UNIVERSITY OF SOUTH CAROLINA

School of Library and Information Science

Doctoral Program Handbook[1]

The SLIS doctoral program strives to enable students to become innovative thinkers, researchers, teachers, and leaders in library and information science. We seek students who:

- Are committed to a life of research, scholarly inquiry, teaching, and service;
- Possess the discipline and will to be independent investigators and the vision and communication skills to be influential leaders in the field;
- Are attracted to information and library science as a field that incorporates diverse theories, scholars, and methodologies as it strives to support people from diverse backgrounds and with diverse needs;
- Enable evidence-based practice via the transmission of theoretical and research findings through teaching and service activities, and
- Provide leadership in the field of information and library science.

A. Admission

1. The program seeks students who possess the qualities to be successful independent investigators and teachers. Admission is based upon an assessment of the totality of the evidence contained in the application, rather than on a consideration of isolated particulars.

2. Considerations in the evaluation of applicants for admission include the following:

   a. A bachelor's degree from an accredited college or university in this country, or its equivalent from a foreign institution. Applicants will also possess a master's degree or equivalent from an institution of recognized standing.

   b. A GPA of 3.0 or better on a 4.0 scale for all academic work. Official transcripts from all colleges and universities attended are required (whether or not a degree was

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[1] The Policies and Procedures of the Graduate School as expressed in the Graduate Bulletin, which was in effect at the time of the student's admission, will supersede statements within this document, though a student may agree to be covered by an updated version of the SLIS doctoral program requirements.

earned) as evidence of course/degree completion and grades earned.

c. A written statement of the applicant's research focus and/or interests to be addressed during the doctoral program, which provides evidence of the applicant's intellectual maturity and a correspondence between the applicant's research interests and those of the SLIS faculty.

d. A resume showing educational and professional experience.

e. Letters of recommendation (3), which evaluate the applicant's academic performance (undergraduate and/or graduate). Note that one of the three letters may be from a supervisor and focus on job performance.

f. For applicants who have taken the GRE in the last five years, but before August 2011, the combined verbal and quantitative scores need to be 1000. The verbal score needs to be at least 500. For applicants taking the GRE after August 2011, the combined scores need to be at least 308, with a verbal score of at least 160 or a quantitative score of at least 148.

g. International applicants whose native language is not English are required to submit a satisfactory score on the TOEFL or the IELTS International Academic Course Type 2 exam. The minimum acceptable TOEFL score is 570 for the written test or 80 for the internet-based test. The minimum acceptable overall band score on the IELTS International Academic Course Type 2 exam is 6.5. *Note that TOEFL and IELTS exam scores are valid for two years.*

h. Evidence during the applicant's interview of intellectual maturity and ability to communicate effectively.

3. On an overall basis the body of evidence outlined above should establish a correspondence between the student's research interests and those of the faculty. Further, endorsement by one or more faculty willing to assume the advisor/mentor role for the student is an essential outcome of evaluation of this body of evidence.

4. Exceptions to these admission policies may be allowed for students with the potential for outstanding contributions through their special background or experience.

B. Academic Background and Knowledge Expected

1. A student is expected to have the following foundation before entering the program.

a. Knowledge of research methods and their use in library and information science or related fields. This expectation may be met by completing SLIS 705 (Introduction to Research Methods in Library and Information Science) or a similar course, which broadly introduces social science research methods.

b. Knowledge of information technology equivalent to that obtained in SLIS 706 (Introduction to Information Technologies). This expectation may be met by a

demonstration of competence gained through experience, b y e x a m , by p r e v i o u s l y c o m p l e t e d formal course work, or t h r o u g h the completion of SLIS 706 or another course more relevant to the applicant's interests.

c. Knowledge of information organization and retrieval equivalent to that obtained in SLIS 707 (Information Organization and Retrieval). This expectation may be met by previously completed formal course work, or though the completion of SLIS 707 or another course more relevant to the applicant's interests.

d. Upon admission, Research and Doctoral Committee members will evaluate the student's transcript and the student will be informed if additional coursework is required. In some cases, the student may be asked to submit evidence of course content and to discuss the courses and their content with their initial faculty advisor/mentor prior to identifying any knowledge gaps that need to be filled. If the student believes that the evaluation of prior coursework was incomplete or additional information should have been taken into account, the student should schedule a meeting to discuss the additional coursework requirements with the advisor and the SLIS Director.

2. If the student is asked to take additional coursework, it should be completed early in the student's program.

C. **Academic Advisor**

1. A faculty member who has endorsed the admission of the applicant will serve as the student's initial academic advisor. Such an endorsement should include consideration of both the correspondence between the student's and the potential advisor's research interests and the ability of the advisor and student to work well together.

