprehensive exams), each doctoral candidate must register for CCI 80199, Dissertation I, for 15 hours in each of the two subsequent terms (including summer). If the dissertation is not completed during that time, students must register for CCI 80299, Dissertation II, during all subsequent terms, including summers, until they graduate.

The Dissertation Committee shall be established in consultation with the Dissertation Director. A student must submit a request for approval of the Dissertation Committee to the Doctoral Studies Committee following the successful completion of the comprehensive examination. The approved request must then be filed with the Division of Graduate Studies. For more information about the composition of the Dissertation Committee, see the Advisors and Committees section of this handbook.

If, in the opinion of the Dissertation Director, in consultation with the Dissertation Committee, the student is found to be making insufficient progress toward completion of the dissertation over a period of one calendar year, the student may be subject to dismissal from the program.

Stages in the Dissertation Approval Process

Dissertation Prospectus Approval
1. The student, in consultation with his/her Dissertation Director, will prepare a fully detailed prospectus based on the approved statement of a proposed research problem. The prospectus typically will include the following content/sections: problem statement, rationale of study, literature review, research questions and/or hypotheses, and complete methodologies.

2. Students are expected to complete and defend their prospectus within one semester of passing their comprehensive exams (excluding Summer). Students who fail to do this will be reviewed by the Doctoral Studies Committee and may be subject to dismissal.

3. The student will deliver copies of the prospectus to members of the Dissertation Committee at least two weeks before the prospectus meeting. A copy of the prospectus will also be made available in the College Office at the same time.

4. The Dissertation Director will convene the committee and moderate the prospectus meeting, at which time the student will be questioned on the clarity, scope and methodology of the proposed study. Committee members may ask questions to ascertain the student’s theoretical, methodological and/or statistical expertise as pertains to his/her ability to carry out the proposed study, as well as providing suggestions for improving the study.

5. At the conclusion of the questioning, the student will be excused and, by majority vote of the committee, the prospectus will be approved, conditionally accepted (with specific changes to be made subject to the approval of the Dissertation Director), returned for revision and resubmission to the entire committee, or disapproved.
   - If returned for revision or disapproved, a resubmission date must be established at the prospectus meeting.
   - After approval is obtained, the Approval of Dissertation Topic form (http://www2.kent.edu/graduatestudies/forms-library-4-17-14.cfm) will be forwarded to the College by the student's Dissertation Director.
   - If the proposed dissertation uses human subjects, it is the obligation of the student to secure clearance through the University's Institutional Review Board (and any other relevant institutional IRBs) before data collection but after the defense of the prospectus.

   The student should prepare the dissertation so that it conforms to the CCI Style Guide and Instructions for Preparing Theses and Dissertations: http://www.kent.edu/CCI/Advising/upload/CCI-Style-Guide-05-29-12.pdf

Dissertation Oral Defense
1. Ordinarily, the oral defense of the prospectus and the oral defense of the dissertation should not occur in the same semester.

2. The College Office is to be notified of an impending dissertation defense by the Academic Advisor no less than one month in advance so that it can appoint a Graduate Faculty Representative to serve on the Dissertation Committee. Usually, the Graduate Faculty Representative also will serve as the moderator responsible for conducting the deliberations at the oral defense.
3. If the Graduate Faculty Representative will not be serving as the defense moderator, then the Dissertation Director must secure a moderator.

4. All members of the Dissertation Committee (including the moderator) must receive copies of the dissertation at least two weeks before the dissertation pre-oral defense meeting.

5. A dissertation pre-oral defense meeting will be conducted to determine whether the dissertation is defensible or not defensible. The student does not attend the pre-oral defense meeting. Members of the committee will indicate what modifications, if any, should be made in the dissertation so that it is suitable for oral defense. If the dissertation is determined not to be defensible, the committee will inform the Dissertation Director about deficiencies that must be addressed prior to defense. The Dissertation Director will then communicate those recommendations to the student.

6. A dissertation pre-oral defense meeting and the oral defense of that dissertation should not be held on the same day.

7. An oral defense, open to the public, for the purpose of accepting or rejecting the completed dissertation, will be held at a time mutually agreeable to the Dissertation Committee and the candidate. University rules for conducting the oral defense are found on the Division of Graduate Studies Web site: http://www.kent.edu/graduates/theses/upload/guidelines-dissertation-final-examination.pdf.

8. At the conclusion of the oral defense, the Dissertation Committee will vote to determine the success or failure of the candidate. A candidate passes the final oral defense if there is no more than one dissenting vote. If the candidate fails, the Dissertation Committee will propose to the Dean either: (1) revision and resubmission of the dissertation for a new defense by a specified date or (2) dismissal from the university. Further action is then the responsibility of the Dean.

9. After completion of the oral defense, the form Report of Dissertation Final Examination (http://www2.kent.edu/graduates/theses/library-4-17-14.cfm) will be signed by the committee and forwarded to the College Office by the student's Dissertation Director.

10. A student’s final approved dissertation must be submitted electronically through Kent State University. Please refer to the instructions for proper preparation and uploading at: http://www.kent.edu/CCI/Advising/upload/CCI-Style-Guide-05-29-12.pdf. Students also are encouraged to deposit one bound copy of the dissertation with the Dissertation Director, if the director desires one.

**Deadlines**

In order to graduate in the student’s desired term, the student must meet University deadlines for defending the dissertation and for filing the dissertation in the College office. For a calendar of those deadlines, see the Academic Calendar in the current Catalog: http://www.kent.edu/catalog

When an extension of any time limits associated with completion of the dissertation seems to be necessary and proper, the student and Dissertation Director will petition the Dean for an extension. This extension may be denied, in which case the student will be subject to dismissal, or it may be granted with qualification. The student and the Dissertation Director will be informed of the decision in writing by the Associate Dean for Graduate Studies. Requests for time extensions exceeding one year must be submitted to the Dean with evidence that the degree candidate is current in his/her field of study.

