The SILS doctoral program aims to provide an environment that enables creative and energetic students to become innovative thinkers, researchers, teachers, and leaders in information and library science. The program achieves this by providing the flexibility to customize student programs that coordinate student and faculty interests and activities. We seek students who:

- Enjoy intellectual challenges and demonstrate analytical and critical thinking;
- Are committed to a life of research and scholarly inquiry;
- 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;
- Support evidence-based practice through the transmission of theoretical and research findings through teaching and service activities, and
- Aim to be leaders in the field of information and library science.

A. Admission

1. The program seeks outstanding students who possess the qualities to be successful independent investigators. Approval of admission is based upon an assessment of the totality of the evidence in support of 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 who possess a master's degree or equivalent from an institution of recognized standing are especially encouraged to apply.

   b. A GPA of 3.0 or better (on a 4.0 scale) in the last two years of the undergraduate program and a record of superior performance in all previous academic preparation.

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1 (These procedures are supplementary to the procedures and requirements given in the Graduate School’s Graduate School Handbook and the SILS Bylaws. In the case of discrepancies, those documents will take precedence over this one.)
c. A written statement of the applicant’s research focus and/or interests to be addressed during the doctoral program, which provides convincing evidence of the applicant’s intellectual maturity and a correspondence between the applicant’s research interests and those of the SILS faculty.

d. Evidence during the applicant’s interview of intellectual maturity and support of the applicant’s research interests by member(s) of the SILS faculty.

e. Superior scores on the Graduate Record Examination (GRE) taken within five years preceding application. Applicants must meet the Graduate School requirement of scoring at least at the 50th percentile on each of the Graduate Record Examination verbal and quantitative exams.

f. For applicants whose native language is not English, a minimum TOEFL score of 625 in the written test or 263 in the computer-based test.

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 the ultimate outcome of evaluation of this body of evidence.

4. Exceptions to these admission policies may be allowed for students with the potential for outstanding research 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. Graduate-level coursework in the foundations of information and library science. This expectation may be met by completing INLS 520 (Organization of Information), INLS 509 (Information Retrieval), INLS 500 (Human Information Interactions), and/or other relevant courses in the School’s curriculum.

   b. Knowledge of research methods and their use in information and library science studies. This expectation may be met by completing INLS 780 (Research Methods) or a similar survey course of social science research methods.

   c. Knowledge of computing equivalent to that obtained in INLS 461 (Information Tools). This expectation may be met by a demonstration of competence gained through experience, as well as by a record of formal course work or the completion of recommended course work.

Upon admission, the Director of the Doctoral Program, in consultation with the Research and Doctoral Committee and the student’s advisor, 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 his or her faculty advisor/mentor prior to identifying any knowledge
gaps that need to be filled. If the student believes that the evaluation of his/her prior coursework was incomplete or additional information should have been taken into account, he/she should schedule a meeting to discuss the additional coursework requirements with his/her advisor and the Director of the Doctoral Program.

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 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 advisor. In the case where a student has research interests that cut across faculty members, the student may be assigned co-advisors; such a change 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 Director of the Doctoral Program. Note that a change in advisor may, in particular, be called for due to the focusing of research interests that occurs as a student moves from completion of the comprehensive examination to the dissertation proposal.

4. The student and the advisor should meet early in the first semester of the program, 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. As the student’s research interests evolve, e.g., in preparation for a particular dissertation topic, the advisor is expected to recommend courses or experiences in addition to the remedial ones identified at 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 the School through retirement or a job change, s/he should ensure a smooth transition to another advisor or, if agreeable to the advisor, the student, the Director of the Doctoral Program, and the Graduate School, to continue to serve in that capacity.

D. Course work

1. The doctoral program of study is rooted in a set of core themes and principles of information and library science and is customized to the needs and interests of students and research strengths of the faculty. Exceptionally well-prepared students will take a minimum of 36 hours of formal courses, reading courses, or directed research exclusive of the dissertation (i.e., exclusive of credits in INLS 994). Students who enter with no graduate background should expect to take additional courses beyond the 36-hour minimum. Ideally, the student will develop a program of studies in cooperation with the advisor. All courses offered for credit toward the degree must be at the graduate level. [Note that courses with the suffix X and courses with the prefix GRAD do not count toward the 36 hour minimum.]

2. There are two required courses for the doctoral degree: INLS 881/882, Research Issues and Questions I/II, which must be taken in consecutive semesters. This course sequence presents 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 selected content areas. Finally, it is designed to socialize students to doctoral study and academic life. It should be taken very early in the doctoral student’s program of study.