2. In the case where the advisor is an assistant professor, a secondary advisor will be appointed to assist the primary advisor. In the case where a student has research interests that cut across faculty members, the student may be assigned co-advisors. A change in advisor(s) may be undertaken at any point prior to the proposal defense. If co-advisors are appointed, they should clearly establish their relationship with each other (i.e., as equal partners in advising the student or with one taking the lead).

3. The student or the faculty member may terminate an advisor/advisee relationship upon notice to the SLIS Director and Chair of the Research & Doctoral Committee. Note that a change in advisor may, in particular, be called for due to the focusing or refocusing of research interests that occurs as a student moves through the doctoral program. [The SLIS Change of Advisor form should be completed upon advisor change.]

4. The student and the initial temporary advisor should communicate prior to the beginning of the first semester of the program to make initial course choices. The student and advisor should also meet early during the first semester to mutually set their expectations for the advising support to be provided during the first year of

the program. Such meetings should occur at least annually (in conjunction with the student's submission of the annual progress report), as the student's need for guidance will evolve.

5. The advisor(s) and the student are encouraged to seek further advice from other faculty members (particularly those who might be potential committee members) in planning the student's program of study.[2] As the student's research interests evolve in preparation for a particular dissertation topic, the advisor is expected to recommend courses or experiences in addition to the remedial ones identified at the time of admission.

6. The advisor is responsible for supporting a student's progress. While the ways in which an advisor might support a student will vary from student to student and from advisor to advisor, it is recommended that the advisor and student plan to meet one-on-one several times each semester; that the advisor will respond promptly to a student's request for additional meetings; and that the student and advisor will, together, set realistic goals for the timing of submission of documents for feedback and the return of that feedback. Conversations between the student and the advisor might include course plans (during the first two years or so), the shaping of the student's dissertation research and studies leading up to that work, and planning for meeting the program's milestones (outlined below).

7. If the advisor leaves SLIS through retirement or a job change, that person should ensure a smooth transition to another advisor or, if agreeable to the advisor, the student, the SLIS Director, and the Graduate School, to continue to serve in that capacity.

D. **Course work**

1. While the doctoral program of study is rooted in the core themes and principles of library and information science, it is also customized to the needs and interests of individual students and the research strengths of the faculty. Well-prepared students will take a minimum of 36 hours of formal courses, independent study courses, or internship courses exclusive of the dissertation (i.e., exclusive of credits in SLIS 899). Students who enter with little or no graduate background in information and library science or a related field should expect to take additional courses beyond the 36-hour minimum. The student will develop a program of study in cooperation with the advisor. All courses offered for credit toward the degree must be at the graduate level. [Courses numbered below 500 do not count for graduate credit. For courses numbered between 500 and below 799, the student should consult with the course instructor to ascertain whether the standard course assignments will be sufficient in order for the course to count for doctoral credit or whether substitutions or additions to the normal assignments will be in order.]

2. There are currently five required courses for the doctoral degree (SLIS 801, 802, 803, 804, and 805). [The faculty has approved a transition to

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[2] The Doctoral Program of Study form is available at:
http://gradschool.sc.edu/forms/Doctoralprogramofstudy-savable.pdf

six required courses for the doctoral degree: SLIS 801, 802, 804, 806, 807 and either 803 or 805. Once the new course, SLIS 807, is developed and approval of that course and other changes are obtained, students admitted after the approval date will be governed by these changes. Current students are governed by the requirements in effect when they are admitted, though the Research & Doctoral Committee and/or the SLIS Director may request exceptions form the Graduate School.]

SLIS 801, Research Issues in Library and Information Science
SLIS 802, Theory and Research Methods in Library and Information Science
SLIS 803, Information and Society
SLIS 804, Preparation for Academic Careers in Library and Information Science
SLIS 805, Information Policy and Ethics in Society
SLIS 806, Communication Processes and Information Seeking Behavior
SLIS 807, Information Representation, Organization, and Retrieval (tentative title—to be developed)

3. This set of required courses presents a foundation for doctoral study in library and information science and in doing so exposes students to a wide range of research issues and questions. It also examines multiple methods of investigation commonly employed in the information field in the context of content areas of interest to enrolled students and the faculty member offering the class. Finally, as a package these courses are designed to socialize students to doctoral study and academic life.

4. Aside from SLIS 801, which should be taken during the first Fall semester of the student's doctoral program, the remaining required classes may be taken in any order, but as early as possible, given the student's interests and actual course offerings.