**Graduation Application**

The CCI Graduate Student Checklist for Graduation can be accessed at: www.kent.edu/CCI/Advising/cci-graduate-graduation-application-process.cfm.

The CCI Style Guide may be found at http://www.kent.edu/CCI/Advising/upload/CCI-Style-Guide-05-29-12.pdf
Student Life

2012-2013 CCI Student Organizations

School of Communication Studies

The Kent Communication Society is an academic and social organization. The Society's main goal is to inform students about the field and curriculum of Communication Studies. The Kent Communication Society seeks to provide information about the university, graduation requirements for communication majors and post-graduation options. The Society accomplishes these tasks through well-informed, elected representatives who have a genuine interest in the future of the Kent Communication Society, the School of Communication Studies and Kent State University.

Contact: Rozell Duncan, rduncan@kent.edu

The Communication Graduate Student Association (CGSA) provides a professional and social network for graduate students in Communication Studies. Through this organization, graduate students are represented in University and School decision-making. The CGSA also provides a forum for graduate students to discuss concerns and special interests. Graduate students meet during orientation week in the fall semester to elect representatives.

Contact: Mei-Chen Lin, mlin@kent.edu

School of Journalism and Mass Communication

The KSU Ad Club is an official student chapter of the American Advertising Federation, a national organization that represents the profession of advertising. One major activity of the KSU Ad Club is the Handsome Duckling Advertising Agency, where students produce advertising campaigns for local clients.

Contact: Danielle Coombs, dcoombs@kent.edu

The Kent State Chapter of Public Relations Student Society of America (PRSSA), established in 1968, is one of 14 alpha chapters of the national PRSSA organization. The chapter currently has nearly 50 active members. PRSSA Kent has won three consecutive Teahan Awards, a national PRSSA award. Kent PRSSA also has received numerous awards for its service to students, the university and community at the annual Kent State Student Leadership and Honors Celebration.

Contact: Michele Ewing, meewing@kent.edu

The National Press Photographers Association is dedicated to the advancement of visual journalism, its creation, practice, training, and distribution, in all news media and works to promote its role as a vital public service.

Contact: David LaBelle, dlabelle@kent.edu

The National Association of Black Journalists (NABJ) is an organization of journalists, students and media-related professionals that provides quality programs and services to and advocates on behalf of black journalists worldwide.

Contact: Gene Shelton, eshelton@kent.edu

For Student Media, email Lori Cantor, lacantor@kent.edu, the Manager of Student Media, stop by the business office in Rm. 205 Franklin Hall, or call 330-672-2586.

The Daily Kent Stater, Kent State’s national award-winning, independent student newspaper, is the primary source of news and information for the university community and circulates 8,000 copies daily, Monday through Friday and weekly on Wednesdays during the Summer. The Stater was recognized as one of the top six college newspapers in the country in 2009 by the Associated Collegiate Press and is a consistent winner in Society of Professional Journalism competitions.

Kentwired.com is the online news, sports and entertainment website of Kent State University and features original content provided by the Daily Kent Stater, TV2 and the Burr. Kentwired.com has a new college life section, KSUBUZZ.com.
The Burr, formerly Kent State’s yearbook, The Chestnut Burr, is now a college-interest magazine for students. With a circulation of 8,000 twice each semester, The Burr continually receives regional and national awards. Its award-winning website, theburr.com, has stories exclusive to the site.

TV-2, Kent State’s student-run television station, offers live 5:30 p.m. newscasts and additional live shows such as Sports Corner, the Agenda, What’s Up Weekly and the Blurb every Monday through Friday during the academic year. Kent State basketball coverage (as part of the Kent State Sports Network) and live primary and general election coverage are additional offerings. TV2 is available on campus cable. Time Warner Cable Channel 16 in most of Portage County on channels 2, 4 and 6 in the residence halls and at TV2KSU.com.

Black Squirrel Radio, formerly WKSR, is the student-run radio station. Approximately 100 volunteer student DJs play rock, urban, country and local music and host numerous talk shows. Black Squirrel Radio is available on Time Warner Cable Channel 16 in most of Portage County on channels 2, 4 and 6 in the residence halls. Its website, www.blacksquirrelradio.com is one the most progressive Student Media sites and features streaming audio, podcasts and a studio Webcam. The site logs more than 8,000 hits per month.

Uhuru, Kent State’s minority magazine, has been published for more than 30 years and has a circulation of 5,000. Its website, uhurumag.com, offers stories from its print edition, but also the option for the audience to submit content to increase student participation in the publication.

Luna Negra, Kent State’s literary magazine, has been publishing since 1956. The magazine has a circulation of 5,000 each academic year. Luna Negra’s website, lunanegramag.com, offers podcast readings of the poetry in its print issue.

A Magazine focuses on fashion and is Student Media’s newest publication, premiering in Spring 2012. This visually stunning publication offers 5,000 copies once per year and features designs by students from Kent State’s School of Fashion, tips on make-up and trends in hairstyling and jewelry. Its website is TheAMag.com.

Fusion, with a circulation of 5,000 copies each semester, is a national award-winning magazine that focuses on sexual minority and civil rights issues. Fusion began publishing in Fall 2003 and won Second Place for Best Student Magazine from the prestigious Society of Professional Journalists in 2009. Fusion has also been awarded multiple grants from the Gay Community Endowment Fund of the Akron Community Foundation. Its website, ohiofusion.com, features LGBT daily news item discussions, exclusive Web content and blogs.

