



WHAT STARTS HERE CHANGES THE WORLD

THE UNIVERSITY OF TEXAS AT AUSTIN



Doctoral Student Handbook

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Summary of the Doctoral Program Requirements

- Overall Summary
 - Steady progress towards the degree and participation in the research community
 - Annual review
 - Program of Study approved by committee at the end of 18 hours of coursework
 - 39 hours of post-masters graduate coursework including DRT I & II
 - Completion of the qualifying process
 - Qualifying paper
 - Written exam
 - Oral examination
 - Two submissions of research to peer-reviewed publications/conferences
 - Admission to Candidacy
 - Dissertation proposal
 - Dissertation
- Rough Time Line
 - Approximately this pace in full-time study:
 - 2.5 years of coursework
 - 0.5 years of qualifying procedure
 - 0.5 years of proposal
 - 0.5 – 1.5 years of dissertation
- Committee Structure
 - Three-member committee assigned
 - Can be changed at any time
 - Before qualification procedure, add a fourth, from outside the iSchool
 - When applying to candidacy, add a fifth from within
- Annual Review
 - Demonstrate satisfactory progress toward the degree in the judgment of the iSchool faculty
 - The committee may also recommend to the GSC that the student's doctoral study be terminated
 - An updated program of study, when required by degree progress
 - An explanation of progress towards the degree, including participation in research, teaching, and service activities within the School and beyond

- An explanation of plans for the coming academic year with concrete goals
- Copies of major papers, research presentations, and article submissions
- These materials will be presented in full to all committee members by the 6th week of the semester and an appointment scheduled for the full committee to convene for a discussion of the student's progress and plans. (The student may attend electronically if the committee chair approves.)
- Program of Study
 - The student's professional goals and intentions for the dissertation, usually in 1 or 2 pages
 - Information about past courses the student will include in his or her doctoral study; courses taken, with semesters, grades earned, and the instructors
 - Classes to be taken and when
 - How the student specifically will meet the research methods requirements of the iSchool doctoral program and how meeting those requirements prepares the student to move forward
- Coursework
 - 39 hrs.
 - 6 hrs. of DRT
 - 12 hrs. of research methods (at least one qualitative methods class and at least one quantitative methods class)
 - 12 hrs. of iSchool electives representing a “major”
 - 9 hrs. of electives outside the iSchool
- iSchool Electives
 - Students are encouraged to consider the following:
 - Research internships
 - Supervised Teaching in Information Studies, INF 398T
 - Reading studies in which they work closely with faculty to complete an in-depth examination of the primary research and theory literature
 - Research studies in which they work closely with their committee chairs to develop an original synthesis and analysis of the primary research and theory arenas involved in their qualifying papers
- Comprehensive Qualifying Procedure
 - Students write a qualifying research paper then proceed to the qualifying written and oral examinations. In parallel, they are expected to submit at least two samples of their research to peer-reviewed journals or conferences.
 - Qualifying paper

- The research paper consists of a review of the literature related to a research question identified through discussion with one’s committee. Ordinarily 7500-10,000 words in length
- May serve as a means for the student to develop the dissertation proposal
- Qualifying Written Exam
 - Written exam features 4 questions, 1 written by each of the student’s 3 iSchool committee members and 1 by the student’s external committee member.
 - Questions may come from any area of Information Studies, though the student’s committee may take the student’s area of interest and qualifying paper topic into account
 - The student is ordinarily given the 4 questions on a Monday by 9:00 AM and must submit answers to the committee by 5:00 PM that Friday. The student may work anywhere he or she wishes to answer. All members of the committee typically read and evaluate all responses (with the author of each question taking the lead for that question in the subsequent oral examination)
 - The committee must agree that all 4 responses are of sufficient quality for the student to proceed to the qualifying oral examination
 - Each response is ordinarily 2500 – 3000 words long, fully documented
- Oral Exam
 - Oral exam is usually held within 2 weeks of the written exam
 - Major goals are to give students the opportunity to engage in structured dialog with their committee members, expand upon their written responses as requested by the committee members, and have the guidance of their committee members
 - Students may invite 1 other person to be in the qualifying oral exam, but that person serves as an observer and note taker and cannot otherwise participate. Otherwise, the oral examination is private
 - The full committee must be satisfied that the student has passed the qualifying exam and is ready to proceed to the dissertation proposal
- If a student does not pass any element of the qualifying procedure, the student may attempt the procedure 1 more time. A 2nd failure will result in termination from the doctoral program
- Publication
 - Doctoral students must **submit** at least two publications/presentations/posters to peer-reviewed journals/conferences (with the approval of their committees) before candidacy.
- Admission to Candidacy
 - Grad School does not require that a student have an approved dissertation proposal first. A “brief statement” is all that’s needed.