5. Doctoral students are required to take at least three hours of Qualitative Methods, which may be chosen from advisor approved options such as: EDFI 731—Qualitative Inquiry; ANTH 719—Field Problems in Ethnology; CRJU 817—Qualitative Research Methods and Data Analysis; HPEB 715—Qualitative Research Methods in Public Health; POLI 709—Qualitative Methods of Political Analysis; SOWK 811—Qualitative Methods of Inquiry for Social Work Research; ANTH 780—Ethnography of Communication.

6. Doctoral students are required to take at least three house of Quantitative Methods statistics, which may be chosen from advisor approved options such as: EDRM 710—Educational Statistics I; STAT 700—Applied Statistics; STAT 702—Introduction to Statistical Theory.

7. Twelve (12) hours [None (9) hours after the changes mentioned above are approved] of SLIS electives are required. These may be chosen from advisor approved 800-level seminars or 700-level courses, which are appropriate to student research interests and lead to products that are designed for scholarly publication or presentation.

8. Nine (9) hours of cognate courses are required. These are advisor approved courses from another discipline or disciplines, which are related to a student's research interests (e.g., mass communication, sociology, education, anthropology, computer science, English, geography, history, marketing, philosophy, political science, psychology, public administration).

9. Twelve (12) hours of dissertation preparation (SLIS 899) are required to account for research time related to the dissertation and these hours are beyond the thirty-six hour minimum of course work for the degree.

10. It is suggested that students engage in guided research in preparation for the dissertation and future scholarly activities. The research experience(s) may be accomplished in a variety of ways including completion of SLIS 796 (Independent Study in Library and Information Science) under the supervision of a faculty member. In addition, it is strongly recommended that each student take advanced courses in research methods, statistical methods, and theory development that fit with research interests and dissertation plans. Such courses could fit in either the SLIS Electives or Cognate categories.

11. While SLIS does not require students to engage in teaching as part of their doctoral studies, SLIS 804 does have a pedagogy component, which will satisfy the University requirement that doctoral students who teach have had instruction in teaching practice. [In addition to the required SLIS 804 experience, the University's Center for Teaching Excellence offers GRAD 701—Teaching Assistant Development as well as a variety of workshops and online resources in support of teaching excellence.]

   Doctoral students interested in teaching may begin by working as a Teaching Assistant for an experienced faculty member, which might include guest lecturing in the faculty member's class. As the student demonstrates their effective teaching skills, the student may progress as a co-teacher under the supervision of an experienced faculty member. Based on their demonstration of effective teaching skills, the student may then progress to teaching as the Instructor of Record in an undergraduate class, or, in some cases, in a graduate class under the supervision of an experienced faculty member. Compensation varies as the student progresses from the level of Teaching Assistant to Instructor of Record.

   SLIS has been successful in scheduling teaching opportunities for students who are interested in them. Students who would like to teach at SLIS should discuss their plans with their advisors and the SLIS Director.

12. SLIS offers doctoral students an elective vehicle for them to gain experience in the planning and evaluating colloquia in the form of SLIS 809—Planning and Evaluating Colloquia in Library and Information Science.

13. Transfer of academic credit from other institutions is governed by

requirements and policies of the Graduate School.[3]

E. <u>Expectations, Evidence of Progress, and Procedures</u>

Appendix 1 provides a summary of the four phases of the doctoral program; Appendix 2 provides a more detailed chronology of the doctoral program.

Faculty members regularly review the progress of doctoral students using the milestones indicated below. Students are expected to move through these milestones at the pace described for each. If a student is making progress, but more slowly than expected, that student will be asked to work with the advisor(s) to develop a plan for completing the degree within the Graduate School limit of 10 years. If a student's performance is unsatisfactory at any of the checkpoints, financial aid will not be granted and the student will be counseled out of the doctoral program.

1. Coursework: Doctoral students are expected to obtain at least a grade of B in each course. A GPA that is lower than 3.0 will result in academic ineligibility.

