

Doctoral Program Handbook

**College of Information Studies
University of Maryland**

Fall 2009

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I. Introduction

Welcome to the doctoral program of the College of Information Studies at the University of Maryland (<http://ischool.umd.edu/>)!

This handbook is designed to provide answers to your questions and resources for where to look for further information as you make your way through the doctoral program to earn your Ph.D.

This handbook contains both an overview of policies and procedures and specific suggestions to help guide you through the various stages of the doctoral program.

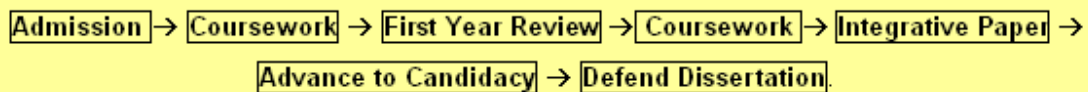
II. Program Description

Summary

How people access, use, and communicate information has become critical to professional success, life-long learning, and even government policies. Information retrieval now is heavily dependent on computer systems, the Internet, and mobile devices. The impact that diverse cultures, emotional affect, and ever-growing digitization of information are now considered important to understand. Given this diverse and complex landscape, students with wide-ranging interests or interdisciplinary experience will be well served by this Ph.D. program.

This Ph.D. program is an interdisciplinary program taught by a multidisciplinary faculty at a leading public research university. This doctoral degree is an academic degree rather than a professional one, providing a background in pedagogy, theory, and research that will prepare graduates for careers in teaching and conducting research in information studies. In order to complete the program, students will have to demonstrate high attainment in scholarship and critical thinking, as well as the ability to carry out independent scholarly research.

Program Goals and Milestones



Option: Gain Teaching Experience.

Students will be admitted with a broad range of degrees. However, it will be required that students who do not have a related Master's degree complete a Master's in the College of Information Studies during their doctoral studies.

Students must complete a minimum of 25 graduate credit hours while matriculated at the University of Maryland (or 28 hours if basic statistics is taken as a graduate course). Course work will be taken in three areas of study: Information Studies (a minimum of 6 credit hours), Research Methods and Design (a minimum of 10 credit hours), and specialized area(s) (a minimum of 9 credit hours).

Students will have a First Year Review after two full semesters are completed, including at least one doctoral course. Students will prepare a portfolio which is a self-evaluation of their progress. This may include papers written for coursework or research, a PowerPoint presentation on a research topic, publications, and reviews by previous course instructors. A committee comprised of at least three faculty members (no more than five), a majority of whom must be members of the College faculty, will review the work and inform the student in writing of the results.

Students will not take comprehensive exams, but instead write an Integrative Paper that synthesizes and applies knowledge from broad areas of the information field. A committee comprised of at least three faculty members (no more than five), a majority of whom must be members of the College faculty, approves the topic and abstract of the paper, and certifies its successful completion. The paper will typically be written after completion of coursework or

equivalent experience (e.g., extensive work in a research environment) and must be completed and approved before advancing to candidacy or beginning the dissertation proposal.

The student will successfully defend a dissertation to complete the program. Upon successful completion of the doctoral program, the student will have:

- Knowledge of the *foundations* of the field of information studies.
- Mastery of *research methods* and design.
- Understanding of the work in a *specialized content* area.
- Expertise in *conducting research* and in writing papers and making oral presentations.
- Proficiency in *synthesizing and applying* knowledge from a variety of areas.

Sample Programs of Study

Below are two sample schedules for Ph.D. students. These are meant purely as examples and are not a replacement for advising. Students must work with closely their advisors to develop a course program that best addresses their needs and interests. The first sample schedule is for a student who has already earned a relevant Master’s degree prior to matriculation. The second is for a student who has not earned a master’s degree or taken a basic statistics course prior to matriculation, and thus will need to earn an Master of Library Science (MLS) or Master of Information Management (MIM) along the path to a Ph.D.

Fall Semester I:	
(LBSC 888) Doctoral Seminar I	3 credit hours
(LBSC 801) Introduction to Research	1 credit hour
Relevant graduate course for specialized area	3 credit hours
Spring Semester I:	
(LBSC 888) Doctoral Seminar II	3 credit hours
Relevant iSchool graduate course for specialized area	3 credit hours
Quantitative Methods course	3 credit hours
YEAR 1 REVIEW	
Fall Semester II:	
(LBSC 802) Research Methods for Information Studies	3 credit hours
(LBSC 808) Individual Research Experience	3 credit hours
Relevant graduate course for specialized area	3 credit hours
Spring Semester II:	
(LBSC 899) Doctoral Dissertation Research	3 credit hours
INTEGRATIVE PAPER AND ADVANCE TO CANDIDACY	
Summer II:	
(LBSC 899) Doctoral Dissertation Research	6 credit hours
DEFEND DISSERTATION PROPOSAL	
Fall Semester III:	
(LBSC 899) Doctoral Dissertation Research	6 credit hours
Spring Semester III:	
(LBSC 899) Doctoral Dissertation Research	6 credit hours
DISSERTATION DEFENSE	

Sample schedule for a student who *has not earned* a Master's degree or taken a basic statistics course before matriculation:

Courses marked by * count toward a Master of Library Science in this example	
Fall Semester I:	
* (LBSC 601) Information Use	3 credit hours
* (LBSC 650) Information Access	3 credit hours
* (LBSC 690) Information Technology	3 credit hours
(LBSC 801) Introduction to Research	1 credit hour
Spring Semester I:	
* (LBSC 670) Information Structure	3 credit hours
* MLS elective course	3 credit hours
* Quantitative methods course	3 credit hours
YEAR 1 REVIEW	
Summer Semester I:	
* (LBSC 645) Management & Admin for the Information Professional	3 credit hours
Fall Semester II:	
* (LBSC 888) Doctoral Seminar I	3 credit hours
* MLS elective course	3 credit hours
* Quantitative methods course	3 credit hours
Spring Semester II:	
* (LBSC 888) Doctoral Seminar II	3 credit hours
* (LBSC 802) Research Methods for Information Studies	3 credit hours
Relevant graduate course for specialized area	3 credit hours
EARN MASTER'S DEGREE	
Summer Semester II:	
(LBSC 808) Individual Research Experience	3 credit hours
Fall Semester III:	
Relevant graduate course for specialized area	3 credit hours
Relevant graduate course for specialized area	3 credit hours
Spring Semester III:	
(LBSC 899) Doctoral Dissertation Research	3 credit hours
INTEGRATIVE PAPER AND ADVANCE TO CANDIDACY	
Summer III:	
(LBSC 899) Doctoral Dissertation Research	6 credit hours
DEFEND DISSERTATION PROPOSAL	
Fall Semester IV:	
(LBSC 899) Doctoral Dissertation Research	6 credit hours
Spring Semester IV:	
(LBSC 899) Doctoral Dissertation Research	6 credit hours
DISSERTATION DEFENSE	

Program content will vary by each student's previous educational experiences, areas of interest, and goals in the Ph.D. program. An individual program of study will be designed with the student's advisor in accordance with program guidelines.

Timelines and Residency

While individual educational goals and experiences will shape the timeline of the program, applicants should plan to complete their Ph.D. in a period of 3 to 5 years as full-time students. Students must successfully complete their coursework and their integrative paper to advance to candidacy within a maximum of five years after admission to the doctoral program and at least six months before the date on which the degree will be conferred. After admission to candidacy, the Graduate School requires that every student seeking the Ph.D. satisfactorily complete a minimum of 12 semester hours of dissertation credits (899) before the dissertation defense.

The University paperwork includes form used to determine whether the applicant is an in-state or out-of-state resident. However, all students enrolled at the doctoral program must attend courses on campus during the period of their coursework for the program.

The University of Maryland Board of Regents have developed a policy and procedure that define a Maryland Resident for tuition and charge-differential purposes. This information, and all relevant procedures, is maintained on the Residency Classification Office's website: <http://www.testudo.umd.edu/rco/policy.html>.

Program Administration

The doctoral program is administered under standards and regulations established by the Graduate School under the jurisdiction of the Graduate Council of the University of Maryland.

Within the College, the doctoral program is administered by the Doctoral Committee, which is comprised of faculty representatives, a representative from the doctoral students, the Director of Student Services, and the Deans of the College as ex officio members, meeting approximately once per month during the academic year. The chair of the doctoral committee is elected by the governing body of the College and is a faculty member of the College. In most cases, meetings of the doctoral committee are open to anyone interested in participating. However, in cases where the committee will address issues pertaining to individual students or applicants to the College, the doctoral student representative and other students will not be able to participate in the meeting.