- Dissertation Proposal
 - Students publicly present and defend a proposal. A full, print copy must be made available to the School as a whole at least 2 weeks before the proposal presentation
 - The student's committee meets privately after the presentation to determine if the student has passed and then publicly announces its decision. All members of the iSchool GSC may participate in this discussion, although the committee and its chair determine the outcome

- Dissertation Defense
 - A hard copy of the completed dissertation must be made available to the School as a whole at least 2 weeks before the dissertation defense.
 - When the defense is completed, the committee, along with other members of the iSchool GSC who want to participate, meet in private to discuss their evaluation of the dissertation and the defense. The committee announces its decision publicly

Objective

The objective of the program for the degree of Doctor of Philosophy at the School of Information is to prepare graduates to contribute to the discipline through research and teaching. The doctoral program emphasizes research and offers students an opportunity to pursue advanced studies in information studies (broadly defined), to study appropriate methods and theories, to participate in an active research community, and to engage in research by carrying out a supervised dissertation project. The program encourages students to take courses from a spectrum of university offerings to supplement those in the School of Information.

A Community of Research

The Carnegie Foundation for the Advancement of Teaching, an independent policy and research center, launched the Carnegie Initiative on the Doctorate, a “project to develop creative solutions and approaches for transforming doctoral programs.” In the book that summarizes this five-year project, *The Formation of Scholars*, the authors assert:

The PhD is the monarch of the academic community. It is the very highest accomplishment that can be sought by students. It signals that its recipient is now ready, eligible, indeed obligated, to make the most dramatic shift in roles: from student to teacher, from apprentice to master, from novice or intern to independent scholar and leader. (p. x)

The requirements a student must fulfill to earn a Ph.D. from the School of Information are a combination of those imposed by The University of Texas and those imposed by the iSchool. All have been thoughtfully considered and incorporated with the sole goal of helping shape the emerging scholar into a vital and valued member of the research community. The iSchool-specific requirements, in particular, have been chosen with an eye towards acknowledging the breadth that is our field, and at the same time instilling in the student a spirit of the pursuit of organized research.

A common question asked by doctoral students is “Must I pursue a job in academia”? The answer is “no.” While it is expected that many if not most of our doctoral graduates will become academics, others will take leading positions in industrial organizations, government agencies, major libraries, archives, museums, or other social service and education institutions. We expect to be proud of the contributions of all of our graduates. But whatever our students’ post-degree roles, as doctoral students they will learn how to be rigorous scholars and will, at least in the dissertation, expand humankind’s corpus of knowledge.

Requirements Summary and Rough Time Line

The primary purpose of this document is to provide a single source of data on the requirements our doctoral students must fulfill to complete the “very highest accomplishment that can be sought by students.” Here is a quick summary, to be fleshed out below:

- 1) Steady progress towards the degree and participation in the research community as approved through annual review with the student’s committee and evinced by such activities as publications and presentations in the School and the field and active participation in School research activities.
- 2) Program of Study approved by committee at the end of 18 hours of coursework
- 3) 39 hours of post-masters graduate coursework including DRT I & II
- 4) Completion of the qualifying process
 - a. Qualifying paper
 - b. Written exam
 - c. Oral examination
 - d. Two submissions of research to peer-reviewed publications/conferences
- 5) Admission to Candidacy
- 6) Dissertation proposal
- 7) Dissertation

The faculty of the School of Information very strongly recommend full-time study in the PhD program. While every doctoral student’s program is unique, students will complete the program at approximately this pace in full-time study:

2.5 years of coursework.