School of Library and Information Science

All students are encouraged to participate in the Associated Library Science Students of Ohio (ALSSO) in Kent and the Columbus/Associated Library Science Students in Columbus (C/ALSSO). The associations provide members with a variety of activities throughout the year. It is from ALSSO and C/ALSSO that some student representation on faculty committees is drawn. In addition, ALSSO and C/ALSSO present programs of interest to their members and sponsor social events throughout the year.
Contact: Dr. Belinda Boon, bboon1@kent.edu

The American Library Association (ALA) Student Chapter has been organized to provide a link between students and the library profession. Kent State's chapter is one of a national network of student organizations, all of which are an official part of the American Library Association. Student members of ALA enjoy discounted membership and conference fees. Chapter activities are aimed at fostering professional awareness and development on campus.
Contact: Dr. Dan Roland, droland1@kent.edu

The Information Society, founded by Information Architecture and Knowledge Management students, is targeted to help all students and the IAKM program. Members of this organization discuss information technology, learn effective study methods and socialize with fellow students.
Contact: Janna Korzenko, Academic Program Officer, jkorzenk@kent.edu
The student group of the Special Libraries Association (SLA) serves as a focus for students to learn more about the career options available for special librarians and as a professional interface between the school and the special librarians in the surrounding communities. Student members of the SLA enjoy discounted membership and conference fees, as well as other SLA services such as participation in the employment clearinghouse, access to scholarships and career advisory services.

Contact: Dr. Denise Bedford, dbedfor3@kent.edu

Rho chapter of Beta Phi Mu, the international library and information science honorary society, was authorized in 1968. Membership in Beta Phi Mu is by invitation only. Master's graduates with accumulative averages of 3.75 or better, who are in the top 25 percent of their graduating class, and are judged by the School’s faculty to have superior potential for leadership are eligible for membership. Chapter activities are directed by the chapter president.

Contact: Mary Anne Nichols, mnichol1@kent.edu

Society of American Archivists (SAA) Student Group serves as a means of introducing students to the archival profession, as well as enhancing their archival education by providing an additional focus to discuss archival issues, identify with the profession, and engage in professional activities. The chapter also promotes communication among student members and development of leadership skills. SAA is North America's oldest and largest national archival professional association. SAA's mission is to serve the educational and informational needs of more than 5,500 individual and institutional members and to provide leadership to ensure the identification, preservation, and use of records of historical value.

Contact: Karen F. Gracy, kgracy@kent.edu

School of Visual Communication Design

Glyphix is an award-winning student-staffed design studio within the School of Visual Communication Design. The studio provides a professional atmosphere, both in philosophy and physical space, where exceptional student designers develop creative solutions for real-world design projects.

Contact: Valora Renicker, Valoral1@mac.com

The purpose of the American Institute of Graphic Arts Student Organization (AIGA) is to set the national agenda for the role of design in its economic, social, political and cultural contexts. Founded in 1914, AIGA is the oldest and largest membership association for professionals in the discipline, practice and culture of designing.

Contact: Jillian Coorey, jcoorey@kent.edu

Orientation for New Ph.D. Students

In early August, the Dean's Office will schedule and host a 90-minute orientation session for the incoming new Ph.D. students in the College of Communication and Information. The time should be compatible with the students' class schedules. The Dean's Office will schedule a room, order refreshments and invite the Ph.D. students and CCI school graduate coordinators. Graduate coordinators should be reminded of their presentation topic at the time of invitation.

- Orientation to the doctoral program in CCI should include the following information:
  - An introduction to the origins and philosophy of the interdisciplinary Ph.D. program in CCI by the Dean and/or Associate Dean;
  - Examples of programs of study available in the interdisciplinary program, provided by the Coordinator; and
  - Descriptions of innovative research taking place in each of the CCI schools and across the schools, provided by the graduate coordinator and other faculty from each school.

New students should be given the opportunity to ask questions and to get acquainted with the faculty members and administrators present as well as with each other.
FlashLine Login Instructions

FlashLine Login Instructions can be found at:
https://d2.parature.com/ics/support/default.asp?deptID=8210&task=knowledge&questionID=3827
Faculty

Faculty in the CCI Schools

See the current list of full-time faculty in the College of Communication and Information at: http://www.kent.edu/CCI/Faculty/index.cfm. For more information about individual faculty members, see the following school Web sites:

- School of Communication Studies: http://www.kent.edu/comm/facultystaff/facultypages.cfm
- School of Journalism and Mass Communication: http://jmc.kent.edu/index.php?option=com_content&view=article&id=42&Itemid=115
- School of Library and Information Science: http://www.kent.edu/slis/people/index.cfm
- School of Visual Communication Design: http://vcd.kent.edu/about/faculty-staff

Faculty Research Interests and Teaching Specialties

Bedford (SLIS): Semantic analysis methods/technologies; knowledge and information economics (knowledge economy indexes, knowledge cities, etc.); strategic information management; knowledge architecture; intellectual capital management (intellectual asset profiles, intellectual asset valuation, etc.).

Boon, Belinda (SLIS): online teaching & learning; public library services; small community libraries; children’s services

Child (COMM): Communication Privacy Management; new communication technologies/new media; social media and privacy regulation; family communication culture; relational communication and rituals.

Cline (COMM): Everyday interpersonal communication and health; interpersonal/community communication in the context of environmental disasters; social support and stigma in the context of chronic and/or life-threatening illness.

Coombs (JMC): Sports; politics; fandom; qualitative methods; grounded theory.

Cruz (COMM): Organizational communication; globalization, development and social change; indigenous organizing; African feminisms; ethnographic and cross-cultural research methods; gender and sexuality in transnational contexts.

D’Enbeau (COMM): Organizational communication; feminist theory and feminist organizing; gender; work-life intersections; social change; qualitative methods.

Duncan, Rozelle (COMM): impact of new technologies on communication between superiors and subordinates; impact of gender on workplace socialization

Egbert (COMM): Social support; caregiving; health communication; health literacy; spirituality/religiosity; depression.

Froehlich (SLIS): Information ethics; curriculum development in information science; information retrieval practice; foundations of information science, with special concern for social epistemology and relevance criteria in information retrieval systems.

Goodall (COMM): Media; message processing; health; advertising; news.
Hajibayova, Lala (SLIS): information representation & organization; metadata schemas; information architecture; computer-mediated communication

L. Hanson (JMC): Visual metaphor; television production techniques; simultaneous messages. [Not currently active in research.]