The Doctoral Committee:

- Oversees administration of the program;
- Defines, evaluates, and modifies principles on which the program is based;
- Makes admission and funding decisions about applicants to the program, as well as determining if admitted students have completed the requirements of statistics and a relevant Master's degree;
- Appoints an initial advisor for each student admitted;
- Approves doctoral student travel requests and other support; and
- Approves committees for individual doctoral students.

The Student Services Office offers doctoral students assistance with registration, billing, and University-required paperwork.

III. Application Process

Requirements and Deadlines

New doctoral students generally enter the College at the beginning of the fall semester. Those seeking admission to the doctoral program must submit an online application via the website of the University of Maryland Graduate School at <http://www.gradschool.umd.edu/gss/admission.html>. The application and all accompanying credentials must be submitted the College's **December** deadline rather than the May Graduate School deadline.

For the doctoral program, the application must include:

- The Graduate School application form with check or money order made out to the University of Maryland.
- One official copy of the student's transcript from each academic institution attended sent directly from the institution.
- Maryland In-State Tuition form, if applicable.
- Three (3) recommendations/evaluations sent directly by the student's references. (It is preferable to submit at least one letter from a former professor who is able to give an in-depth evaluation of strengths and weaknesses with respect to your academic work.)
- Targeted applicant essay (this is submitted instead of the Graduate School's essays.)
- Current resume
- Statement of research interests.
- Official scores of the General Test of the Graduate Record Examination, sent directly to CLIS - UMCP from the Educational Testing Service. Our institution code is **5814** and our department code for all programs is **4701**.

Recommendation letters, resumes and essays can be submitted online instead of in paper copy. How this works: After completing the Graduate School application online, the student will be given a password to login to the APRA system. This system is used for electronic submission of documents.

1. Recommendation letters - recommenders' e-mail addresses and all other required information must be entered into the recommendation section of APRA to ensure that recommenders will receive e-mailed instructions on how to submit letters online.
2. Essay, Resume, and Statement of Research Interests- These can be uploaded as attachments and must be submitted as PDF or Microsoft Word files.
3. Application Supplemental Form (ASF) - This is only available online. Do not complete the ASF before completing the recommendations section or recommenders will not be able to submit their letters online.

Admitted students must also submit the required Immunization records in accordance with University policy prior to enrollment.

For more information about the application process and requirements, see http://ischool.umd.edu/admissions/adm_phd.shtml.

All inquiries concerning admissions should be directed to the Student Services Office.

Review of Applications

After the December submission deadline, applications for the doctoral; program are reviewed by the Student Services Office, the Doctoral Committee, and members of the faculty whose expertise are most relevant to each candidate.

Final admissions decisions based on these reviews are made by the doctoral committee.

An application that is incomplete at the time of the deadline cannot be reviewed. Currently, all application materials are due by December 15, though the date may be subject to change.

The only exception to this rule is letters of recommendation, as the applicant cannot control when such letters are written by their recommenders. However, such letters are a vital part of any application and applicants with letters will likely have more competitive applications.

Any application that remains incomplete on May 1 will automatically be rejected, though the date may be subject to change.

For international students, applications can only be reviewed after being cleared by the International Education Services office. After **all** application materials have been received, international applications are sent to the University's International Education Services office for evaluation. The International Education Services office reviews international academic credentials, financial certification, and English proficiency certification. The College of Information Studies cannot make an admission decision on an international application unless it has been first evaluated by International Education Services. Thus it is important for international applicants to provide the IES office with any documentation that it requests.

Financial Support

The College provides the most promising applicants with financial support, either in the form of assistantships or fellowships. While both types of awards include a stipend, benefits, and tuition remission, an assistantship includes work responsibilities for the student, while a fellowship does not. All awards are made on an annual basis, and consideration of further awards will be based on evaluations of the student's work in the program. To be considered for these awards, students must indicate on their applications the desire to be considered.

Notification

Once decisions have been made, applicants will be promptly notified of the admission decision and any decisions regarding financial support. Formal admission to The University of Maryland is offered only by the Graduate School. Applicants admitted to the Graduate School will receive a written offer of admission from the Dean of the Graduate School. To accept or decline the offer, applicants must notify the Graduate School by the first day of classes of the semester for which the applicant was accepted or the offer becomes void. Immediately following written acceptance, applicants should contact the graduate program for registration information. Applicants are allowed a one-time only deferral of the admission of up to one year, subject to approval by the graduate program. Applicants who are unsuccessful in gaining admission to a graduate program are also notified in writing by the Graduate School.

The Offer of Admission is extended to the applicant only for a specified semester. If an admitted student or a Graduate Program wishes to change the semester of entry, they must petition the Graduate School in writing. The Graduate School will allow one (1) semester change requested by the program, and one (1) requested by the admitted student, contingent upon the approval of the program's Director of Graduate Studies. Any further changes will require a new application to the Graduate School.

IV. Academic Integrity

The University is an intellectual community. Its fundamental purpose is the creation and dissemination of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. The Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University community share this responsibility, The Code of Academic Integrity (<http://www.studenthonorcouncil.umd.edu/code.html>) is designed so that special responsibility for upholding the principle of academic honesty lies with students.

The College takes issues of academic extremely seriously and has a zero tolerance for academic dishonesty. As part of their preparation to be scholars and educators, doctoral students must be extremely conscious about adhering to principles of academic integrity, as they will have to follow such principles their entire careers and model these principles to their future students and colleagues.

Code of Academic Integrity

The University's Code of Academic Integrity forbids the following acts of academic dishonesty:

ACADEMIC DISHONESTY: any of the following acts, when committed by a student, shall constitute academic dishonesty:

- a. CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- b. FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- c. FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
- d. PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

At the beginning of their tenure in the program, each doctoral student will handwrite and sign this entire definition from the Code of Academic Integrity of the University. This signed, handwritten copy will be placed in the student's file in the Student Services Office as demonstration that they understand and will faithfully abide the Code.

Honor Pledge

On every examination, paper, or other academic exercise not specifically exempted by the instructor, the student will write by hand and sign the following pledge:

I pledge on my honor that I have not given or received any unauthorized assistance on this examination.

Failure to sign the pledge is not an honors offense, but neither is it a defense in case of violation of this Code. Students who do not sign the pledge will be given the opportunity to do so. Refusal

to sign must be explained to the instructor. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge; submission implies signing the pledge.

On examinations, no assistance is authorized unless given by or expressly allowed by the instructor. On other assignments, the pledge means that the assignment has been done without academic dishonesty, as defined in the Code of Academic Integrity, available at <http://www.studenthonorcouncil.umd.edu/code.html>.

The pledge is a reminder that at the University of Maryland students carry primary responsibility for academic integrity because the meaningfulness of their degrees depends on it. Faculty are urged to emphasize the importance of academic honesty and of the pledge as its symbol.

Penalties for Violations of Academic Integrity

Engaging in any academic dishonesty will result in consequences in line with University policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others.

Students who are found to have falsified, fabricated, or plagiarized in any context, such as course work, laboratory research, archival research, or thesis / dissertation writing—will be referred to the Office of Student Conduct. The Office of Student Conduct has some discretion in determining penalties for violations of the University's standards of academic integrity, but the normal sanction for a graduate student found responsible for a violation of academic integrity will be dismissal (suspension or expulsion) from the University.

The College will pursue the maximum penalties applicable in cases where a doctoral student engages in academic dishonesty.

To review the whole policy on academic integrity, see the University of Maryland Code of Academic Integrity at <http://www.studenthonorcouncil.umd.edu> or <http://www.osc.umd.edu>.

V. Advising

Throughout their course of study, students will receive advising and guidance from the faculty.

Advisor

Upon admission to the program, students will be assigned an initial advisor based on their interests. All efforts will be made to assign the student the advisor who is best equipped to provide guidance in the planned areas of study indicated on the application materials. Applicants may wish to indicate on their applications who they think they would most like to work with.

The advisor will work with the student to develop their plan of study from the beginning of their time in the doctoral program. The advisor will play a key role in helping the student select classes, plan research and teaching activities, refine areas of interest, and prepare for the integrative paper and candidacy.

Students are free to change advisors if they find that another advisor would be more appropriate.

Committee Chair

Once a student has advanced to candidacy, the student must identify the chair of their dissertation committee. This person will advise the student through the process of researching, writing and defending the dissertation proposal and the dissertation. Typically, this person will be the student's pre-candidacy advisor; however, a new faculty member may be designated. The chair must be a tenure or tenure-track member of the College faculty.