3. Doctoral students are also required to take at least six hours of statistics including an introduction to descriptive and inferential statistics, analysis of variance, and computational techniques. The SILS Faculty has approved the following course sequences as satisfying the statistics requirement of the doctoral program.

   Biostatistics   BIOS 550/551 or BIOS 660/661
   Education       EDUC 684/784
   Political Science  POLI 783/784
   Psychology      PSYC 830/831
   Sociology       SOCI 708/709
   Statistics      STAT 654/655 or STAT 664/665

4. It is strongly recommended 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 INLS 988 (Research in Information and Library 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 their research interests and dissertation plans. Mastery of relevant methods and theories may be accomplished by
graduate level courses or workshops inside and outside the University, by small group or individual tutorials offered by members of the SILS faculty, workshops offered by the Odum Institute for Research in Social Science, and course offerings in such departments as Sociology, Psychology, Communications Studies, and Schools such as Education, Nursing, and Journalism and Mass Communication (among others). [Appendix 1 lists possible courses of this type that are currently listed in the Graduate School catalog.]

5. Students, particularly those who aspire to a life of teaching, research, and service in an academic institution, are encouraged to complete courses and workshops in college teaching. While SILS does not require students to engage in teaching as part of their doctoral studies, we have been successful in scheduling teaching opportunities for students who are interested in them. These can vary from guest lecturing in a class or continuing studies offering to paid service as a graduate teaching fellow with responsibility for instruction in a regularly scheduled class. Students who would like to teach at SILS should discuss their plans with the Associate Dean as early as possible.

To be eligible for teaching, a student must have completed a course of instruction in teacher training. It is recommended that, at least a year prior to teaching a full course, the student work with one of the SILS faculty in a teaching practicum; to do this, the student would register with the faculty member for INLS 886 (Graduate Teaching Practicum; added to the SILS curriculum in 2011). At least one semester prior to teaching a full course, the student should complete INLS 888 (Seminar in Teaching and Academic Life) or the Future Faculty Fellowship Program offered by the UNC Center for Faculty Excellence twice each summer. During the first semester that the student is teaching, the student is expected to be concurrently enrolled in INLS 889 (Seminar in Teaching Practice). The student may register for INLS 889 multiple times, to continue to develop his or her teaching skills.

6. Transfer of academic credits from other institutions is governed by requirements and policies of the Graduate School and the School of Information and Library Science. A doctoral student may transfer relevant graduate courses upon recommendation of the program and approval by the Graduate School. The doctoral student may be examined on transferred course work at the time of the doctoral oral examination. There is no limit to the number of hours that can be transferred into a doctoral program to meet departmental courses requirements—with the program’s approval. However, minimum residency requirements—four semesters—of the Graduate School will still need to be met.

E. **Expectations, Evidence of Progress, and Procedures**

Appendix 2 provides a summary of the four phases of the doctoral program; Appendix 3 provides a more detailed chronology of the doctoral program.

The faculty regularly reviews the progress of doctoral students using the milestones indicated below. Students are expected to move through these milestones at the pace described for each, below. If a student is making progress, but more slowly than expected, he or she will be
asked to work with the advisor to make a concrete plan for completing the degree within the Graduate School limit of 8 years. (Students should also be aware that financial aid from SILS is usually not available after the first four years of the program.) If a student’s performance is unsatisfactory at any of the checkpoints, he or she may be asked to leave the program.

1. Coursework: Doctoral students are expected to obtain at least a grade of P in each course. A grade of L in three courses or a grade of F will result in academic ineligibility.

2. 18 hour review (after the completion of the first 18 credits of coursework): 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 all of 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 full faculty, a student may be counseled to leave the doctoral program. The review consists of the following steps:

   a. The student prepares documentation of his or her progress; this is equivalent to the first of the student’s annual reports. This documentation is intended to be much like the annual reports that faculty provide to the Dean, so should include: (1) a current CV, with this year’s work 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 on your CV; and (5) an outline of plans for the coming year. This documentation should be submitted to the student’s advisor and the Director of the Doctoral Program at the beginning 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 4) or memo equivalent; discusses the comments and recommendations indicated on the form with the student, who countersigns it. The student may request that a meeting of interested faculty be convened by the advisor, 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: At the beginning of each academic year, the student prepares a report of progress that is presented to the advisor and Coordinator of Doctoral Studies. One of
the motivations for the format of the report is to prepare the student for faculty life, and intentionally imitates annual faculty reports. The report should include the same types of information needed for the 18-hour review (listed in 2.a, above).