0.5 years of qualifying procedure.

0.5 years of proposal

0.5 – 1.5 years of dissertation.

Application Process

While the target audience for this Handbook includes anyone interested in the doctoral program in the School of Information, the Handbook discusses the process of application to the program. For completeness, the Application Process is discussed in Appendix I.

Ph.D. Program Requirements of the School of Information

There are multiple elements of the iSchool PhD program that students must successfully complete. The requirements listed below are minima; particular students’ committees may require more work, especially with regard to classes, research methods, experiences, and participation in the School’s research life (e.g., iForum presentations and doctoral research presentations) as well as the field’s research life (e.g., presentations at national conferences):

- Thirty-nine hours of coursework beyond the master's degree
- Annual reviews of each student's progress prior to candidacy
- Presentation of a program of study
- Authoring of a qualifying research paper
- Completion of a qualifying written examination
- Completion of the qualifying oral examination based on the written examination
- Presentation of a dissertation proposal
- Admission to candidacy
- Completion and defense of the dissertation.

The student's committee will conduct annual reviews of the student's progress and make any recommendations it deems appropriate to enhance that progress. In order to satisfy requirements imposed by the Graduate School, each Ph.D. student must maintain continuous enrollment throughout the Ph.D. program.

This section of the handbook explains each of these requirements in turn.

Students are required to consult and keep current with the *Graduate School Catalog* (<http://registrar.utexas.edu/catalogs/grad07-09/>) regarding the Graduate School, its rules for doctoral study, forms for advancing to candidacy, and other pertinent information.

Committee Structure

Upon acceptance to the Ph.D. program, the iSchool will assign the student a three-member initial Committee to advise the student. The committee chair is the student's initial advisor. At any time the student with the committee members' help may change the make-up of this three-member committee, choosing from the iSchool faculty. Upon selection and agreement, the Committee Chair then becomes the student's advisor. If a student's research focus changes significantly during coursework it is reasonable to expect that the Committee members would also change.

In advance of the Qualifying process, the student will add a fourth member of his/her Committee, from outside of the iSchool but from the UT-Austin faculty.

In the process of applying for candidacy the student will add a fifth iSchool faculty member to round out his/her dissertation committee. Since dissertation committee members can be changed only by application to the Graduate School, students should carefully consider their choice of members. Detailed requirements for committee members are available from the Graduate School Website.

Annual review

Early in the spring semester of every academic year, each three-member doctoral committee will review the performance of each doctoral student not yet admitted to candidacy, and may convene a review for those admitted to candidacy at the discretion of the committee chair.

The most important criterion in each annual review is the student's ability to demonstrate satisfactory progress toward the degree in the judgment of the iSchool faculty. The annual review is also intended to help the student plan the upcoming academic year(s).

If any student's progress is deemed unsatisfactory, the committee may recommend particular means to address their concerns. The committee may also recommend to the iSchool Graduate Studies Committee (GSC) that the student's doctoral study be terminated. If so, the GSC will vote on the recommendation. If the vote supports termination of the student's program, then the GSC, through the graduate advisor, will make a formal recommendation to the Graduate School to terminate the student's PhD study. The student may appeal any such decision.

The annual review will include:

- an updated program of study, when required by degree progress
- an explanation of progress towards the degree, including participation in research, teaching, and service activities within the School and beyond
- an explanation of plans for the coming academic year with concrete goals
- copies of major papers, research presentations, and article submissions.