Committee Members

The student and the chair will work together to identify the members of the dissertation examining committee. Including the chair, the committee must include a minimum of five members of the Graduate Faculty, at least three of whom must be tenure or tenure-track faculty from the College. Once the committee is established, members of the committee will also serve in a mentoring role to the student, particularly regarding issues within their areas of expertise related to the dissertation.

The chair and the committee members will also mentor the student in preparation for seeking employment in academia or in industry.

VI. Coursework

The courses of the doctoral program are designed to simultaneously introduce students to the breadth of research and scholarship in information studies and prepare students to pursue their own unique educational and research interests.

Completion of an Master's Degree and Statistics Requirement

If a student entering the doctoral program does not possess a Master's degree in Library and/or Information Science, such as an MLS, MLIS, or MIM degree, or in a related field to the student's focus in the program, the student will need to complete a Master's degree within the College as part of the coursework for the doctoral program. At the time a student is admitted to the doctoral program, the doctoral committee will make the determination if the student needs to complete a Master's degree as part of the Ph.D. program.

If a student already has a "basic" statistics course at the 400 level or higher from his/her undergraduate or graduate work, then that requirement can be waived. It should be noted that most of the graduate level research methods courses offered on campus have explicit prerequisites in the form of prior coursework and/or have an expectation of some level of math achievement based on the discipline. Therefore, all such prerequisites must be met or waived.

In addition, a student may find the need to take more advanced statistical coursework if it is a core part of their research focus in the doctoral program.

If a student matriculating to the program has not taken a basic statistics course, they will need to complete one early in the course of their program. While the college does not offer its own statistics course, within the University acceptable statistics courses include:

- EDMS645 Quantitative Research Methods I (3 credits, offered by Measurement, Statistics, and Evaluation)
- EDMS646 Quantitative Research Methods II (3 credits, offered by Measurement, Statistics, and Evaluation)
- GVPT622 Quantitative Methods For Political Science (3 credits, offered by Government and Politics)
- PSYC601 Quantitative Methods I (4 credits, offered by Psychology)
- PUA610 Quantitative Aspects of Public Policy (3 credits, offered by Public Policy)
- PUA611 Quantitative Analysis of Policy Issues (3 credits, offered by Public Policy)

The student should work with their advisor to determine which statistics course(s) is most appropriate to their research and content interests. Students will also have to contact the specific departments that offer the statistics courses in order to enroll in the courses.

Doctoral Courses

Students must complete a minimum of 25 graduate credit hours while matriculated at the University of Maryland (or 28 hours if basic statistics is taken as a graduate course). Course work will be taken in three areas of study which include: Information Studies (a minimum of 6 credit hours), Research Methods and Design (a minimum of 10 credit hours), and specialized area(s) (a minimum of 9 credit hours).

Several doctoral courses are required and should be completed during the first two years of enrollment in the doctoral program:

1. Introduction to Research (LBSC 801) (1 credit hour)

This course offers an overview of the basics of research design and methods and introduces new students to the culture of doctoral studies. This course will provide students the opportunity to discover, structure, and formulate research questions. Through this process students will come to understand the many ways in which researchers can acquire knowledge and insights using a wide variety of research methods. *Introduction to Research* should always be taken by students at the earliest opportunity.

2. Research Methods for Information Studies (LBSC 802) (3 credit hours)

This course focuses on the nature and uses of qualitative and quantitative inquiry. Students design and conduct qualitative and quantitative inquiry in library and information settings. Specific topics and readings to be covered will be determined by individual instructors.

3. Individual Research Experience (LBSC 808) (3 credit hours)

This is an independent study course for a student to develop and implement a research project with a College faculty mentor. The main goal of this course is to get the student active involvement in a research project being supervised by the faculty member.

4. Doctoral Seminar I & II (LBSC 888) (3 credit hours each--students must take both)

This seminar covers the main areas of the field: information, people, environments, and systems. These doctoral gateway seminars provide an integrative exploration of the field emphasizing connections among ideas and research across elements of the field. Specific topics and readings to be covered will be determined by individual instructors. *Doctoral Seminars I & II* are stand-alone courses that can be taken in either sequence.

Other than the required courses, a student will take a mix of Ph.D. and Master's courses from within the College and from other departments at the University, as deemed appropriate by the student and their advisor. The courses taken will ensure sufficient breadth and depth of knowledge in information studies, as well as preparing the student for conducting their own research.

The University of Maryland is a member of the Consortium of Universities of the Washington Metropolitan Area (<http://www.consortium.org/main.asp>). Other institutions currently associated with the consortium include American University, The Catholic University of America, the University of the District of Columbia, Gallaudet University, George Mason University, Georgetown University, George Washington University, Howard University, Marymount University, Trinity University, the National Defense University, The Joint Military Intelligence College, and Southeastern University. Students enrolled in any one of these institutions are able to attend certain classes at the other institutions and have the credit considered "residence" credits at their own institutions. Grades in these courses are calculated into the student's GPA. Tuition remission awarded to graduate assistants and fellows may not be used to pay for courses at other consortium universities. Graduate assistants and fellows must pay for any courses that they take under the consortium arrangement. Students from schools in the Consortium of

Universities of the Washington Metropolitan Area may register for University of Maryland courses on a space-available basis beginning with the first day of classes.

Specialized courses serve several important purposes, including exposure of students to new perspectives, introduction of students to faculty with whom they may later conduct research, and acquisition of foundational knowledge. In recognition of these important purposes, students will be required to take electives that support them in their area(s) of research specialization. These hours can be in the form of courses or independent study hours. Depending on the area of specialization, the specialized courses can be in the iSchool or in another department of campus.

Transfer of Credit

All graduate study credits offered as transfer credit must meet the following criteria:

- No more than six credit hours of graduate work may be transferred from another institution, unless the program has special approval by the Graduate Council. When changing programs within the University of Maryland, the student may request inclusion of credits earned at the University of Maryland. When moving from non-degree to degree-seeking status, Advanced Special Students may transfer up to twelve (12) graduate credits to the degree program, subject to the approval of the Graduate Program.
- The advisor and Graduate Director will need to certify that transfer courses are applicable to the student's program and, for non-University of Maryland courses, that the courses have been revalidated.
- Credit must have been granted by a regionally accredited U.S. institution or foreign university. If the latter, evaluation by the staff of the International Education Services and the Graduate School is required.
- The courses must be graduate level and have been taken for graduate credit at the original institution.
- The student must have earned a grade of "B" or better in the course.
- The credit must not have been used to satisfy the requirements for any other degree.
- The student must furnish an official transcript to the Graduate School.
- Transfer work satisfies only the 400-level requirements for the Master's degree and does not apply to the upper-level requirements.
- The transfer course work must have been taken within seven years of the award of a University of Maryland Master's degree for which the student is currently enrolled. (All other course work must be taken within five years of the award of Master's degree.)

A student seeking acceptance of transfer credit is advised to submit the necessary transcripts and certification of program approval to the Graduate School as promptly as possible for its review and decision. It should be noted that programs may impose more stringent requirements and time limitations concerning the transfer of credits. In such cases the Graduate School must be notified accordingly. A form for Transfer or Inclusion of Credit is available online on the Graduate School 's webpage: <http://www.gradschool.umd.edu/forms>.

Grades

The A is calculated at 4 quality points, B at 3 quality points and C at 2 quality points. The grades of D, F and I receive no quality points. Students do not earn credit toward the degree for courses in which they receive a grade of D or F. For graduate students, all courses taken that are

numbered 400 and above (except 500-level courses, those numbered 799, 898, or 899, and those graded with an S) will be used in the calculation of the grade point average.

In order to maintain good academic standing, every graduate student must maintain a cumulative grade point average (GPA) of 3.0 for all courses taken at the University.

A student may repeat a course in an effort to earn a better grade. Whether higher or lower, the most recent grade will be used in computing the grade point average. Grades for graduate students remain a part of the student's permanent record. Changes in previously recorded grades may be made if timely (within one semester) and if the original instructor certifies that an actual mistake was made in determining or recording the grade. The change must be approved by the department chair and the Dean of the Graduate School. Graduate credit transferred from another institution will not be included in the calculation of the grade point average.