2. An eighteen (18) hour review occurs after the completion of the first 18 credits of course work: This is a review that determines whether the student should continue in the doctoral program. The student's advisor(s) conduct(s) this review, with input from the student's instructors and is intended to determine whether the student has the potential to successfully complete the doctoral program. The student is informed of any deficiencies identified by the review along with the suggested strategies for improvement. In the case of severe deficiencies or unsatisfactory progress, as judged by the advisor in consultation with the faculty with whom the student has engaged, a student may be counseled to leave the doctoral program. The review consists of the following steps:

   a. The student prepares documentation of progress; this is equivalent to the first of the student's annual reports. This documentation should include: (1) a current *curriculum vitae* (CV), with the previous year's additions highlighted; (2) a list of courses completed during the previous academic year and planned in the next academic year; (3) a list of any milestones completed during the year or scheduled for the near future (e.g., comprehensive exams, proposal defense, or dissertation defense); (4) a description of other accomplishments not listed in the CV; (5) an outline of plans for the coming year; and (6) a brief statement of how the year's activities have contributed to (a) an understanding of theory development and research methods and their application, (b) an awareness of the literatures of

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[3] **Transfer Credit (from the Graduate Bulletin):** A limited amount of course work may be transferred from another institution for credit toward a doctoral degree. The exact number of transfer hours varies by program, but may not constitute more than 50 percent of the hours listed on a program of study, not including dissertation preparation (899) or the equivalent. The transfer course work must be relevant to the program and have course content and a level of instruction equivalent to that offered by the University's own graduate programs. Approval for acceptance of transfer credit to a student's program of study must be approved and justified by the student's academic program and submitted to the dean of The Graduate School for final approval on the Request for Transfer of Academic Credit (G-RTC) form. Only credits with grades of B or better may be transferred from another institution into a doctoral degree program. Course work transferred for credit toward a doctoral degree must be from an accredited institution and must be no more than eight years old at the time of graduation. Transfer credit will not be posted to a student's official academic transcript until the term of graduation.

library and information science and related fields, and (c) an understanding of theory, practice, resources, and technologies of college level teaching, as appropriate. This documentation should be submitted to the student's advisor and the Chair of the Research & Doctoral Committee by October 1st of the students' second year.

b. The advisor collects input from all the instructors who have taught the student over this period.

c. The advisor may also convene a meeting of interested faculty to advise the student on strengths and weaknesses and to entertain questions by the student regarding future activities and experiences. The student may request that a meeting be convened, and suggest faculty to be invited.

d. Based upon this faculty input, the advisor completes the 18-hour review form (see Appendix 3) or memo equivalent; discusses the comments and recommendations indicated on the form with the student, who countersigns it. The student may request that the advisor convene a meeting of appropriate faculty to advise the student on strengths and weaknesses and provide guidance regarding future activities and experiences. The 18-hour review form (or a memorandum to the same effect) becomes part of the student's file. Continuation in the program is dependent upon a satisfactory review.

3. Annual Reviews: By October 1st of each academic year, the student prepares a report of progress that is presented to the advisor and the Chair, Research and Doctoral Committee. One of the motivations for the format of the report is to prepare the student for faculty life, and intentionally imitates typical annual faculty reports. The report should include the same types of information needed for the 18-hour review (listed in 2.a above).

The members of the Research and Doctoral Committee with the addition of the student's advisor(s) (if the advisor is not already a member of the Committee) will review the annual report. If the student is judged to be making unsatisfactory progress toward completion of the degree, the advisor and/or the Chair of the Research and Doctoral Committee will be asked to meet with the student to discuss how the student's performance can be improved.

4. Qualifying Examination and Research Work Submitted for Publication: Doctoral students are expected to develop research competence during their doctoral studies. Research competence is manifested by outcomes of small-scale research efforts with student colleagues and/or faculty mentors and the presentation of such outcomes in venues either within the School (e.g., in class, brown bag, research colloquium) or outside the school (e.g., conference presentation). The qualifying examination requirement is met with the submission of an article to a peer reviewed journal and a presentation at a national or international conference. These works may be co-authored with other students or with faculty. The qualifying examination requirement must be met prior to taking the comprehensive exams.

5. Coursework Completion and Pre-Comprehensive Examination Requirements: Normally, a full-time student, who enters with a master's degree in library and information science

(LIS), should complete coursework within three years. It is considered unsatisfactory progress if a full-time student has not completed coursework within this time period, with no other signs of progress. Part-time students or students entering without an LIS master's degree are expected to progress at a comparable rate, based on their individual circumstances. If a student is making unsatisfactory progress, the student will need to work with the advisor to develop a plan for completing the degree in a timely manner.

In sum, before taking the comprehensive exam, a student must:

a. Meet the qualifying examination requirement (see item E.4, above);

b. Complete all coursework requirements either previous to or during the semester of the Comprehensive Exam.

6. Comprehensive Exam: This milestone has two components, written and oral. It is considered unsatisfactory progress if a student has not taken the exam one year after completing coursework with no other signs of progress toward completion of the degree.

The fundamental purposes of the comprehensive examination are to determine the candidate's fitness to continue work toward the doctorate and to challenge the candidate to consider issues that the examination committee considers to be critical to the candidate's plans for the dissertation.