These materials will be presented in full to all committee members by the 6th week of the semester and an appointment scheduled for the full committee to convene for a discussion of the student's progress and plans. (The student may attend electronically if the committee chair approves.) During the annual review meeting, the student will elaborate on the review materials, discuss plans with the committee, and ensure that all committee members' questions are answered.

The student is responsible for scheduling the review. Given the explicit permission of the chair, the in-person meeting may be replaced by email feedback on the documentation.

Coursework

At a minimum, each student will complete thirty-nine (39) graduate hours while enrolled in the iSchool PhD program. In order to count toward a graduate degree at UT-Austin, all coursework must be six years older or less when the doctoral student is admitted to candidacy. This phase of PhD students' work ordinarily takes two to three years of full-time study.

Courses	Number of graduate credit hours
Two School of Information doctoral seminars	
INF 391D.8, Introduction to Doctoral Research and Theory I (DRT I)	3
INF 391D.9, Introduction to Doctoral Research and Theory II (DRT II)	3

Research methods courses	12
iSchool electives for the student's major area of study	12
UT electives outside the iSchool	9
Minimum total	39

Students may take, or be required by their committees to take, further courses.

DRT I and DRT II

Whether a student is studying full time or part time, the student must take DRT I in the fall of the student's first academic year in the program and DRT II in the spring of that first year. DRT I is offered only in the fall, DRT II in the spring, and they must be taken in that order. It is expected that each student has completed an introductory graduate-level research methods course prior to admission, and if not will take INF 397C or equivalent courses?

Research methods courses

No matter what the student's research interests, each student must take a minimum of twelve (12) credits hours of graduate-level research methods courses from some department on UT campus:

- One graduate-level course in qualitative methods – three (3) credit hours
- One graduate level course in quantitative methods – three (3) credit hours
- Two further graduate-level courses in research methods germane to the student's research interests – six (6) credit hours.

Students may take these methods courses concurrently with or after completing DRT I and II. Depending upon a student's research interests and professional ambitions, research methods requirements beyond the two courses of qualitative and quantitative methods can be met with additional coursework in foreign languages, computer programming languages, policy analysis, linguistics, information systems design, chemistry, and the like. The student's three-member committee will determine the appropriateness of such courses for fulfilling the research methods requirement.

iSchool electives

All PhD students must complete successfully at least twelve (12) credit hours of graduate coursework within the School of Information beyond the required doctoral seminars. Each student, in conjunction with the student's advisor and other members of the student's committee, determines course selection based on the student's research interests, previous

coursework and professional practice, and professional ambitions. These 12 credit hours form the “major” course area for the student’s doctoral degree.

Students are encouraged to consider the following:

- Research internships in which they work closely with faculty to contribute to original research;
- Supervised Teaching in Information Studies, INF 398T, and teaching internships in which they work closely with faculty to develop, design, and support implementation of a course plan;
- Reading studies in which they work closely with faculty to complete an in-depth examination of the primary research and theory literature of the field as a whole in preparation for their qualifying examinations;
- Research studies in which they work closely with their committee chairs to develop an original synthesis and analysis of the primary research and theory arenas involved in their qualifying papers.

Electives at UT outside the iSchool

Each PhD student must complete at least nine (9) graduate credit hours in schools and colleges at UT outside the School of Information. These hours, whether completed in the same academic unit or not, complement the student’s coursework in the iSchool, can include credit from any academic unit at UT-Austin, and comprise the student’s “minor.” These courses are also important in recruiting at least one external faculty member to serve on the student’s committee as the student prepares for the qualifying procedure, enters into candidacy, and advances to the proposal and dissertation stages of the student’s program.