An incomplete is an exceptional mark that an instructor may award to a student whose work in a course has been qualitatively satisfactory, but who, is unable to complete some portion of the work required *because of illness or other circumstance beyond the student's control*. In awarding the mark of "I" for graduate courses other than 799 and 899, instructors must fill out an "Incomplete Contract for Graduate Students." The contract will specify the work remaining to be completed. It must be signed by the instructor and the student and maintained by the department offering the course. The student is responsible for providing a copy of the contract to the director of graduate studies in his or her program.

The mark of incomplete in 500-, 600-, 700-, and 800-level courses will not automatically roll-over to letter grades. Normally, students are expected to complete courses in which they have received an "I" by a date no more than twelve months from the beginning of the semester in which the course was taken. The mark of incomplete in 400-level courses will be governed by the rules for awarding incompletes to undergraduate students, including the provision of automatically converting an "I" to a letter grade.

Advisors should stay current with their students in urging completion of incomplete grades, and programs should review the status of incompletes in their reviews of students' progress toward their degrees. Students will remain in good standing despite marks of incomplete if the courses are not required for their degrees. For courses required for graduation, students will be considered to be making satisfactory progress only if they fulfill the conditions of any outstanding incomplete contracts in a timely manner. An "I" can remain in place on a student's transcript for a maximum of one year.

A student whose cumulative grade point average falls below 3.0 will be placed on academic probation by the Graduate School. Permission of the academic advisor and the Graduate Director will be required for a student on probation to register for courses. Probation will be lifted when the student achieves a cumulative GPA of 3.0. A student on probation who has completed fewer than 15 credits must raise the GPA to 3.0 or above by the end of the semester in which the student completes 15 credit hours or be dismissed from the Graduate School. A student who has completed 16 or more hours of course work and whose cumulative GPA falls below 3.0 will be

placed on probation and will have one semester in which to raise his or her GPA to a 3.0 or be dismissed from the Graduate School.

A graduate student's academic record (transcript) is intended to serve as a complete history of the student's academic progress at the University of Maryland. Under no circumstances will academic records be altered because of dissatisfaction with a grade or other academic accomplishment.

First Year Review

The student will have a First Year Review at the end of their second semester of taking doctoral courses. For most students, this means that their First Year Review will occur at the end of their first spring semester in the program. During the appropriate semester, the student will have to prepare an electronic portfolio for the review. The materials assembled for the review are meant to represent a self-evaluation of progress made during the first year. The portfolio materials must be available to the advisor and other faculty members either through email, a website created by the student, or other means agreed upon by the advisor and the student.

The in-person review must occur no later than two weeks prior to the last day of classes in the semester, while the materials must be available for faculty viewing no later than two weeks before the review. This means that the review materials must be available for faculty viewing no later than four weeks prior to the last day of classes in the semester. However, a review cannot be conducted before the mid-point of the semester to ensure that sufficient work has been completed during the second semester.

The First Year Review committee must be approved by the Doctoral Committee. The first year review must occur with all members of the committee and the student present. Under extraordinary circumstances (i.e., extreme illness, family emergency), the timing of the First Year Review can be altered. Otherwise, the First Year Review must be completed on time for the student to remain in the doctoral program. The advisor and the student will coordinate the timing of the review and the availability of the materials.

The review materials may include papers written for coursework or research, a PowerPoint presentation on a research topic, reviews by previous course instructors, and/or any publications from their first year in the doctoral program. The materials in the review are not intended to include everything a student has done in a year. The materials in the portfolio should represent what the student believes to be their best work in program. The student should also include a list of courses taken in the doctoral program and the grades received in each course.

In order to ensure sufficient meaningful work for the committee to consider, students in their first year should work with their advisors to select a number of courses with requirements that include writing substantive papers. As the goal of this review to ascertain the abilities of the student to successfully complete the doctoral program, work demonstrating potential as a scholar is essential to the review process.

A committee comprised of at least three faculty members (no more than five), a majority of whom must be members of the College faculty, will review the work. The student's advisor and

the other faculty members will review the student's work, meet with the student to discuss the portfolio, and write a report of the discussion and any recommendations made. In certain circumstances, a faculty member from another college at the University may be included in the review. The reviewers may also solicit input from other faculty members who have worked with the student. The written recommendations will be used to help the student know what they are doing well and areas they could improve on as they continue through the doctoral program. The advisor and the student will coordinate the time and location of the review, as well as identify the appropriate other faculty members to participate in the review.

The committee will create a report from the review and send it to the Student Services Office for placement in the student's file.

Students under Old Doctoral Program Guidelines

Current doctoral students who are still under the guidelines of the old doctoral program – those who were admitted before Fall 2007 – have the option to change to the new program. However, students are allowed to change programs only one time.

Optional Teaching Experience

For students who wish to gain teaching experience, the College will assist any Ph.D. student who is interested in attaining teaching experience through teaching internships at the University, in appropriate College venues or at other institutions. Gaining teaching experience can help doctoral students prepare not only for careers in academia, but also for government and industry positions in which public speaking and mentoring are expected, and where part-time teaching is often possible.

VII. Integrative Paper

Upon completion of their coursework, students will complete an integrative paper before advancing to candidacy. The integrative paper requirement of the doctoral program has two objectives: (1) to assess at an early stage the potential ability of a doctoral student to successfully complete a doctoral dissertation, and (2) to improve the research capabilities which the doctoral student brings to his/her dissertation.

An integrative paper synthesizes and applies knowledge from broad areas of the information field. Specifically, the paper synthesizes and applies knowledge from: (1) a “core” area, with focal topics chosen from the gateway doctoral seminars; (2) a “research methods” area, with focal topics chosen from quantitative and/or qualitative research methods; and (3) a “specialization” area, with focal topics chosen from the courses taken and topics researched through projects the student has engaged in. The paper will typically be written after completion of coursework or equivalent experience (e.g., extensive work in a research environment). After the paper is successfully completed and approved, the student will then convene a dissertation committee and begin work on the dissertation proposal.

Deadline

Students who enter the doctoral program with a related Master’s degree should have the integrative paper approved by *the end of the fall semester of the third year*, while students who enter the doctoral program without a related Master’s degree should have the integrative paper approved by *the end of the fall semester of the fourth year*.

The integrative paper must be done in the semester after taking the last courses, and the semester preceding the integrative paper may not be comprised entirely of independent study hours. In the semester that the student does the integrative paper, they are to enroll in 3 credit hours of doctoral research. The integrative paper must be completed, including any revisions requested by the committee, during the semester in which the student signs up for the integrative paper.

Procedure for Submission

In preparing the integrative paper, the student is encouraged to work closely with a faculty member throughout the research project. Interaction with his/her advisor and other faculty on the paper (e.g., discussing preliminary ideas, critiquing drafts, etc.) is highly desirable, both for increasing the quality of the research and for building student-faculty ties. As explained below, however, there are only specific ways in which faculty can provide feedback on integrative papers.

The integrative paper is to be submitted to the committee members in a format (paper or electronic) as agreed upon by the student and the committee members. The paper must be double-spaced. The maximum length, including abstract, tables, and appendices but not references or figures, is 7500 words. Thus, the paper can not exceed 25 double-spaced pages or, equivalently, 600 lines of 12 point type with 1" margins.

Excessive length is often an indication that the student has not been able to integrate and refine his/her findings and knowledge. In other matters of style and format, the paper, including its

footnotes and bibliography, should be of a quality consistent with that of an article about to be submitted to a professional journal. The cover page should include the paper's title, author's name, and an abstract of no more than 150 words. Papers that exceed 7500 words or fail to comply with accepted format may be returned to the student.

Each paper will be read and evaluated by a committee who will also provide feedback to the student. This committee will be comprised of at least three faculty members (no more than five), a majority of whom must be members of the College faculty, and must include the student's advisor. At the time of initial submission, the student should indicate the faculty member who is most familiar with the integrative paper - typically the faculty member the student has interacted with during the research. The student may also provide a list of faculty members who he or she considers appropriate to review the paper, particularly faculty members who are familiar with the research area of the paper.

To help the reviewers gain a proper perspective on the paper, the student is also asked to submit (in duplicate) a recently published article in the same sub-field as the integrative paper. In particular, if some other paper provides an important foundation for the student's paper, it should be the article which is included. If no such important precursor exists, then an article of similar form which has appeared in a professional journal should be used. Whenever possible, this article should be closely related to the topic of the integrative paper.

The Student Services Office strives for a one month turnaround on all submissions during the winter and spring semesters.

Co-authored papers of any sort may not be submitted as integrative papers. The submitted work must entirely be the work of the individual student.