The annual report should be submitted to and will be reviewed by the student’s advisor and the Director of the Doctoral Program. It will be summarized for review by the full faculty. If the student is judged to be making unsatisfactory progress toward completion of the degree, the advisor and/or the Director of the Doctoral Program will be asked to meet with the student to discuss how the student’s performance can be improved.

4. 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 outcomes in venues either within the School (e.g., in class, brown bag, research colloquium) or outside the school (e.g., conference presentation). At least two works must be submitted to an external refereed venue prior to taking the comprehensive exams; these works may be co-authored with other students or with faculty.

5. Coursework Completion and Pre-Comprehensive Examination Requirements: Normally, a full-time student, who enters with a master’s degree in information and library science, should complete his or her coursework within two or two and a half years. It is considered unsatisfactory progress if a full-time student has not completed coursework within three years, with no other signs of progress. Part-time students or students entering without a master’s degree are expected to progress at a comparable rate, based on their individual circumstances. If a student is making unsatisfactory progress, he or she should work with the advisor to develop a plan for completing the degree in a timely manner.

Before taking the comprehensive exam, students must:

a. Submit two papers for publication (see item E.4, above);

b. Complete all coursework requirements;

c. Develop a comprehensive examination package to be delivered to members of the comprehensive examination committee. This package will include (1) a statement of the student’s research interests, (2) a literature review which covers content areas of theory and research, and research methods and analytical approaches relevant to the student’s dissertation plans; and (3) a brief dissertation prospectus (1-2 pages). The Comprehensive Examination Committee will use this package as the basis for developing the student’s comprehensive examination.

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.

a. The written examination consists of five questions that will be administered on five separate days. The candidate will have four hours per day to respond to the questions. While the candidate is not permitted to consult any materials during the examination, spell checking, thesaurus, and grammar features of a word processor may be employed. The examination questions will explore the candidate’s readiness to pursue scholarship in the areas defined by the candidate’s comprehensive 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 comprehensive examination package. After the student receives a question, it may not be discussed with anyone (faculty or other person) until the oral examination. The student must be registered during the semester of the Comprehensive Examination.

b. The oral examination addresses the student’s responses to the written questions. The exam may also explore the motivation, research design, results, and/or implications of the research papers or dissertation prospectus submitted to the committee.

c. The Comprehensive Examination Committee should be constituted no later than one month before the comprehensive examination. The Committee will consist of not less than five persons who are selected by the student in consultation with the advisor(s), who will serve as the Chair of the Examination Committee. A majority of the members must be full members of the Graduate Faculty. A list of Examination Committee members, signed by the Advisor, should be provided to the Director of the Doctoral Program prior to the Comprehensive Examination (using the form available online at http://gradschool.unc.edu/forms/).

d. Each faculty member on the Examination Committee who has submitted a question reads the student's answer and writes a brief evaluation of it. Every answer is also evaluated by at least one other faculty member on the Committee. The results of the examination are reported to the Committee Chair, who informs the other committee members and the candidate of the results.

e. The Chair of the Examination Committee should provide a copy of the questions, with names of student and examiner deleted, in electronic form to the SILS Student Services Manager, who archives past questions, and makes them available on request.

f. If, in the judgment of a majority of the Examination Committee, the student's performance on the written examination is successful, the oral examination is given as soon as it can reasonably be scheduled. The oral examination may be warranted even if the student has demonstrated weaknesses but has not clearly failed. The student is not informed of such weaknesses until the time of the doctoral oral examination. The oral examination may cover some or all of the areas included in the written examination.

g. At the end of the oral examination, the Examining Committee decides whether the student has passed the comprehensive examination, and completes the necessary form
h. If the student has failed or has performed poorly on part or all of either the written or oral examination, the Examination Committee may make recommendations as to what the student should do before taking part or all of either examination again.

i. A doctoral student who fails either a doctoral written or oral examination may not take the examination a second time until at least three months have elapsed. A student who fails an examination for the second time becomes ineligible for further graduate work and may not continue in the program or take the examination a third time without approval by the Administrative Board of the Graduate School.

j. For the oral examination, at least four members of a five-person Examination Committee must participate; at least five members must participate if the Committee is larger.