Program of Study

By the end of the semester in which the student completes 18 hours of coursework, the student will produce a formal document identified as the program of study, which usually consists of four parts:

- The first specifies the student’s professional goals and intentions for the dissertation, usually in one or two pages.
- The second part provides information about past courses the student will include in his or her doctoral study; this section identifies the courses taken, semesters in which the courses were taken, grades earned, and the instructors of the courses.
- The third part consists of classes to be taken in the rest of the student’s coursework and when the courses would be completed. This section is, perforce, a matter of some negotiation and evolution as the academic calendar and course offerings change.
- The final part of the program of study identifies how the student specifically will meet the research methods requirements of the iSchool doctoral program and how meeting those requirements prepares the student to move forward to the qualifying procedure, dissertation proposal, and dissertation.

Comprehensive Qualifying Procedure

The doctoral comprehensive qualifying procedure at the iSchool comprises written and oral parts and comes after the student completes coursework, whether during that last semester of coursework or the subsequent semester. After consultation with the student's advisor and other members of the student's committee, each student can proceed to the qualifying procedure if the committee is satisfied that the student has met all requirements identified by the committee based on the student's program of study and annual evaluations.

Depending upon their own wishes and those of their committees, students write a qualifying research paper then proceed to the qualifying written and oral examinations. In parallel, they are expected to submit at least two samples of their research to peer-reviewed journals or conferences.

There are no formal course credits required for this phase of doctoral program, but students ordinarily enroll in individual study or research and readings courses with their committee chairs to prepare for the exam and qualifying research paper.

Qualifying research paper

The research paper consists of a review of the literature related to a research question of importance to the field of information studies. This research question should be identified through discussion with one's committee. Ordinarily 7500-10,000 words in length, this literature review is intended to survey a broad area of information studies closely related to the area in which the student plans to do his or her dissertation research. It is much more than a bibliography or even an annotated bibliography. It is intended to demonstrate that the student has wide familiarity with the literature in this area of information studies, an understanding of the broad themes and issues presented in this literature, and command of the strengths and weaknesses of the major works in this canon and how these works fit together. The literature review is a work of analysis and synthesis, not merely a listing and description of published works. The literature review should be authoritative and accessible, so that a reader unfamiliar with this field of study could gain a good overview of recent trends and significant developments from reading this review alone. The literature review is intended to demonstrate a breadth of knowledge, unlike a research paper, which is typically focused narrowly on a specific research question. Good models can be found in the *Annual Review of Information Science and Technology* or the *Annual Review of Psychology*. The student should work closely with the primary advisor in identifying a research question and conducting the necessary review.

This document may serve as a means for the student to develop the dissertation proposal and must be formally accepted by the committee before the student can advance to the qualifying exam and on to candidacy and writing the dissertation proposal. This paper does NOT entail any proposal of a particular course of research by the student. Instead, the content focuses on subject content areas and associated research theories from which the student may design a possible research question. The paper is evaluated by the student's

committee, and can be discussed further during the qualifying oral exam. With minor adjustments, such a paper is likely to provide a publication opportunity in that it provides an original, substantive analysis of the research and theory in a critical research arena.

The student's committee will give the student feedback on the paper, and judge it to be satisfactory or not, before administering the written qualifying exam.

Qualifying written and oral examination

The written part of the qualifying written exam features four questions, one written by each of the student's three iSchool committee members and one by the student's external committee member. The questions may come from any area of Information Studies, though the student's committee will take the student's area of interest and qualifying paper topic into account when writing the questions. The student is ordinarily given the four questions on a Monday morning by 9:00 AM and must submit his or her answers to the committee by 5:00 PM that Friday. The student may work anywhere he or she wishes to answer the questions. Each response is ordinarily 2500 – 3000 words long, fully documented, that is, student answers to each question are appropriately theoretical and fully reference relevant literature. While some questions might foreshadow the student's subsequent research question for his or dissertation, they primarily focus on the student's response to the major researchers and writers in the selected topic areas.

All members of the committee typically read and evaluate all responses (with the author of each question taking the lead for that question in the subsequent oral examination). The committee must agree that all four responses are of sufficient quality for the student to proceed to the qualifying oral examination. The student will be informed by the committee chair of the outcome of the committee's evaluation of the exam. A formal presentation on these question elaborations is common but not required. Students are advised to discuss the nature of the orals with their chairs after completing the written examination.