Harper, Meghan (SLIS): school library administration; school library evaluation

Haridakis (COMM): Media effects; communication law; freedom of speech; history of communication; new technologies; sports communication.

Hudak (SLIS): Health Informatics management and policy, society & technology; Web 2.0 and social media use by health care providers; organizational theory and system implementation; electronic health records; electronic based teaching and learning of health informatics.

Lambert (SLIS): Community and e-government informatics and information seeking; web log analysis; informetrics; government information; social shaping of technology.

Latham (SLIS): Museum studies; document studies; materiality; system thinking; lived experience.
Lin (COMM): Communication and aging; elder abuse; social identity and inter-group communication; grandparent-grandchild communication; interpersonal communication.

Martens, Marianne (SLIS): publishing for young readers; genre construction & the commodification of books; international children’s literature; youth services librarianship; children’s information seeking behavior; gendered professions within publishing and librarianship for young readers

Meeson (SLIS): Emotional labor in librarianship; emotional climate and emotional (relational) communication messages; emotional intelligence in college students as it relates to their information interactions.

McCullough (COMM): Media effects; family communication; parental mediation; consumer communication.

Meehan (SLIS): User experience of technology in health care; health care technology use among older adults; electronic health record use patterns; big data in health care; vendor and health care provider relationships in electronic health record adoption.

Meyer (COMM): Learning from regretted messages; cognitive models of message planning and production; the role of being reminded in acquisition of social expertise; acquisition of ability to adapt messages to social context; relationship between beliefs, attitudes, and behavior.

Ponder, James (COMM): intersection of personal and mass communication; effects of media use for political information; consumer communication

Robins (SLIS): User experience; student experience in online education; design for engagement.

Roland, Daniel (SLIS): information behavior of clergy in the routine task of sermon preparation; influence of sermons in the social construction of knowledge

Salaba (SLIS): Data modeling; metadata; cataloging; knowledge organization systems; organization of information.

Sledzki (JMC): Social media in public relations; organizational storytelling.

Smith (SLIS): Psychology of information search; search expertise; design of interactive retrieval systems; remote data collection methods.
Subervi (JMC): Media/communication and ethnic/racial/minority/underrepresented populations; media systems in Latin America (especially Puerto Rico); emergency/crisis communications and non-English speaking populations.

Trebing, David (COMM): rhetoric and popular culture

Wicks (SLIS): Information and religion; information seeking behavior; older adult information use.

Zeng (SLIS): Linked data; knowledge organization systems; concept model and data models; metadata; ontologies.

Zhang (SLIS): Human information behavior; information uses and users; information systems.

Some Thematic Clusters:

Data Modeling, Meta-tagging, and Modeling

*Health/Well-Being/Health Care Delivery, and Information/Social Support

Information-seeking and the life cycle

Interaction/Intimate Relations/Family

Law/Ethics

Media Effects/Consumption

*Media, Information, Culture and Society (including domains such as popular culture, sports, religion, and public policy)

Networks: including computer-mediated communication, social networks, semantic networks, distributed cognition

Organization/Structure of Data, Information, and Knowledge

Organizations/Management/Strategic Comm

Research Methods

Technology in Society, User Experience, Social Shaping of Technology

Visual Organization/Representation/Experience
Administration of the Ph.D. Program

Doctoral Studies Committee (DSC)

The Doctoral Studies Committee (DSC) administers the doctoral program in the College of Communication and Information. Its duties include: reviewing and approving admission applications and dismissal decisions, graduate appointments and program plans; and proposing curriculum, policy and procedures for the CCI doctoral program.

The voting members of this committee are designees from each of the four CCI schools. At present, COMM, JMC, and SLIS each have two representatives; VCD has one. The committee is chaired by the Coordinator and includes a doctoral student representative who is excused for discussions of confidential student or personnel matters. Members of the DSC are at present appointed or elected by their schools for one-year terms; however, continuity of membership has been very important during the initial development of the college-wide program; thus, some members have served for multiple years.

Members of this committee, when possible, should hold the Ph.D. degree or other terminal degree. The DSC is chaired by the Coordinator. The chair shall be an ex officio nonvoting member of the DSC but may vote when necessary to break a tie. In accordance with the Kent State Policy on Role and Status of Graduate Student Appointees, a CCI doctoral graduate assistant shall be appointed by the associate dean for graduate studies to serve as a nonvoting member of the DSC.

Meetings normally are held at least once each month during the fall, bi-weekly during the spring, and as needed during the summer. An agenda is prepared and provided to the membership in advance. Minutes of the meetings are maintained and submitted for approval to the DSC. Approved minutes are circulated to members of the DSC for dissemination as deemed appropriate. Key information and decisions should be shared by DSC members with the other graduate faculty in their respective schools.

Policy on Appealing Actions of the DSC

Graduate students may appeal policies or actions of the Doctoral Studies Committee. Appeals should be in writing and addressed to the Coordinator of Doctoral Education in the College of Communication and Information, who will then call a meeting of the DSC for the purpose of discussing the appeal. The DSC will make a recommendation for action to the Associate Dean. Then the Associate Dean will make a recommendation for action to the dean and also notify the student. A student wishing to appeal the associate dean's recommendation should submit an appeal in writing to the dean of the College of Communication and Information.

Course Scheduling

Doctoral courses offered by the College of Communication and Information and its constituent schools shall be scheduled with such frequency and lack of time conflicts that doctoral students are able to complete their programs in a timely manner.

Per the demands of course scheduling, the DSC will review doctoral students' program plans to determine which courses will be needed in the forthcoming terms, and the Coordinator will communicate this information to the appropriate schools. The DSC will review CCI school course schedules and identify for resolution potential schedule conflicts that might prevent doctoral students from completing their programs of study in a timely manner. The DSC will propose faculty to teach courses with CCI course prefixes. These faculty assignments must be approved by the appropriate school directors. Course schedulers in each CCI school will schedule the doctoral courses with their respective school's course prefixes. Until the Dean's Office has sufficient staff to schedule courses, the courses with CCI course prefixes will be scheduled by the course scheduler for Communication Studies.