International students may seek editing and grammatical assistance from campus organizations that provide such help. The Graduate School offers an English Editing program for international graduate students for whom English is not their first language, yet who must present their theses or dissertations in English. The EEIGS program is free, and is staffed by volunteer editors from the Volunteer Service Corps, the Golden ID program, and the community. You may also contact the Office of Graduate Recruitment, Retention, and Diversity (<http://www.gradschool.umd.edu/grrd>) for information on this program. Further, the Maryland English Institute (MEI) also offers assistance through the MEI Writing Center for International Graduate Students. Call 301 405-8634, or visit: <http://www.mei.umd.edu>.

If students seek assistance from either of these programs on their integrative paper, the campus organization must provide the student with a letter detailing the grammatical and editing assistance provided, and this letter must be submitted with the integrative paper.

Human Subjects Research

If the research involves social-behavioral human research (including surveying, interviewing, audio or video taping human subjects or doing experiments on human subjects) then compliance with University of Maryland policy for human subject research is necessary. This involves obtaining an approval or an exemption for your research from the University's Institutional

Review Boards (IRBs). More information is available at www.umresearch.umd.edu/IRB. Students planning on conducting human subjects research should consult with their faculty advisors before applying to IRB for approval or exemption. The College has a faculty member responsible for advising on IRB preparation and submission who should also be consulted before submission of an IRB application.

Criteria for Evaluation

A paper will be judged to satisfy the integrative paper requirement if it provides evidence that the probability of the doctoral student doing a satisfactory dissertation is high. In judging a submitted paper, the reviewers will think in terms of what the particular doctoral student will likely do with a major research effort to which he or she is presumably devoting most of his/her time and energies.

The review is very much like the editorial process at a professional journal. There are three independent readings of the paper followed by an overall recommendation. The requirements for clarity of expression, quality of work and methodology, and originality are at the level of a research journal. The standard for acceptance on initial submission is that the paper be comparable to articles published in respectable academic journals. However, in evaluating empirical papers which involve primary data collection allowance will be made for smaller sample sizes. Papers that do not meet this standard will be returned for revision.

With respect to specific criteria, the integrative paper reviewers will consider three distinct questions:

- (a) *Has the doctoral student developed and clearly stated the research question?* Satisfying this criterion can take many forms, however the essential requirement is that the student generate findings and ideas that represent a new contribution to the literature.
- (b) *Has the doctoral student developed and defended a reasonable and appropriate method of inquiry for resolving the research question?* This criterion depends quite heavily on the doctoral student's field of specialization, the particular research question, and the particular expertise which he or she brings to the subject. However, it should include the selection of data sources, research samples, models and their underlying assumptions, and the appropriate use of inference-drawing procedures.
- (c) *Was the candidate able to use appropriate research methodology and bring the research project to a logical conclusion?* This includes a detailing of the method used and its application, an exploration of both the limitations and implications of the study, a summary of the contributions of the study, and an ability to report and analyze the research findings in a readable, clear, and concise manner.

Many doctoral students will want to submit empirical papers to meet the integrative paper requirement. Such research may utilize either secondary or primary sources of information. Equally acceptable is a paper which provides a new perspective for viewing the literature and/or developments in a field. Such a paper, however, must provide new insights in its synthesis of the field. A survey of the scholarly literature by itself is not appropriate. Theoretical papers are also acceptable, as long as they break new ground or significantly amplify existing theory. Regardless

of the method employed, the paper must represent a contribution of new ideas and findings to the literature.

Dissertation proposals are not appropriate no matter how competently they are written, since evidence of research capability must be demonstrated by completing a research project as well as designing one properly; however, they can usually be developed into pilot studies, a write-up of which could readily become an integrative paper.

The most frequent and severe shortcomings in integrative papers often concern their beginnings and ending. All too often students feel the paper should principally demonstrate their knowledge of methodology. While occasional instances of misused statistics, conceptual inconsistencies, and inappropriate research tools have been discovered, a more general problem appears to exist, namely the failure of doctoral students to clearly state what the paper is to accomplish or what was learned and substantiated when the research was completed. Furthermore, organization, reporting style, and clarity of expression are often in need of improvement.

In addition, students should not consider this integrative paper as a second dissertation. Therefore, it is equally important not to fall into the trap of doing “too much” for this paper. The goal of an integrative paper is to prepare students for the dissertation experience which can shorten the time to graduation, not lengthen it.

The evaluation process is like the refereeing process employed by scholarly journals. The critiques rendered by the integrative paper reviewers will provide critical and questioning evaluation as part of the learning process. Frequently, written response—potentially including additional writing, some form of revision, or rewriting the entire paper—will be necessary.

An integrative paper submitted to the committee is presumed to offer clear evidence of the doctoral student's ability (or lack thereof) to complete work toward his/her Ph.D. degree. The paper must be entirely original work by the student. The student will sign a statement asserting that the student has sole authorship of the paper.

Students are strongly encouraged to seek feedback from their advisor before submission of the paper. However, the advisor's comments cannot constitute anything beyond suggestions. Further, such feedback is purely advisory and represents no guarantee that the student will pass the requirement when the paper is formally submitted. Faculty can provide general guidance but are not required or expected to provide feedback about the potential outcome of the review process.

The range of evaluations of the paper will follow standard reviewing practices. The potential designations a faculty member may give to a paper are:

- **Accept as is.** This indicates passage of the requirement with no further work on the part of the student. Such a designation is assigned if the paper is on level with those that might be accepted in a refereed journal.
- **Accept with minor revisions.** This indicates that a few small changes are required on the part of the student. Upon completion of these small changes, which should be enumerated by the faculty reviewer, the paper will be on level with those that might be accepted in a refereed journal.

- **Revise and resubmit.** This indicates that major work is still needed from the student, but the paper has potential to be acceptable. Upon completion of major revisions, which should be enumerated by the faculty reviewer, the paper may reach the level of acceptability.
- **Reject.** This indicates a major failing to meet the requirements of the paper.

The student's advisor and at least two other College faculty members will review the integrative paper, write evaluations, and then meet to discuss the evaluations without the student. At this in-person meeting, the committee will reach a decision regarding the grade assigned to the paper. Each faculty reviewer will assign one of these grades to the integrative paper being reviewed. The advisor will write a report of the discussion and the recommendations made, which will include all of the comments from the committee and the grade assigned by the committee.

To pass this requirement, a student must receive passing grades from all reviewers of the paper. If the student receives a report of accept with minor revisions or revise and resubmit, the student will have one chance to meet the concerns of the reviewers. Revisions must be completed within four weeks. The revised paper will be reviewed by the same faculty reviewers to determine if it has meet the necessary changes. If it has, the student will pass the requirement. If a student receives an evaluation of reject (either by a consensus or a majority of the reviewers) at any stage, they will fail this requirement.

The committee will create a report from the review of the integrative paper and send it to the Student Services Office for placement in the student's file.

Continuance in the Doctoral Program

The end of the fourth year is not a *target* for acceptance of one's integrative paper. Instead, it is a *deadline* for acceptance of the integrative paper. Not having one's integrative paper accepted by the deadline is *prima facie* evidence of a lack of ability to successfully write a dissertation. Failure to meet this deadline automatically results in the non-availability of direct or indirect funding from the College effective the beginning of the following semester. Moreover, the progress of students whose paper has not been approved by the deadline will be closely evaluated with *deselection* from the doctoral program a strong possibility.

VIII. Admission to Candidacy

After successful completion of coursework and the integrative paper, all requirements for the degree other than the dissertation proposal and the dissertation will have been completed and the student in the doctoral program will advance to the status of doctoral candidate.

Candidacy

A student must be admitted to candidacy for the doctorate within five years after admission to the doctoral program and at least six months before the date on which the degree will be conferred. It is the responsibility of the student to submit an application for admission to candidacy when all the requirements for candidacy have been fulfilled. Applications for admission to candidacy are made in duplicate by the student and submitted to the graduate program for further action and transmission to the Graduate School. Application forms may be obtained at the Graduate School, Room 2123, Lee Building, or on the web. Paperwork must be received by the Graduate School prior to the 25th of the month in order for the advancement to become effective the first day of the following month.

A doctoral candidate must register for dissertation credit hours every semester, excluding summer and winter sessions, until the degree is awarded, registering for at least one credit and up to six credits each semester. Full time students should register for six credit hours each semester. Every student seeking the Ph.D. must satisfactorily complete a minimum of 12 semester hours of dissertation credits (LBSC 899) prior to graduation.