We offer two options, which should be selected by the student after consultation with the advisor(s) and, if the student wishes, with other faculty members.

a. Written Comprehensive Examination options:

i. Option 1: The written part of the examination consists of a total of 5 questions. The individualized questions ask the student to relate general theories, research paradigms, and other input from the scholarly literature, and professional experience to the student's particular research area. The five areas for these individualized questions include: 1) Foundations (History, Policy & Ethics, and Education/Pedagogy) (801, 803, 804, 805); 2) Information Organization and Retrieval (707/807); 3) Communication Processes and Information Seeking Behavior (806); 4) Theory and Research (802); and 5) the student's cognate area.

The student will be expected to develop a written response to one question per day (over 5 not necessarily contiguous days, with up to 5 hours per question). The exam will be closed book. It is expected that the names of people, theories, and methods will be mentioned, though anything beyond this (complete references) is *NOT* expected.

ii. Option 2: The written examination package consists of (1) a portfolio of the student's work (e.g., papers, posters, presentations) for courses taken and in fulfillment of the qualifying examination paper and presentation requirement; and (2) a dissertation prospectus, which provides the student's current thoughts on a) research question(s), b) significance of the question(s), c) a literature review specifying the theories/frameworks/models and key studies

addressing the research question(s) of interest to the student, d) an overview of research methods and analytical approaches that the student is considering to address their research question(s). With the advisor's approval, the written exam package will be distributed to the committee at least four weeks in advance of the oral examination. The student's Doctoral Committee will use this package as the basis for the oral examination.

b. The oral examination will test the extent to which the student has internalized the literature covered in the written examination package and will assess the candidate's ability to discuss their research area with colleagues. It will explore the candidate's readiness to pursue scholarship in the areas defined by the written examination package. The questions will challenge the student to consider the use of subject matter knowledge, theories, concepts, and research methods and analytical strategies related to the research areas addressed in the written examination package. The oral exam may also explore the motivation, research design, results, and/or implications of the dissertation prospectus submitted to the committee in the case of option 2.

c. The student's Doctoral Committee should be constituted no later than one month before the oral examination. This Committee will consist of not less than four persons who are selected by the student in consultation with the advisor(s), who will serve as the Chair/Co-Chairs of the student's Doctoral Committee. A majority of the members must be regular members of the Graduate Faculty. There must be one outside (non-SLIS) member of the committee. A list of the Doctoral Committee members, signed by the Advisor(s), should be provided to the SLIS Director and the Chair of the Research and Doctoral Committee prior to the Comprehensive Examination (using the form available online at http://gradschool.sc.edu/forms/G-DCA.Doctoral.committee.appointment.GS48.pdf).

d. At the end of the oral examination, the Committee will determine whether the student has passed the comprehensive examination. When the student passes the comprehensive examination, the Chair completes the necessary form, which is available online at:
http://gradschool.sc.edu/forms/comprehensive_exam_verification.pdf .

e. If the student's performance on part or all of the examination is unsatisfactory, the student's Doctoral Committee may make recommendations as to what the student should do to move to a satisfactory level of performance on the exam.

7. Admission to Candidacy: Requires that the student be fully admitted to the doctoral degree program by the academic unit, 2) passes the qualifying examination, and 3) submits an approved doctoral program of study[4] to the Dean of The Graduate School in order to be admitted to candidacy by the Graduate School. . [Note that admission to candidacy must be granted at least one full academic year before the awarding of the degree.] The qualifying exam is 'passed' when the conditions that are noted in section E 4 are met. In addition, it is SLIS policy that the student must have passed the comprehensive examination to be admitted to candidacy.

8. Dissertation Proposal: Upon successful completion of the comprehensive examination, the student prepares a dissertation proposal to present to the student's previously constituted Doctoral Committee, though adjustments in membership are possible.

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[4] The Doctoral Program of Study form is available online at: http://gradschool.sc.edu/forms/Doctoralprogramofstudy-savable.pdf

Normally, a student will complete and defend the proposal, or make substantial progress toward that point, within six months after completion of the comprehensive exam. It is considered unsatisfactory progress if a student has not shown substantial progress one year after completing the comprehensive examination and being admitted to candidacy.

a. The candidate prepares a draft dissertation proposal, which, once approved by the Chair(s) of the student's Doctoral Committee is provided to all members of that Committee. [The defense of the dissertation proposal may be combined with the comprehensive examination oral, but normally this is a separate event. Also, the student may wish to share drafts of all or part of their dissertation proposal with the Doctoral Committee members to gain feedback on approach or suggestions of literature to be consulted before the dissertation proposal defense.]