Curriculum Revision

Revisions to the doctoral program curriculum shall be initiated by the Doctoral Studies Committee, based upon suggestions from DSC members or other doctoral faculty members in the College of Communication and
Information. Members of the DSC shall take any curriculum proposal to their respective Faculty Advisory Committees for review. When the FACs have approved the proposal, the DSC will forward it to the CCI College Curriculum Committee for action and to the CCI Graduate Coordinators Council as an information item.

**Graduate Faculty in the Doctoral Program**

*Note: This policy is under review by the Division of Graduate Studies. And may soon be revised.*

All full-time, tenured or tenure-track College of Communication and Information faculty members with a graduate faculty status of A3/F3 or higher in their respective schools and holding a doctoral-level degree are considered to have graduate faculty status in the CCI Ph.D. program. Other faculty members may be granted doctoral graduate faculty status at the discretion of the Dean. Doctoral faculty members are expected to be available to participate in the doctoral program at the appropriate level.

Faculty members with A3/F3 status may and will be expected to serve as initial advisors, on program planning committees, on comprehensive examination committees and on dissertation committees as members or co-directors. Faculty members with F3 and F4 status may and will be expected to serve in all the above capacities and also as academic advisors and dissertation directors. Faculty members with A3/F3 status may serve as academic advisors, but they will not be able to continue from that position to be a student’s sole dissertation director unless the faculty member first achieves F4 status. To earn F4 status in the doctoral program, a faculty member with F3 status must co-direct at least one dissertation to successful completion and serve on at least one additional dissertation committee. The dissertation directors with whom the faculty candidate for F4 status has served will provide the dean with their evaluations of the faculty member’s readiness to be a sole dissertation director.

For more information about opportunities for faculty with A3 or F3 status to serve on dissertation committees at the dean’s discretion, see the Kent State University Guidelines for the Dissertation Final Examination in the Graduate Studies Forms Library at http://www.kent.edu/graduatesudies/upload/guidelines-dissertation-final-examination.pdf. To include an additional faculty member with F3 status on a dissertation committee, the dissertation director should petition the dean for permission to do so. The dean will review the credentials of the requested faculty member in the Faculty Information System (FIS) or FolioWeb to make the determination.

Qualifications and expectations of faculty participating in the doctoral program:

1. Maintenance of an active program of theory-driven research.
2. Where possible, maintenance of an active program of grant-funded research.
3. Willing service as an initial advisor or academic advisor for between one and three doctoral students at any given time, including service as comprehensive exam committee chair and dissertation committee chair.
4. Willingness to meet with advisees on a regular basis and to return drafts and chapters in a timely manner.
5. Willing service as a member of between one and five comprehensive exam committees per year. Willing service as a member of between one and three dissertation committees per year. Normally, a CCI faculty member will serve as dissertation director for no more than three doctoral students at the same time.
6. Willingness to teach doctoral-level courses, to provide mentorship for doctoral students and to invite doctoral students to participate in research activities.

Faculty who do not meet these expectations may be referred to the dean for further action, up to and including removal from the doctoral graduate faculty.

**Graduate Assistantship Administration**

**Assignment of Graduate Assistants**

Doctoral graduate assistants in the College of Communication and Information will be assigned first to grant-funded research assistantships, second to start-up funds for new faculty, third to unfunded research appointments and fourth to teaching appointments. Full-time appointments may be split, with each half of the appointment being supervised by a different faculty member. A split assistantship may require all research duties, half research duties and half teaching duties, or, in rare cases, all teaching duties. In no case should assistantship supervision be split into more than two assignments.
The DSC will review applicants beginning as soon as possible after February 1 for the following fall semester and will at the same time communicate with relevant faculty and administrators about possible graduate assistantships for the following academic year. After the DSC has a sense of students available for the following year’s assistantships, the Coordinator will contact relevant CCI faculty members and administrators wishing to have doctoral graduate assistants for requests. A memo submitted by faculty members to request student assistance should include:

- type of appointment (RA or TA),
- supervising faculty member or administrator,
- whether the appointment is full-time (20 hours/week) or half-time (10 hours/week),
- whether the appointment is for one semester (fall or spring) or the entire academic year,
- a description of the expected duties, and
- a description of the funding source: grant, start-up funds, school budget, college budget or other. If the source of funds is the school budget, include the director's signature.

The Doctoral Studies Committee will prioritize the requests and will propose assistantship awards and the assignment of graduate assistants to faculty as part of the admission process. Proposed appointments and assignments will be submitted to the dean for review and approval.

**Evaluation of Graduate Assistants**

In the words of the Kent State Policy on Role and Status of Graduate Student Appointees, the tasks assigned to graduate assistants should be "both beneficial to the student's professional needs and goals and to the University's endeavors." Graduate assistants should perform their assigned tasks well and diligently in order to be eligible for reappointment. Faculty members who supervise graduate assistants should be clear and reasonable in their assignments and should provide information and instruction necessary for the graduate assistants to complete their tasks in order to be eligible to have assistants appointed to them in the future.

By the first week of December, faculty members and administrators who supervise graduate assistants should conduct an informal review with the student to ensure that the goals of both parties are being met so far as is practical. Any resulting issues will be discussed with the Coordinator and the DSC. By the beginning of spring semester, those faculty members and administrators who supervise graduate assistants will complete the evaluation form found in this handbook and submit it to the Coordinator. The DSC will review the evaluations at their January meeting, paying special attention to any questions or issues that arise. At that time, the DSC will assess the students' academic progress, completion of work in a timely manner, and professional and ethical performance. When appropriate, student evaluations of instruction for teaching assistants should be considered. The spring review is particularly important because graduate assistants must be informed of their reappointment or non-reappointment for the following academic year by April 1. Any proposals to revoke an assistantship mid-year or to deny a reappointment to a continuing student will be reviewed by the Dean.