A student must be registered in LBSC 899 the semester they defend their dissertation.

Doctoral candidates are not eligible for Waivers of Continuous Registration. Each doctoral candidate must maintain continuous registration in 899 (Doctoral Dissertation Research) until the degree is awarded. Waivers of Registration may be granted only under the University's policy for Leave of Absence for Graduate Students for Childbearing, Adoption, Illness or Dependent Care (see below).

All graduate students must register for courses and pay associated tuition and fees each semester, not including summer and winter sessions, until the degree is awarded.

A student who fails to register and who has not requested and received a waiver of registration or "Leave of Absence for Childbearing, Adoption, Illness or Dependent Care" will be notified by the Graduate School after the first day of classes that the student must register for the current semester. The Graduate School will also inform the Graduate Director of the graduate program that the student is in jeopardy of termination. If the student does not register, he or she will be dismissed from the Graduate School at the end of the semester for failure to comply with the continuous registration requirement.

A student who is dismissed for non-registration may appeal dismissal during a 30-day period following the end of the semester of non-registration. If the student does not appeal, or if the appeal is denied, and the student wishes to continue in the Graduate School, the student must

apply for readmission. In this case, readmission does not alter the initial requirements for time to complete the degree or advance to candidacy.

Leave of Absence for Childbearing, Adoption, Illness or Dependent Care

In recognition of the effects that childbirth, adoption, illness, and caring for incapacitated dependents (such as children, ill or injured partners, or aging parents) may have on the time and energy that graduate students have to devote to their educational programs, the University allows students in such circumstances to apply for a leave of absence of up to two semesters during which time they do not intend to make academic progress toward the completion of their degree. The time taken on an approved leave of absence is not included in the time limitations for degree completion and advancement to candidacy.

Application for a leave of absence may be made on a one- or two-semester basis. A leave of absence ordinarily will not be granted for more than one academic year. Leaves requested for a longer period are approved only in exceptional circumstances. An approved leave for one semester will be extended to two semesters as needed, if so requested by the applicant prior to the expiration of the approved one-semester leave of absence.

A leave of absence for childbearing, adoption, illness, or dependent care normally must be requested and approved prior to the beginning of the academic term for which it is being requested. A letter of request should be addressed to the Dean of the Graduate School and should provide a detailed explanation of the circumstances leading to the request and a justification of the time requested (one semester or one year). The request must be approved by the student's faculty advisor and Graduate Director prior to submission to the Graduate Dean. The faculty advisor, Graduate Director, and/or Graduate Dean may request a doctor's statement. Approved leaves will stop the student's "time-to-degree clock."

IX. Dissertation Proposal

Chair and Committee

Upon successful completion of integrative paper, the student must identify who the chair of their dissertation committee will be. Typically, this person will be the student's pre-candidacy advisor; however, a new faculty member may be designated. The student in consultation with their committee chair will select a dissertation committee, which must be approved by the doctoral committee. The University guidelines for selection of committee members are as follows:

- **Dissertation Examining Committee Membership.** The Committee must include a minimum of five members of the Graduate Faculty, at least three of whom must be Full Members. The Chair of the Committee normally will be the student's advisor, who will be a Full Member of the Graduate Faculty, or who has been granted an exception to the policy by the Dean of the Graduate School. Each Committee will have appointed to it a representative of the Dean of the Graduate School. Further, the dissertation committee composition should be submitted to the Doctoral Committee and approved before beginning the proposal.
- **Nomination of the Dissertation Examining Committee.** Membership on a Dissertation Examining Committee requires nomination by the student's advisor and the Graduate Director of the student's graduate program, and approval by the Dean of the Graduate School. The nomination of a Dissertation Examining Committee should be provided to the Graduate School at least six weeks before the date of the expected dissertation examination. The dissertation examination cannot be held until the Graduate School approves the composition of the Dissertation Examining Committee. Furthermore, if the Graduate Faculty status of any member of an approved Dissertation Examining Committee changes, the approval of the Dissertation Examining Committee may be void, and a new Dissertation Examining Committee nomination form may be required to be approved by the Graduate School.
- **Chair.** Each Dissertation Examining Committee will have a chair, who must be a Full Member of the Graduate Faculty or, by special permission, has been otherwise appointed by the Dean of the Graduate School. Dissertation Examining Committees may be co-chaired upon written recommendation of the program's Graduate Director and with the approval of the Dean of the Graduate School; at least one of the co-chairs must be a Full Member of the University of Maryland Graduate Faculty.
- **Representative of the Dean of the Graduate School.** Each Dissertation Examining Committee will have appointed to it a representative of the Dean of the Graduate School. The Dean's Representative should have some background or interest related to the student's research. The Dean's Representative must be a tenured member of the Graduate Faculty at the University of Maryland and must be from a graduate program other than the home program of the chair and co-chair (if one exists) of the examination committee. In cases where a student is in an interdisciplinary graduate program, the Dean's Representative must be from a unit other than the home unit(s) of the chair of the committee and student's advisor.
- **Special Members.** Individuals from outside the University of Maryland who have been approved for Special Membership in the Graduate Faculty may serve on Dissertation Examining Committees. These Special Members must be in addition to the required three

Full Members of the University of Maryland Graduate Faculty. For procedures to nominate an individual for Special Membership, please contact the Graduate School.

- **Service of former University of Maryland faculty members.** Graduate Faculty who terminate employment at University of Maryland (and who do not have emeritus status) retain their status as members of the Graduate Faculty for a twelve- month period following their termination. Thus, they may serve as members and chairs (but not as Dean's Representatives) of Dissertation Examining Committees during this twelve-month period if they are otherwise eligible. After that time, they may no longer serve as chairs of Dissertation Examining Committees, although, if granted the status of Special Members of the Graduate Faculty, they may serve as co-chairs.
- **Professors Emeriti and Associate Professors Emeriti** may serve on Dissertation Examining Committees provided they are members of the Graduate Faculty.

The student will need to submit a signed Nomination of Dissertation Committee form (<http://www.gradschool.umd.edu/gss/forms/Nomination&Thesis.pdf>) to the Student Services Office.

Dissertation Proposal

The student must submit a dissertation proposal to the committee, which will be written before data collection begins. This proposal will include a literature review, research plan, research methods to be used, research goals and objectives, timelines for the work, potential limitations, and any other elements deemed appropriate by the committee.

The chair and the committee will work with the student to determine to format and content of the proposal and what type of proposal defense will be required. Before the student can move past the proposal stage, a written proposal must be unanimously approved by the committee.

Any changes to the goals, objectives, methods, plan, or other major element of the dissertation work must be approved by the chair in consultation with the other members of the committee.

As they are writing the dissertation proposal and preparing to defend it, students should consult with the University of Maryland Thesis and Dissertation Style Guide (<http://www.gradschool.umd.edu/publications>) to ensure that they are following the correct format for the dissertation.

Dissertation Proposal Defense

After completion of the proposal, a defense of the proposal must occur. The defense should be announced to the College community two weeks before the scheduled date.

At the defense, the student will give a presentation to the committee - lasting a minimum of 15 minutes and a maximum 45 minutes - that summarizes their proposal and what they will do in the dissertation itself. Generally, it is recommended that the student prepares for a 20 talk. After this presentation, there will be questions from audience and then non-PhD holders will be asked to leave as questions are asked from the committee.

After the questions and suggestions from the committee are completed, the student will be asked to leave while the committee deliberates. Upon successful completion, the dissertation committee will sign a form to indicate that the student has passed the proposal.

X. Dissertation

The purpose of the dissertation is to demonstrate the ability to successfully conduct original and meaningful research that contributes to the scholarly discourse. It must be finished and defended in no less than six months and no more than four years from advancement to candidacy.

A dissertation is a significant undertaking that involves applying, integrating, analyzing, and advancing research in the area in which the student has chosen to specialize. The topic to study must be carefully selected by a student in close consultation with the student's advisor. Students will want to begin considering potential dissertation topics as soon as they begin their coursework.

Eligibility

A student is eligible to defend a dissertation if the student (a) has advanced to candidacy and successfully defended the dissertation proposal, (b) has met all program requirements for a dissertation examination, (c) is in good standing as a graduate student at the University, (d) is registered for at least one credit, (e) has a valid Graduate School-approved Dissertation Examining Committee, and (f) if this is the second examination, the examination has been approved by the Graduate School.