b. The student's Doctoral Committee, in consultation with the student, sets the date for the defense of the dissertation proposal. The dissertation proposal defense will begin with an open portion, where the student will briefly (15-20 minutes) present the proposed research and visitors will have an opportunity to ask clarifying questions. Following this the proposal defense will proceed to a closed session where the committee members may ask additional questions and provide guidance on the proposed research. Following the defense, the student's Doctoral Committee may approve the proposal as it stands, may approve it on condition that certain changes be made, or may ask that it be revised and resubmitted for consideration at a future meeting of the committee. Upon approval of the dissertation proposal, the Doctoral Committee Chair will notify the Chair of the Research and Doctoral Committee of the participants and the results (including the planned title of the dissertation) using the Dissertation Proposal Defense form (see Appendix 4). Announcement of the open portion of the dissertation proposal defense to the SLIS community should be issued at least a week in advance and include time, place, title, and an abstract.

9. Writing the Dissertation. The student and the committee will agree on a plan for progress reports and the reading of early drafts. The dissertation advisor will oversee the performance of the plan. Each doctoral student is expected to consult with members of the committee as necessary through the progress of the research; progress reports are required at least once a year unless the committee requests more frequent reporting. The student must register for a minimum of 12 hours of SLIS 899—Dissertation Preparation—over the period of writing the dissertation.

10. Dissertation Defense

a. The student will prepare a draft of the dissertation for review by the Dissertation Advisor and other members of the student's Doctoral Committee, as the student and advisor deem appropriate. Upon approval by the advisor, the final draft will be provided to the student's Doctoral Committee members. This draft must conform to the rules in The Graduate School's *Electronic Thesis and Dissertation Formatting Guide*[5]. [While the Graduate School prefers the *Chicago Manual of Style*, use of other style guides is allowed in recognition that different fields have different style

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[5] http://gradschool.sc.edu/students/docs/ETD_Formatting_Guide.pdf

traditions. As use of the Publication Manual of the American Psychological Association (APA) is a more prevalent style guide in the information field, it is, therefore, recommended. Note that the Graduate School offers a workshop on dissertation format requirements.]

b. The Dissertation Defense will be scheduled only after all members of the committee have had an adequate opportunity to review a draft of the dissertation. The dissertation advisor is responsible to members of the student's committee for determining that the draft is in an appropriate form for their evaluation. If substantial revisions are necessary, they should be completed before the final oral defense is scheduled. The committee may, at the time of the final oral but no later, require alterations and corrections, but these should constitute relatively minor changes agreed to by a majority of the committee members. The student distributes copies of the final draft to committee members at least one month before the date of the final oral examination to give them time to review the document and point out any major issues, which need to be attended to prior to the defense.

c. The final oral examination is a defense of the dissertation; it is open to the University community. The student is responsible for entering the defense announcement in the Graduate School's Graduate Management System (GMS) at least 14 days in advance of the defense.[6] In addition, the student's advisor will announce the time and place of the dissertation defense to the SLIS community including the title and an abstract for the dissertation.