By the first week of December, all doctoral students on appointment will be asked to evaluate the supervision of the faculty members to whom they have been assigned in a confidential memo to the Coordinator (or Associate Dean). The graduate assistants will be asked to comment on the value of their assigned tasks to their professional needs and goals, the value of their assigned tasks to the goals of the university, the extent to which the assignments from their supervisor(s) were clear and reasonable, and the extent to which they received the information and instruction necessary to complete their tasks. The associate dean will review these memos with the dean, who will take any action that might be necessary in response.

These two-way evaluations will be kept in a confidential file in the Associate Dean’s office.
Financial Policies

**Graduate Assistantships**

The Doctoral Studies Coordinator will meet with the Dean and the Senior Budget Manager at a time to be determined each year about the number of doctoral-level GA positions available for the following academic year and the amount of the stipend to be awarded.

Doctoral students who receive a graduate assistantship for their first year of attendance in the CCI Ph.D. program can expect to receive a total of four years of GA appointments. Students who receive a graduate assistantship later in their period of attendance will have the number of years on appointment prorated accordingly. (Thus, a student who receives an appointment beginning in his second year of attendance in the program can expect to receive a total of three years of appointments.) See the Graduate Assistantship section of this Handbook for the criteria to receive reappointment and for additional details about the administration of doctoral assistantships in CCI.

**Payment of Student Recreation and Wellness Center (SRWC) Fees for Dissertation II Students**

Because the maintenance of doctoral students’ physical and mental health is essential to the completion of their programs of study, the College of Communication and Information will reimburse the SRWC fees for any CCI student registered for Dissertation II.

To receive reimbursement, the student must request it from the Senior Business Manager in the Dean’s Office. The student must pay the SRWC fee by the semester rather than on a monthly or per visit basis. The student must submit to the Senior Business Manager a receipt for payment of the fee and proof of registration for Dissertation II hours for the same semester.

The College will provide reimbursement of this fee to a student for no more than four terms, including summer terms.

**Support for Doctoral Students’ Conference Travel**

CCI doctoral students who need financial support to travel to academic conferences should apply first to the KSU Graduate Student Senate (http://www.kent.edu/graduonestudies/gss/awards/index.cfm). Second, the student should apply for student travel support from the association hosting the conference. If funding from these sources is unavailable or insufficient to cover travel costs, CCI doctoral students may request additional support from the Dean’s Office. Travel support from the Dean’s Office will be subject to the availability of funds and will be based on the following criteria:

- The student will be making a presentation at the conference.
- The conference is a major conference in the student’s area of study.
- The student presents expense information demonstrating the level of support needed.
- The student submits appropriate documentation for reimbursement of actual expenses.
- Students who receive travel support from the Dean’s Office will be expected to present information from the conference in an appropriate class or other public setting.

A copy of the College's PhD Student Travel Request Form can be found in the Forms Library.
University Policies Affecting Graduate Students

For Kent State University policies related to graduate studies and students see:

- University Policy Register - Visit http://www.kent.edu/policyreg/index.cfm
- University Catalog - Visit http://www.kent.edu/catalog
- Policy on Role and Status of Graduate Student Appointees – Visit http://www.kent.edu/academics/graduatestudies/faculty-staff/policies.cfm and click on link for Policy on Role and Status of Graduate Student Appointees

Graduate Student Handbook provided by the Division of Graduate Studies
See https://www.kent.edu/graduatestudies/gso/2012book.cfm

Statement on Students with Disabilities
See the University Policy Register:
http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037754

Student Academic Complaint Policy
See the University Policy Register:
http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037960

Student Cheating and Plagiarism
See the University Policy Register:
http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779

University Discrimination and Harassment Policy
See the University Policy Register:
http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2038403

Withdrawal from Courses
See the University Policy Register:
http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037721

Withdrawal from the University
See the University Policy Register:
http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037739
Essential Ph.D. Forms

Admission Application Review Form

Part A – Review of documentation provided by applicant

I. Master’s Degree
   a) Does the applicant have a completed master’s degree?
   b) Is it in a discipline represented in the College of Communication and Information or a discipline related to the applicant’s proposed course of study within CCI?
   c) Did the applicant complete a master’s thesis? If not, does the applicant’s file show evidence of other strong scholarly research and writing?
   d) Will preparatory coursework be necessary or desirable? In what areas?

II. GPA
   a) Is the applicant’s graduate GPA at least 3.3 on a 4-point scale? If not, should conditional admission be recommended and why? (In other words, what other evidence exists in the file to suggest that the student has a high probability of success in the doctoral program?)

III. GRE
   a) Are the GRE scores recent? If not, has the applicant been engaged successfully in graduate study since completion of the test?
   b) Are the Verbal and Quantitative scores at least 600 each? If not, should conditional admission be recommended and why? (In other words, what other evidence exists in the file to suggest that the student has a high probability of success in the doctoral program?)
   c) Does the Writing score indicate potential for success in a doctoral program?

IV. Letters of Recommendation
   a) Are there three letters from persons in a position to evaluate graduate academic performance and potential?
   b) Do the letters describe superior past performance and academic potential by the applicant?

V. Statement of Purpose
   a) Does the Statement of Purpose describe a clear goal and focus for the applicant’s doctoral study?
   b) Does the Statement of Purpose indicate a clear interest in theory-driven research?
   c) Do the goal and focus match the expertise of CCI faculty? That is, can we provide instruction and mentorship in the student’s area of interest?

VI. Scholarly Writing Sample
   a) Is the sample of scholarly writing provided by the applicant of superior quality? Is it similar in style and rigor to what the student will be expected to produce in our program?

VII. English Proficiency
   a) If the applicant is an international student, (a) is the TOEFL score at least 100 on the Internet-based, 250 on the computer-based, or 600 on the paper-based TOEFL examination, (b) has the applicant achieved a comparable score on another measure of English proficiency, or (c) has the applicant recently completed two years of full-time study at a post-secondary institution in the U.S. and has been exempted by the International Admissions Office? If not, should conditional admission be recommended and why? (In other words, what other evidence exists in the file to suggest that the student has a high probability of success in the doctoral program?)