Research Assurances

Everyone at the University of Maryland who is conducting research that involves human subjects must obtain approval in advance from the Institutional Review Board (IRB). The IRB is charged with approving the initiation of research involving human subjects and conducts periodic reviews of that research to ensure that all projects comply with Federal regulations. These regulations are strict, and the Graduate School urges all graduate students to consult with the IRB before beginning any research involving living subjects. For application forms and guidelines on such issues as research involving minors or prisoners, surveys, and the use of audio taping, videotaping, digital recordings, and photographs, please see the Institutional Review Board's website (<http://www.umresearch.umd.edu/IRB/>).

Dissertation Defense

As they are writing the dissertation and preparing to defend it, students should consult with the University of Maryland Thesis and Dissertation Style Guide (<http://www.gradschool.umd.edu/publications>) to ensure that they are following the correct format for the dissertation.

Each doctoral candidate is required to defend orally his or her doctoral dissertation as a requirement in partial fulfillment of the doctoral degree. Once the dissertation chair and committee members agree that the dissertation is complete and ready to defend, the student, chair, and committee will determine an appropriate time for the defense.

The members of the Dissertation Examining Committee must receive the dissertation at least ten working days before the scheduled examination. Should the Dissertation Examining Committee deem it reasonable and appropriate, it may require submission of the dissertation more than ten working days in advance of the examination.

Oral examinations must be attended by all members of the student's officially established Dissertation Examining Committee as approved by the Dean of the Graduate School. All examinations must be open to all members of the University of Maryland Graduate Faculty. Programs may wish routinely to open dissertation examinations to a broader audience. In such cases, program policies must be established, recorded, and made available to all doctoral students. Should a last-minute change in the constitution of the Dissertation Examining Committee be required, the change must be approved by the Dean of the Graduate School in consultation with the Graduate Director of the student's graduate program and the chair of the student's Dissertation Examining Committee.

Oral examinations must be held in University facilities that are readily accessible to all members of the Dissertation Examining Committee and others attending the examination. The chair selects the time and place for the examination. Announcements of the date, time, and location of the examination, as well as the candidate's name and the dissertation title, will be disseminated five working days in advance to all members of the Graduate Faculty and graduate students within the graduate program in which the candidate's degree is to be awarded. Mass-distribution methods, such as e-mail, a faculty/student newsletter, or individual announcements are acceptable. Merely posting a paper notice on a corridor bulletin board will not constitute a sufficient announcement.

The Dean's Representative must be identified at the beginning of the examination. The responsibilities of the Dean's Representative include the following: ensuring that the procedures of the oral examination comply with those of the Graduate School (as described herein) and reporting to the Dean of the Graduate School any unusual problems experienced in the conduct of the examination.

The dissertation examination will consist of two parts:

- **Part 1 will be a public presentation by the candidate** on the main aspects of the research reported in the dissertation. The student is permitted to present briefly a summary of the dissertation, emphasizing the important results and giving an explanation of the reasoning that led to the conclusions reached. During Part 1, questions from the audience to the candidate will be permitted. For questions from persons who are not members of the Dissertation Examining Committee, the Chair of the Dissertation Examining Committee will have discretion to decide whether such questions are germane to the topic of the dissertation and how much time will be allotted for the answers.
- **Part 2 will be a formal examination of the candidate** by the Dissertation Examination Committee. This part will be open only to the Dissertation Examination Committee, other members of the Graduate Faculty, and graduate students from the candidate's graduate program. During Part 2, only members of the Dissertation Examination Committee will be permitted to ask questions. The chair invites questions in turn from each member of the Dissertation Examining Committee. The questioning may continue as long as the Dissertation Examining Committee feels that it is necessary and reasonable for the proper examination of the student.

The Dean of the Graduate School may void any examination not carried out in accordance with the procedures and policies of the Graduate School. In addition, upon recommendation of the Dean's Representative, the Dean may rule an oral examination to be null and void.

Review Copy to Committee

The student must deliver a copy of their completed dissertation to committee members to review before the defense. Though paper copies are traditionally given to committee members to review, the students and the committee may agree to use an electronic format or a combination of paper and electronic formats. If multiple formats are used, the content of all copies must be identical without exception.

Passage or Failure of the Exam

After questioning has been completed, the student and any others who are not members of the Dissertation Examining Committee are asked to leave the room while the Dissertation Examining Committee discusses whether or not the dissertation and its defense are satisfactory. Attendance at the final discussion and vote will be limited to the members of the Dissertation Examining Committee.

The Committee has the following options:

- To accept the dissertation without any recommended changes and sign the Report of Examining Committee.
- To accept the dissertation with recommendations for changes and, except for the chair, sign the Report of the Examining Committee. The chair will check that the changes to the dissertation have been made, and, upon his or her approval, sign the Report of Examining Committee.
- To recommend revisions to the dissertation and not sign the Report of Examining Committee until the student has made the changes and submitted the revised dissertation for the Dissertation Examining Committee's approval. The Dissertation Examining Committee members sign the Report of Examining Committee if they approve the revised dissertation.
- To recommend revisions and convene a second in-person meeting of the Dissertation Examining Committee to review the dissertation and complete the student's examination.
- To rule the dissertation (including its examination) unsatisfactory. In that circumstance, the student fails. Following the examination, the chair, in the presence of the Dean's Representative, must inform the student of the outcome of the examination. The chair and the Dean's Representative both sign a Report of the Examining Committee indicating which of the above alternatives has been adopted. A copy of this statement is to be included in the student's file at the graduate program office, and a copy is given to the student.

The student passes if one member refuses to sign the Report, but the other members of the Dissertation Examining Committee agree to sign, before or after the approval of recommended changes. Two or more negative votes constitute a failure of the candidate to meet the dissertation requirement. In cases of failure, the Dissertation Examining Committee must specify in detail and in writing the nature of the deficiencies in the dissertation and/or the oral performance that led to failure. This statement is to be submitted to the program's Graduate Director, the Dean of

the Graduate School, and the student. A second examination may be permitted if the student will be in good standing at the time of the proposed second examination. A second examination requires the approval of the program's Graduate Director and the Dean of the Graduate School. If the student fails this second examination, or if a second examination is not permitted, the student's admission to the graduate program is terminated.

Submission and Publication of the Dissertation

Dissertations are to be submitted to the Graduate School in electronic format after final approval of the dissertation by the Dissertation Examining Committee. See the University of Maryland Electronic Thesis and Dissertation (ETD) website at <http://dissertations.umi.com/umd> and the University of Maryland Thesis and Dissertation Style Guide (<http://www.gradschool.umd.edu/publications>) for the details of this process.

Dissertations submitted to the University through the ETD process will also be deposited in the UM Library's online electronic archive, DRUM (Digital Repository at the University of Maryland, available at <http://drum.umd.edu>). This is a free public archive of academic work by University faculty and graduate students. The submission of the thesis to the University in fulfillment of degree requirements grants the University the one-time, non-exclusive right to publish the document on DRUM.

As the owner of copyright in the thesis or dissertation, students have the exclusive right to reproduce, distribute, make derivative works based on, publicly perform and display their work, and to authorize others to exercise some or all of those rights. As a condition of graduation, each student's thesis or dissertation must be published. When the student submits his or her work to the Graduate School, they will be given several options regarding access to their document via ProQuest's *Digital Dissertations* and DRUM, the Digital Repository at the University of Maryland.

International students may seek editing and grammatical assistance from campus organizations that provide such help. The Graduate School offers an English Editing program for international graduate students for whom English is not their first language, yet who must present their dissertations in English. The EEIGS program is free, and is staffed by volunteer editors from the Volunteer Service Corps, the Golden ID program, and the community. You may also contact the Office of Graduate Recruitment, Retention, and Diversity (<http://www.gradschool.umd.edu/grrd>) for information on this program. Further, the Maryland English Institute (MEI) also offers assistance through the MEI Writing Center for International Graduate Students. Call 301 405-8634, or visit: <http://www.mei.umd.edu>.

If students seek assistance from either of these programs on their dissertation, the campus organization must provide the student with a letter detailing the grammatical and editing assistance provided, and this letter must be submitted with the dissertation.

XI. Financial Assistance

Assistantships and Fellowships

All inquiries concerning funding should be directed to the Student Services Office.

The Doctoral Committee awards a number of assistantships and fellowships to doctoral students each year. The assistantships and fellowships are reviewed on an annual basis and may be renewed if the student is making satisfactory progress in the doctoral program and there are funds to continue support.