d. Successful defense of the dissertation will be recognized by completion and submission of the Dissertation Signature and Approval Form to the Graduate School.[7] The Graduate School currently maintains a Doctoral Progress to Degree web page with current information from the point of appointing a student's Doctoral Committee.[8]
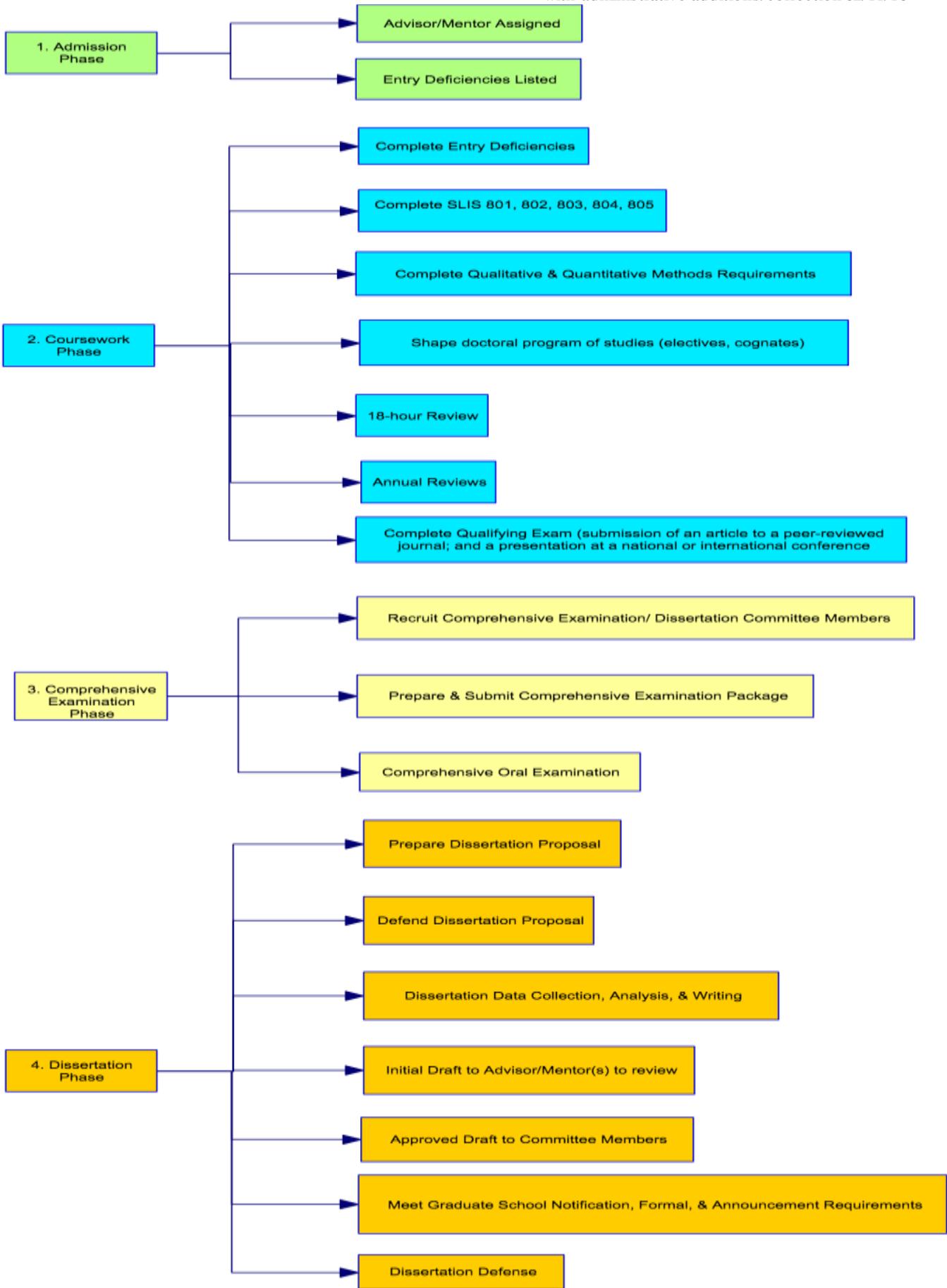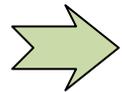
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[6] https://app.gradschool.sc.edu/gms/student/
[7] http://gradschool.sc.edu/forms/G-DSF.pdf
[8] http://gradschool.sc.edu/students/progress-doc.asp?page=acad&sub=etd

Doctoral Program Procedures, Revised (approved 12/11/15; with administrative additions/correction 02/11/16

1. Admission Phase
- Advisor/Mentor Assigned
- Entry Deficiencies Listed

2. Coursework Phase
- Complete Entry Deficiencies
- Complete SLIS 801, 802, 803, 804, 805
- Complete Qualitative & Quantitative Methods Requirements
- Shape doctoral program of studies (electives, cognates)
- 18-hour Review
- Annual Reviews
- Complete Qualifying Exam (submission of an article to a peer-reviewed journal; and a presentation at a national or international conference

3. Comprehensive Examination Phase
- Recruit Comprehensive Examination/ Dissertation Committee Members
- Prepare & Submit Comprehensive Examination Package
- Comprehensive Oral Examination

4. Dissertation Phase
- Prepare Dissertation Proposal
- Defend Dissertation Proposal
- Dissertation Data Collection, Analysis, & Writing
- Initial Draft to Advisor/Mentor(s) to review
- Approved Draft to Committee Members
- Meet Graduate School Notification, Formal, & Announcement Requirements
- Dissertation Defense