VIII. Potential for Interdisciplinary Study (optional)
   a) Has the applicant engaged in interdisciplinary study previously? Has the applicant demonstrated interest in or potential for interdisciplinary study within the college?

IX. Graduate Assistantship
   a) Has the student applied for a graduate assistantship?
   b) Is the student qualified for a graduate assistantship? If so, in what area?

Part B – Reviewer evaluations

I. Recommended Initial Advisor
   a) If you are recommending admission (including conditional admission), who should serve as the student’s initial advisor?

II. Conditions
   a) If you are recommending conditional admission, what should the conditions be and why should the student be admitted at all? (In other words, what evidence exists in the file to suggest that the student has a high probability of success in the doctoral program?)

III. Deny Admission
a) If you are recommending that we deny admission, why? Also, should the applicant be encouraged to reapply? If so, why, and what can the applicant do to strengthen his/her application?

**Sample Programs of Study**

The examples provided here are not required tracks or concentrations. They merely provide examples of how a student might structure a program of study. They should be used as suggestions or guides, not as prescriptions. For more information about how to structure a Program of Study, see the Curriculum Requirements section of this handbook.

**Sample Program of Study I**

Area of Specialization: Human Information Behavior

<table>
<thead>
<tr>
<th>Core Courses (21 hours)</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCI 80000</td>
<td>3</td>
</tr>
<tr>
<td>CCI 80001</td>
<td>3</td>
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</table>

**Theory courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 75652</td>
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</tr>
<tr>
<td>LIS 80613</td>
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**Methods courses**

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<tr>
<td>JMC 80010</td>
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<tr>
<td>PSYCH 71651</td>
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**Electives (24 hours)**

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<tbody>
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<td>IAKM 80104</td>
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<td>IAKM 80113</td>
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<td>PSYCH 70453</td>
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<tr>
<td>COMM 75665</td>
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<tr>
<td>LIS 80644</td>
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<td>LIS 80666</td>
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**Dissertation (30 hours)**

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<tr>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CCI 80199</td>
<td>30</td>
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</table>
**Sample Program of Study II**  
Area of Specialization: Information Organization and Retrieval

Core Courses (21 hours)
- CCI 80000  
  Foundations of Communication and Information Inquiry (3)
- CCI 80001  
  Introduction to Research in Communication and Information (3)

Theory courses
- COMM 75652  
  Theories of Communication (3)
- IAKM 80002  
  Knowledge Organization Structures, Systems and Services (3)

Methods courses
- COMM 75020  
  Quantitative Research Methods in Communication (3)
- COMM 75040  
  Qualitative Research Methods in Communication (3)
- EDPF 75510  
  Statistics I for Educational Services (3)

Electives (24 hours)
- LIS 80602  
  Cataloging and Classification I (3)
- LIS 80603  
  Cataloging and Classification II (3)
- LIS 80637  
  Metadata Implementations and Architectures (3)
- LIS 80638  
  Digital Libraries (3)
- LIS 80639  
  Implementation of Digital Libraries (3)
- LIS 80641  
  Information Storage and Retrieval Systems (3)
- LIS 80642  
  Implementation of Information Storage and Retrieval Systems (3)
- IAKM 80302  
  Document and Records Management (3)

Dissertation (30 hours)
- CCI 80199  
  Dissertation (30)
Sample Program of Study III
Area of Specialization: Interpersonal Communication

Core Courses (21 hours)
CCI 80000 Foundations of Communication and Information Inquiry (3)
CCI 80001 Introduction to Research in Communication and Information (3)

Theory courses
COMM 75652 Theories of Communication (3)
LIS 80644 Information Science (3)

Methods courses
COMM 75020 Quantitative Research Methods in Communication (3)
COMM 75040 Qualitative Research Methods in Communication (3)
PSYCH 71651 Quantitative Statistical Analysis I (3)

Electives (24 hours)
COMM 75091 Seminar in Persuasion (3)
COMM 75665 Personal and Mediated Communication (3)
COMM 75670 Interpersonal Communication (3)
COMM 86507 Interpersonal Communication and Health (3)
COMM 85673 Family Communication (3)
COMM 85675 Communication, Uncertainty, and Privacy Management (3)
COMM 85677 Relational Communication (3)
COMM 85679 Communication Across the Lifespan (3)

Dissertation (30 hours)
CCI 80199 Dissertation (30)
Sample Program of Study IV
Area of Specialization: Health Communication

Core Courses (21 hours)
- CCI 80000 Foundations of Communication and Information Inquiry (3)
- CCI 80001 Introduction to Research in Communication and Information (3)

Theory courses (6 hours)
- COMM 75652 Theories of Communication (3)
- LIS 80644 Information Science (3)

Methods courses
- COMM 75020 Quantitative Research Methods in Communication (3)
- COMM 75040 Qualitative Research Methods in Communication (3)
- PSYCH 71651 Quantitative Statistical Analysis I (3)

Electives (24 hours)
- COMM 75670 Interpersonal Communication (3)
- COMM 85679 Communication Across the Lifespan (3)
- COMM 86501 Health Communication (3)
- COMM 86503 Health Communication and Media Effects (3)
- COMM 86506 Health Communication and New Media (3)
- COMM 86507 Interpersonal Communication and Health (3)
- COMM 66508 Health Communication Literacy (3)
- COMM 66509 Public Communication Campaigns (3)

Dissertation (30 hours)
- CCI 80199 Dissertation (30)
Sample Program of Study V
Area of Specialization: Mass Communication

Core Courses (21 hours)
- CCI 80000 Foundations of Communication and Information Inquiry (3)
- CCI 80001 Introduction to Research in Communication and Information (3)

Theory courses
- JMC 80001 Theory of Mass Communication (3)
- IAKM 80002 Knowledge Organization Structures, Systems and Services (3)