Assistantship responsibilities can include teaching, research, and/or administrative duties. The assigned duties of a graduate assistant are consistent with the aims and objectives of the teaching and research missions of the University. An appointment of 20 hours per week is considered a full-time assistantship. An appointment of 10 hours per week is considered a half-time assistantship. The responsibilities assigned to a graduate assistant will take into account what may be reasonably expected given the graduate assistant's education and experience. Further assistantship information is available at:

http://www.gradschool.umd.edu/catalog/assistantship_policies.htm.

Fellowships are merit-based awards designed to enable the recipient to focus full-time on graduate study, do not have to be repaid, and in many cases include both the remission of tuition and a stipend for living expenses. Further fellowship information is available at:

http://www.gradschool.umd.edu/catalog/fellowship_policies.htm.

Further funding opportunities are available from grants being administered in the College and many other types of positions around campus. Externally funded grants at the College often have student assistantships. The selection of such assistantships is made by the faculty member administering a grant. The research facilities affiliated with the College—The Human Computer Interaction Lab (HCIL), the Center for Information Policy and Electronic Government (CIPEG), the Center for Library and Information Innovation (CLII), the Cloud Computing Center (CCC), and the Center for the Advanced Study of Communities and Information (CASCI)—may also have assistantship opportunities available.

Outside of the College, many other units on campus offer assistantships related to information studies, such as campus libraries, computer centers, and graduate offices. The Student Services Office makes announcements of these assistantship opportunities available as soon as they are received through the College website and emails lists.

As part of the University's efforts to enhance Ph.D. completion, the Dean of the Graduate School has established the Ann G. Wylie Dissertation Fellowships. These one-semester fellowships are designed to enable more doctoral students to complete their degrees by relieving them of non-dissertation-related work responsibilities. Recipients of these awards are nominated by their graduate programs and selected by the Fellowship Committee of the Graduate Council. Each fellowship will carry a stipend of \$10,000. Recipients also will receive candidacy tuition remission and \$400 toward the cost of health insurance. The fellowships are intended for

students who are in the final stages of writing their dissertations. For more information, see: <http://www.gradschool.umd.edu/Fellowship/wylie/>.

Other Funding Resources

The Office of Student Financial Aid administers a number of programs to assist graduate students, including loans and federal work study. See <http://www.financialaid.umd.edu> for more information.

Travel Funding

Financial assistance for travel to conferences is also available for doctoral students. Students may apply to the Doctoral Committee for travel awards to conferences at which they are *presenting* or *interviewing*. Applications must be made at least eight weeks in advance of the trip, and funds will be allocated based on availability. Travel monies will be allotted only to students who can demonstrate they have already applied for university funding for their travel, as described below.

The Graduate School administers the Jacob K. Goldhaber travel grants for graduate students. Goldhaber grants are available to support part of the cost of attending conferences at which graduate students will present the results of their research. Because funding is limited, students are urged to apply as soon as their presentations have been accepted. More information is available at <http://www.gradschool.umd.edu/fellowship/travelgrants.htm>.

XII. Support, Organizations, and Opportunities

As part of the overall academic and professional development of doctoral students, there are other research support and community involvement opportunities available at the College.

Student Organizations

The College has a number of active student organizations in which doctoral students can become involved. The College has very large and active student chapters of the American Library Association (ALA) and the Society of American Archivists (SAA), as well as chapters of the Special Library Association (SLA) and The American Society for Information Science & Technology (ASIS&T). Along with these chapters of national organizations, the College also has a School Library Media Specialist Student Association.

Student Offices

Doctoral students will be provided an office in the Hornbake building. These offices will be assigned related to the areas of student interest, the faculty students are working with, and the projects that students are working on.

Along with offices, the College has many other spaces in which students can study, gather, and relax. The fourth floor has a lounge and kitchen for student use. The second floor has carrels, meeting rooms, and open spaces which students can use.

Related Labs and Centers

The College features an interdisciplinary, collaborative, and very active research culture. Students wishing to become involved in research activities should speak to faculty members and other students with similar interests to find out about opportunities for involvement in ongoing projects or to discuss new projects ideas of their own.

Several different research facilities are closely affiliated with the College and its faculty. These facilities indicate areas of particular research strength at the College and offer significant opportunities for students to become involved in research projects, meet important researchers, hear academic talks, and work with other students who share their interests.

The Human-Computer Interaction Lab (HCIL) (<http://www.cs.umd.edu/hcil/>) has a long, rich history of transforming the experience people have with new technologies. From understanding user needs, to developing and evaluating those technologies, the lab's faculty, staff, and students have been leading the way in HCI research and teaching. HCIL develops advanced user interfaces and design methodology. The lab's primary activities include collaborative research, publication and the sponsorship of open houses, workshops and symposia.

The Center for Information Policy and Electronic Government (CIPEG) (<http://www.cipeg.umd.edu/>) is a multidisciplinary research and educational center that focuses on the intersections between public policy and law, ethics, and trust as they affect the uses of information in society by individuals, organizations, and governments. CIPEG studies the convergence of policy, information, and technology in forums as diverse as government information, electronic records management, emergency response, and public libraries. CIPEG

also oversees the CIPEG in the Federal Government educational program and the College's Master's Concentration in E-government.

The Center for Library and Information Innovation (CLII) (<http://www.liicenter.org>) is the College's newest center, launching in early 2009. The mission of CLII is to develop, promote, and support innovative library and information services, practices, librarianship, and information professions through action research that focuses on the technology, information, policy, societal, and cultural contributions of libraries and information organizations (e.g., government agencies, health care organizations, educational institutions) to the communities and individuals that they serve.

The Cloud Computing Center (<http://ccc.umiacs.umd.edu>), founded in fall 2009, consists of individuals drawn from multiple disciplines interested in collectively shaping the future of cloud computing through research, education, and outreach. As cloud computing promises to fundamentally transform how people interact with information, CCC focuses on applications of cloud computing, cloud architectures and infrastructure, as well as broader societal issues.

The Center for the Advanced Study of Communities and Information (CASCI) (<http://casci.umd.edu/>) is a center opened by the College in 2008. CASCI focuses on understanding and transforming community interactions, particularly how information technologies can be harnessed to support the needs of geographically-based and virtual communities.

Institute for Advanced Computer Studies (UMIACS) (<http://www.umiacs.umd.edu/>) fosters and enhances interdisciplinary research and education in computing across the College Park campus through research programs, cutting-edge computing infrastructure, and long-term partnerships with national and international research centers. The Institute's programs are led by distinguished researchers, many of whom hold joint appointments in strong academic units such as Computer Science, Electrical and Computer Engineering, Linguistics, Geography, Philosophy, Business, Education, and College of Information Studies.

Maryland Institute for Technology in the Humanities (MITH) (<http://www.mith2.umd.edu/>) is a collaboration among the University of Maryland's College of Arts and Humanities, Libraries, and Office of Information Technology. MITH is the University's primary intellectual hub for scholars and practitioners of digital humanities, electronic literature, and cyberculture, with research clustering around digital tools, text mining and visualization, and the creation and *preservation* of electronic literature, digital games, virtual worlds.

Computational Linguistics and Information Processing Laboratory (CLIP) (<http://www.umiacs.umd.edu/research/CLIP/>) focuses on several areas of broadscale multilingual processing, e.g., machine translation, summarization, scalable translangual document detection, and cross-language information retrieval, and on architectures for wide area computation with heterogeneous information servers, e.g., scientific discovery from biomolecular data sources.

The first three of these facilities are all directed by members of the College's faculty.

There are many other research facilities on campus that might relate to a student's academic interests: <http://www.umd.edu/academic/#Centers>.

Publishing

Students should become actively involved in publication activities during their first year in the program. Publishing in refereed journals and refereed conferences is an essential part of not only an academic career, but the education process of a doctoral program. Opportunities for publications can derive from coursework and independent research. Many people gain their first publishing experience by taking part in ongoing research projects as a member of a study team. Opportunities for involvement in projects may be available through Centers and Labs, as well as through individual faculty members.

Ombuds Office

The Graduate School has an Ombuds Office for Graduate Students (<http://www.gradschool.umd.edu/ombuds/>) that exists to assist students with questions or concerns related to their graduate experience. The Ombudsperson is an impartial, independent and confidential resource for graduate students at the University who helps to surface and resolve school issues. The Ombudsperson can also help to affect positive change by providing upward feedback on patterns of problems and complaints to appropriate senior officers.

XIII. Questions and Comments about the Handbook

Any questions and comments about the handbook, including requests for clarification, should be directed to:

Dr. John Bertot, Chair of the College Doctoral Committee (jbortot@umd.edu)