Appendix 2: Doctoral Program Chronology

DOCTORAL PROGRAM CHRONOLOGY

Temporary Advisor/Mentor(s) assigned
[Note: The student will have an opportunity to select a permanent advisor. If an untenured faculty member is selected as primary mentor/advisor, a tenured co-advisor/mentor will also be assigned. Co-advisors/mentors may also be assigned in cases where the student's interests fit with multiple faculty members.
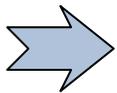
Complete entry deficiencies
Possibly including Information Technology, Social Science Research Methods.
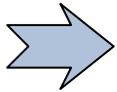
Meet other requirements
These include: required classes (i.e., 801, 802, 803, 804, 805); qualitative and quantitative methods; cognates; electives.
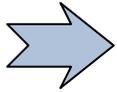
18 hour review
Upon completion of 18 semester hours of coursework, the students' Advisor will conduct an 18-hour review of the student's progress by polling the student's instructors and informing the student of strengths and weaknesses. If satisfactory progress has not been achieved, the student may be counseled out of the doctoral program.
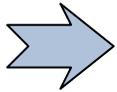
Annual review(s)
Every year in the fall, doctoral students are requested to submit an annual report of their progress in the program to their Advisor and to the Chair, Research & Doctoral Committee. A report is made to the faculty on doctoral student progress and recommendations made by the faculty are transmitted to students who are not making good progress.
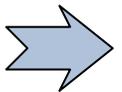
Complete Qualifying Examination Requirements
Submit an article to a peer reviewed journal and a presentation at a national or international conference.
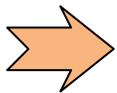
Recruit comprehensive examination committee
In concert with the Advisor, the student will form a Comprehensive Examination/Doctoral Committee. This committee will consist of at least 4 members, including at least 3 SLIS faculty and one outside member. If the student's choice of dissertation topic is outside the scope of interest/competence of the current Advisor(s), the student is encouraged to seek an appropriate Advisor who can guide the student through the comprehensive examination and dissertation process.
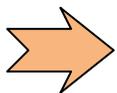
Prepare and submit comprehensive examination package
Upon or near completion of coursework, for option 1, provide a statement of research interests and current plans for the dissertation. For option 2, the student will develop a statement in preparation for the comprehensive examination that will include 1) a portfolio of their work; and 2) a dissertation prospectus (see 6.a.ii for additional details).

DOCTORAL PROGRAM CHRONOLOGY, continued

Comprehensive oral examination
Option 1: The oral comprehensive examination will be scheduled as soon as possible after the student has submitted responses to the five questions of their written comprehensive examination.
Option 2: After acceptance of the written comprehensive examination package by the examining committee, the oral exam will be conducted.

Prepare and defend the dissertation proposal
The student prepares the dissertation proposal and distributes it to the committee. The student's Doctoral Committee, in consultation with the student, sets the date for the defense of the dissertation proposal, which will be open to the SLIS community. [If the student has developed the dissertation proposal and the committee has had time to read the proposal, it may be defended at the time of the oral portion of the comprehensive exam; otherwise, a separate proposal defense date will be set.]

Complete the dissertation research
Students may use the members of their Doctoral Committee as resources during the conduct of the research and analysis and writing of the dissertation. The Advisor must be satisfied that the dissertation is ready for defense before the dissertation is provided to the dissertation committee members. Committee members must receive the draft dissertation at least one month before the dissertation defense date.

Dissertation defense
The dissertation defense is announced to the University community and is open to the public. The student will deliver a brief overview of the dissertation (up to 20 minutes) so that those who have not had the benefit of reading it will have a sense of the research questions, methods, findings, and implications for further research and practice. Committee members will ask questions about the dissertation. Other attendees may ask questions if time allows. At the conclusion of the defense, all present, except members of the dissertation committee, will be excused to allow the committee members to discuss their judgment of the dissertation. The student will be invited back when the committee has made its decision and will be informed of that decision, including any desired additions or corrections to the dissertation.

Submit the dissertation
The final version of the dissertation must meet Graduate School requirements for formatting and presentation. The student will submit an electronic copy of the dissertation to Graduate School Thesis and Dissertation portal. [A doctoral progress to degree summary is available at: http://gradschool.sc.edu/students/progress-doc.asp?page=acad&sub=etd (retrieved 3/10/15)]

Appendix 3: Doctoral Student 18-Hour Review Form (SLIS)

Name: **Advisor**:

Date of Matriculation:

Date of Review:

Courses Taken:

Summary of Comments from Instructors:

Suggestions for Advancing Progress:

Recommendation for Continuation:

Advisor Signature:_____ **Date**: _____

Student Signature:_____ **Date**: _____

Appendix 4: Dissertation Proposal Defense Form (SLIS)

DATE: _____

NAME: _____

TENTATIVE DISSERTATION TITLE: _____

PASS: _____
NO PASS: _____
PASS WITH REVISIONS: _____
If passed with revisions is a new defense required? YES_____   NO_____

COMMITTEE:
    PRINT   SIGN

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____