7. Dissertation Proposal: Upon successful completion of the comprehensive examination, the student in consultation with the advisor(s) forms a dissertation committee and prepares a dissertation proposal to present to the committee. 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 exam. The Report of Doctoral Committee Composition should be completed when the committee is constituted (using the form available online at http://gradschool.unc.edu/forms/).

a. A majority of the Dissertation committee must be full members of the Graduate Faculty. At least three members must be SILS faculty. At least one member must be selected from outside the School and may be selected from among scholars from other UNC schools or departments, or other institutions where scholarly work is conducted. If the dissertation involves a minor field, the dissertation committee must include at least one member from that field. Normally, the members of the Comprehensive Examination Committee also sit on the Dissertation Committee.

b. The candidate prepares a dissertation proposal which, once approved by the dissertation advisor, is provided to all members of the Dissertation Committee. [The defense of the dissertation proposal may be combined with the comprehensive examination oral, but normally this is a separate event.]

c. The date for the defense of the dissertation proposal is set by the Dissertation Committee in consultation with the student. This defense is normally closed to all except the student and the Dissertation Committee. Following the defense, the Dissertation 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. When the proposal is approved a report of the approval is submitted to the Graduate School by the Student Services Manager (Report of Approved Dissertation Project; available online at http://gradschool.unc.edu/forms/).

d. Upon acceptance of the proposal, the student should provide one corrected copy to the SILS Library.

e. A doctoral student may apply for admission to candidacy after he or she has completed all course work required for the programs of the major and the minor(s); has completed any foreign language, language substitute, or other skill requirements; has passed both the doctoral oral and written examinations; has met any conditions specified by the Comprehensive Examination Committee resulting from the written and oral examinations, and has received formal approval of the dissertation proposal. The form is completed and submitted to the Student Services Manager (Application for Admission to Candidacy for a Doctoral Degree; available online at http://gradschool.unc.edu/forms/).

f. The student must be registered for at least one course during the semester when the dissertation proposal is defended. This may be accomplished by registering for INLS 994, which constitutes full time registration. A total of at least 6 hours of INLS 994 is required before graduation. The student must also be registered during the semester he or she defends the dissertation (the final oral). Each registration for INLS 994 must be for a minimum of 3 credit hours. Many students will also register for INLS 994 to maintain continuous registration during the research and writing of the dissertation.

8. 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.


a. The student will prepare a draft of the dissertation for review by the Dissertation Advisor. Upon approval of the advisor the draft will be provided to Dissertation Committee members. This draft must conform to the rules in The Graduate School's Guide to Theses and Dissertations, which requires the student to select and follow the guidelines of an appropriate style manual. [The latest edition of the Publication Manual of the American Psychological Association is recommended.]

b. The Dissertation Defense will be scheduled only after all members of the committee have had 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.

c. The final oral examination is a defense of the dissertation; it is open to the University community.

d. A student passes the final oral examination only upon approval of at least two-thirds of the members of the Examination Committee; a majority of those approving must be full members of the Graduate Faculty. If the Committee consists of five members, at least four must be present for the examination; if the Committee is larger, at least five must be present. The committee may, at the time of the final oral but no later, require alterations and corrections. The student is advised of such requirements as soon as is feasible. The dissertation advisor is responsible for verifying that the changes required by the committee have been made, and may delegate this responsibility to the committee member(s) who imposed the requirements. When these requirements have been met, the Doctoral Exam Report form, Part III, Report of the Final Oral Examination (available online at http://gradschool.unc.edu/forms/) is submitted, and the dissertation, in final typed form designed to meet the standards as defined in A Guide to Theses and Dissertations, is registered with the Graduate School.

e. The student will submit an electronic copy of the dissertation to the UNC Library Electronic Theses and Dissertations repository. The Dissertation Committee Chair must certify that the required edits were made and the final document approved for electronic submission (using the Doctoral Exam Report Form, Part IV: Approval of Final Electronic Dissertation; available online at http://gradschool.unc.edu/forms/).
Appendix 1: Potential Course Offerings in Research Methods and Theory Development

Note: See also special topics classes that SILS and other Schools and Departments offer from time to time. This list is only suggestive. There may be others in these and other departments, which fit with your research interests. Many of these courses presume subject knowledge; please communicate with the instructor to assess fit or other options.