The oral examination of the qualifying procedure is usually held within two weeks of the qualifying written examination. Its major goals are to give students the opportunity to engage in structured dialog with their committee members on the topics covered, expand upon their written responses as requested by the committee members, and have the guidance of their committee members in considering the questions.

Students may invite one other person to be in the qualifying oral exam, but that person serves as an observer and note taker and cannot otherwise participate. Otherwise, the oral examination is private.

The full committee must be satisfied that the student has passed the qualifying examination and is ready to proceed to the dissertation proposal. If a student does not pass any element of the qualifying procedure, the student may attempt the procedure one more time. A second failure will result in termination from the doctoral program.

Publications

Doctoral students must **submit** at least two publications/presentations/posters to peer-reviewed journals/conferences (with the approval of their committees) before candidacy.

Entrance into Candidacy

With an approved program of study, completion of the qualifying procedure, and the identification of a dissertation committee, the student may be recommended for candidacy by the GSC (as represented by the student's committee). (It is expected that the student will be admitted to candidacy by the end of the semester following completion of the qualifying procedure.) To enter candidacy, the student should have identified the dissertation committee (N=5, with one committee member from outside of the iSchool). Once approved for candidacy by the Graduate School, the student may take dissertation courses. A student must take at least one semester of dissertation readings course (INF X99R, the "X" signifying that it can be taken for any number of hours) and at least one semester of dissertation writing course (INF X99W). This latter course is repeatable for up to a total of three years beyond admission to candidacy. Extensions of pursuit of the degree beyond these three years requires recommendation by the GSC to the Graduate School Dean, and the Dean's approval.

Presentation of a Dissertation Proposal

While a dissertation proposal may be completed before the student is admitted to candidacy, per the Graduate School requirements only "a brief statement of the proposed dissertation" must be submitted.

Students must publicly present and defend a proposal for a dissertation. This proposal identifies the topic of interest, describes its importance generally and to the field, and presents a specific plan for investigation of the topic. Thus the written proposal will consist of a literature review, a research question, a proposed method to address this question, and (ideally) a pilot study outlining the type of data yielded by this method. A full, print copy of the proposal must be made available to the School as a whole at least two weeks before the proposal presentation. This copy is usually kept in the main iSchool office.

The student's committee meets privately after the presentation to determine if the student has passed and then publicly announces its decision. All members of the iSchool GSC may participate in this discussion, although the committee and its chair determine the outcome. If all members of the student's committee agree that the student passes, he or she can proceed to the research phase of the dissertation.

Defense of the Completed Dissertation

As with the dissertation proposal, a hard copy of the completed dissertation must be made available to the School as a whole at least two weeks before the dissertation defense.

When the defense is completed, the committee, along with other members of the iSchool GSC who want to participate, meet in private to discuss their evaluation of the dissertation and the defense. The committee announces its decision publicly. If all members of the student's committee agree that the student passes, whether with or without revision, then the student prepares the completed dissertation for review by the Graduate School.

Students should consult the *Graduate School Catalog* (<http://registrar.utexas.edu/catalogs/grad07-09/>) for specification of the University's requirements for how these documents must be prepared.

Fulfilling Degree Requirements: Liaison and Coordination with the Graduate School and Other UT Offices

The challenges in fulfilling degree requirements are myriad, including such issues as personal motivation, developing a passion for research and a clear research trajectory, being well organized, avoiding or managing health, financial or relationship problems, and maintaining positive momentum and speed throughout the program. Various graduate deans, dissertation advisors and former doctoral students address such issues; see <https://webspaces.utexas.edu/cherwitz/www/ie/dislist.html>, which is available through the School of Information Doctoral of Philosophy program site (under "Dissertation Proposal and Defense"): <http://www.ischool.utexas.edu/programs/phd.php>.