Methods courses
- COMM 75020 Quantitative Research Methods in Communication (3)
- JMC 80010 Qualitative Research in Mass Communication: Data Collection (3)
- EDPF 75510 Statistics I for Educational Services (3)

Electives (24 hours)
- COMM 75661 Communication in an Information Society (3)
- COMM 75662 Mass Media Effects (3)
- COMM 75665 Personal and Mediated Communication (3)
- COMM 75690 Seminar in Mass Communication (3)
- JMC 80004 Cybermedia Law (3)
- IAKM 80101 Information Architecture (3)
- IAKM 80102 Information and Visual Design (3)
- COMM 75660 Political Communication (3)

Dissertation (30 hours)
- CCI 80199 Dissertation (30)
Sample Program of Study VI
Area of Specialization: Museum Studies

Core Courses (21 hours)
CCI 80000  Foundations of Communication and Information Inquiry (3)
CCI 80001  Introduction to Research in Communication and Information (3)

Core Theory Courses (6 hours)
One communication theory course from COMM, JMC or VCD (3)
  COMM 75652  Theories of Communication
  JMC 80001  Theory of Mass Communication

One information theory course from LIS or IAKM (3)
  LIS 80613  Information Needs, Seeking and Use

Core Methods Courses (9 hours)
(May be selected from the courses in the College of Communication and Information listed below or, with approval of the student’s academic advisor, may be chosen from any appropriate Kent State University graduate offerings):

One quantitative research methods course (3)
  COMM 75020  Quantitative Research Methods in Communication

One qualitative research methods course (3)
  COMM 75040  Qualitative Research Methods in Communication, or
  JMC 80010  Qualitative Research in JMC: Data Collection

One statistics course (3)
  PSYCH 71651  Quantitative Statistical Analysis I

Electives (24 hours):
  LIS 80700  Foundations of Museum Studies (3)
  LIS 80701  Museum Collections (3)
  LIS 80702  Museum Communication (3)
  LIS 80703  Museum Users (3)
  LIS 80704  The Museum System (3)
  LIS 81095  Museum Origins (3)
  LIS 80610  Management of Library & Information Centers (3)
  LIS 80634  Digital Curation (3)

Dissertation (30 hours)
  CCI 80199  Dissertation I (30)
Doctoral Program Plan Outline and Forms

Instructions for preparing a Doctoral Program Plan

The Doctoral Program Plan should contain the following information:

a) the names and signatures of the student, the Academic Advisor and the members of the Program Planning Committee;

b) a statement of purpose, including a description of the areas in which the student currently holds or wishes to develop expertise and a statement of the student’s proposed major research area or potential dissertation topic;

c) a summary of course work organized around areas of expertise and methodology, including relevant completed master’s courses with term taken and grade received, completed doctoral course work with term taken and grade received, planned course work with planned semester of enrollment (from item d), and dissertation credits;

d) a schedule of planned course work organized chronologically by semester, including projected dates for the comprehensive exam, dissertation prospectus approval and dissertation defense; and

e) a curriculum vitae.

For items a, c and d, use the templates in this section. You may revise the templates as necessary to fit your program.

Item b should be presented in an essay format. You may revise the statement of purpose you submitted with your admission application, or you may submit an entirely new document.

If you have questions about how to prepare an academic curriculum vitae, see your Academic Advisor. For more information, see the Advisors and Committees section of this handbook.
College of Communication and Information
Doctoral Program Plan

Student

Name

________________________________

Signature

Date

Program Planning Committee

Academic Advisor

________________________________

Signature

Committee Member

________________________________

Signature

Committee Member

________________________________

Signature

Committee Member

________________________________

Signature

Date

This plan has been approved by the Doctoral Studies Committee.

Coordinator of Doctoral Education

________________________________

Signature

Date
Doctoral Program Plan: Summary of Course Work

You may add sections or extra lines in a section as needed.

**Primary Area of Expertise:** (topic name)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Master’s or doctoral level (M/D)</th>
<th>Term taken or planned (term/year)</th>
<th>Grade</th>
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<tbody>
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**Secondary Area of Expertise (optional):** (topic name)

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<th>Course Name</th>
<th>Master’s or doctoral level (M/D)</th>
<th>Term taken or planned (term/year)</th>
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**Methods Courses**

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<th>Course Name</th>
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<th>Term taken or planned (term/year)</th>
<th>Grade</th>
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</table>

**Other Courses (general courses, electives, etc.)**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Master’s or doctoral level (M/D)</th>
<th>Term taken or planned (term/year)</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>CCI 80000 Foundation of Comm. and Info. Inquiry</td>
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**Dissertation Hours**

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<tr>
<td>Dissertation I</td>
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</table>
Doctoral Program Plan: Schedule of Planned Course Work

You may add terms or extra lines to a term as needed.

**Term 1: (term/year) (Example: Fall 2012)**

<table>
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<tr>
<th>Course</th>
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<th>Grade</th>
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<tbody>
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<tr>
<td>CCI 80001 Introduction to Research in Communication and Information</td>
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**Term 2: (term/year)**

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<th>Grade</th>
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**Term 3: (term/year)**

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<th>Grade</th>
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**Term 4: (term/year)**

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<th>Grade</th>
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**Term 5: (term/year)**

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<th>Course</th>
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**Term 6: (term/year)**

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<td>Hours</td>
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### Admission Evaluation Form

**CCI PhD Candidate Data Sheet (revised 10/12): For Coordinator and Staff Use**

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<th>Year Awarded</th>
<th>Master’s GPA</th>
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**Area of Specialty**

**Masters Thesis**

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**Area of Specialty**

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<th>GRE - Verbal (%)</th>
<th>GRE - Quant (%)</th>
<th>GRE Other (%)</th>
<th>TOEFL (%)</th>
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### Recommendations

<table>
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<th>Institution</th>
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<th>#3 Rec</th>
<th>Name /Title</th>
<th>Relationship to Applicant:</th>
<th>Institution</th>
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</table>

**Writing Sample Title:**

**Requests Funding?**

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