ANTH 455 Ethnohistory
ANTH 675 Ethnographic Method
ANTH 754 Phenomenological Anthropology
ANTH 860 Art of Ethnography
COMM 725 Interpretative Studies in Organizational Communication
COMM 726 Critical Studies in Organizational Communication
COMP 758 Information Theory
EDUC 883 Case Study Methods
EDUC 981 Field Techniques in Educational Research
EDUC 982 Advanced Qualitative Analysis and Interpretation
ENGL 801 Research Methods in Composition and Rhetoric
EPID 806 Clinical Research Skills
HIST 700 Introduction to Historical Methods and Research
INLS 887 Seminar in Theory Development
JOMC 701 Mass Communication Research Methods
JOMC 703 Qualitative Methods for Mass Communication Research
NURS 958 Designing Intervention Studies
NURS 979 Qualitative Analysis
NURS 980 Observational Methods
NURS 981 Longitudinal Methods and Analysis
PHIL 735 Advanced Studies in Epistemology
PLAN 801 Design of Policy-Oriented Research
PLAN 802 Advanced Seminar in Research Design
POLI 781 Interviewing in Social Science Research
PSYC 840 Computational Statistics
PSYC 841 Test Theory and Analysis
PSYC 843 Factor Analysis
PSYC 844 Structural Equation Models with Latent Variables
PSYC 851 Multidimensional Scaling
PSYC 853 Analysis of Frequency Tables in Behavioral Research
PSYC 854 Quantitative Research Synthesis (Meta-Analysis)
SOCI 707 Measurement and Data Collection
SOCI 711 Analysis of Categorical Data
SOCI 717 Structural Equations with Latent Variables
SOCI 718 Longitudinal and Multilevel Data Analysis
SOCI 720 Systematic Methods of Qualitative Research
SOCI 753 Experimental Design in Sociology
SOCI 754 Survey Sampling
SOCI 760 Data Collection Methods
SOCI 761 Questionnaire Design
SOCI 762 Case Studies in Surveys
SOCI 763 Survey Computing
Appendix 2: Phases of the Doctoral Program

1. ADMISSION PHASE
   - Advisor/Mentor(s) assigned
   - Entry deficiencies listed
   - Complete entry deficiencies
   - Complete INLS 881/882
   - Complete statistics requirement
   - Shape doctoral program of studies
   - 18-hour review
   - Annual review(s)

2. COURSEWORK PHASE
   - Recruit comprehensive examination committee members
   - Prepare comprehensive examination package
   - Comprehensive written exam
   - Comprehensive oral exam

3. COMPREHENSIVE EXAMINATION PHASE
   - Prepare dissertation proposal
   - Defend dissertation proposal
   - Dissertation data collection, analysis, and writing
   - Initial draft to Advisor/Mentor(s) to review
   - Approved draft to committee members
   - Dissertation defense
## Appendix 3: Doctoral Program Chronology

### DOCTORAL PROGRAM CHRONOLOGY

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor/Mentor(s) assigned</td>
<td><a href="#">Note: If an untenured faculty member is assigned 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.</a></td>
</tr>
<tr>
<td>Complete entry deficiencies</td>
<td>This will apply to students without a master's degree or, possibly, to students with a master's degree from outside of information studies. Typically, core requirements include INLS 500, 509, 520, and 780, but may be adapted to meet special needs.</td>
</tr>
<tr>
<td>Meet other requirements</td>
<td>These include INLS 881/882 and a two-course statistics sequence.</td>
</tr>
<tr>
<td>18 hour review</td>
<td>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.</td>
</tr>
<tr>
<td>Annual review(s)</td>
<td>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 Coordinator of Doctoral Studies. 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.</td>
</tr>
<tr>
<td>Submit work for publication</td>
<td>Before taking the comprehensive examination, a student will prepare and submit two papers for publication.</td>
</tr>
<tr>
<td>Recruit comprehensive examination committee</td>
<td>In concert with the Advisor, the student will form a comprehensive examination committee. This committee will consist of at least 5 members, including at least 3 SILS faculty. As it is preferable that this committee also serve as the dissertation committee, the student is encouraged to include at least 1 outside member. If the student’s choice of dissertation topic is outside the scope of interest 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.</td>
</tr>
<tr>
<td>Prepare comprehensive examination package</td>
<td>Upon or near completion of coursework, the student will develop a statement in preparation for the comprehensive examination that will include an overview of his/her research interests; a literature review specifying areas of theory, research, and methodology that relate to his/her research interests/questions; and, to the extent possible, a brief dissertation prospectus.</td>
</tr>
</tbody>
</table>
Comprehensive examination
The student’s committee develops an examination consisting of 5 questions related to issues raised in the comprehensive examination package. The examination is delivered over 5 consecutive work days. The examination is closed book and the answers are limited to a 4-hour time period. The written portion of the exam is followed within a few weeks with the oral portion of the exam.

Prepare and defend the dissertation proposal
The student prepares the dissertation proposal and provides it at least 2 weeks in advance of the proposal defense. 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. The dissertation committee normally consists of the same members as the comprehensive examination committee. However, membership, including the Advisor, may be adjusted to reflect the scope and method of the dissertation.

Complete the dissertation research
The student may use the members of the dissertation 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 received the 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 the UNC Library Electronic Theses and Dissertations repository.
Appendix 4: Doctoral Student 18-Hour Review Form

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: __________