Nevertheless, this Section addresses some of the key points about coordinating with the UT Graduate School and other UT units, including the School of Information, to fulfill degree requirements. For the most part, the Graduate School's requirements and those of other UT "parent" units provide a framework for (and take precedence over) School of Information degree requirements. Accordingly, this Section also addresses working, as appropriate, with several UT units, including the Graduate & International Admissions Center (GIAC), Registrar, International Office, Dean of Students, and Institutional Review Board (IRB) of the Office of Research Support and Compliance.

General degree requirements for the Doctor of Philosophy are summarized in the *Graduate Catalog*: <http://registrar.utexas.edu/catalogs/grad07-09/ch03/ch03b.grad.html#>. Requirements stated in the *Graduate Catalog* supersede information issued by the School of Information and other schools and departments. School of Information degree requirements elaborate on *Graduate Catalog* requirements and (as stated earlier) are summarized at: <http://www.ischool.utexas.edu/programs/phd.php>. In developing your degree plan, it is useful to articulate these two sets of requirements to provide your own general framework. Few of us would attempt to construct a house or building without a blueprint, but many of us attempt to pursue degrees (including dissertations) without a written strategic plan. Such complex enterprises require strategic planning. It is generally advisable to develop your own written plan and schedule, to continually consult UT web sites and other publications, download forms and submit them in a timely fashion, maintain appropriate working

relationships, revise your strategy and plan from time-to-time, and consider yourself to be a team player in the UT-Austin graduate research and education environment.

There exist many styles, preferences and *modus operandi* among those involved in the pursuit of graduate research and education. Some advisors and students, for example, would recommend dividing your degree pursuit into three interdependent, critical paths or flowcharts:

- A first path for development and pursuit of a substantive and significant research problem;
- A second path for the parallel selection and development of suitable research methods;
- A third path for executing and coordinating the entire effort (committee selection, jumping bureaucratic hurdles, meeting deadlines, etc.).

Obviously, there are many other ways to envision the accomplishment of degree requirements, and one might well develop more ingenious planning and strategic alternatives.

This Section is concerned primarily with the third of the above tracks, specifically with managing degree pursuit in the broader UT environment. The following subsections briefly discuss how to coordinate your efforts with the Graduate School and other UT units. No attempt is made here to duplicate the information provided by the Graduate School and these other units. Instead, the following paragraphs point out a few critical tasks and refer you to basic sources of information.

Graduate & International Admissions Center (GIAC) and International Office

GIAC provides graduate application and reapplication information for US citizens and residents and for international applicants. It also provides information about living in Austin and a general orientation to UT graduate education, including interdisciplinary programs. See <http://www.utexas.edu/student/admissions/grad/>.

Note that the International Office provides an array of services for international students, including English as a Second Language (ESL) programs and services for all graduate students who might wish to pursue part of their education abroad or participate in multi-cultural research. See <http://www.utexas.edu/international/>.

Graduate School

The Graduate School provides voluminous information for graduate students, and it pays to consult this site for answers to basic program questions and updated information and forms. The PhD degree is described as a research degree rather than a professional degree. You should comply with Graduate School and School of Information guidelines for fulfilling course and research methods requirements, forming supervisory and dissertation committees, developing a program of work, taking qualifying exams, applying for admission

to candidacy, participating in reviews of progress, and proposing, writing, defending, submitting, and publishing a dissertation. Note that the Graduate School site provides links to online forms and deadlines, funding, employment, student services, and professional development. Notice also a booklet on GradLife.

The Graduate School site index can serve as a good reference resource to answer various degree requirement questions and to provide problem-solving guidance. Site index topics include, for example, awards, authorization to teach graduate courses, conditions for employment, copyright tutorial, deadlines, candidacy and graduation forms, Graduate School Personnel and their duties, leaves of absence, portfolio programs, etc. You should be thoroughly familiar with all Graduate School publications and their site throughout your program. See <http://www.utexas.edu/ogs/>.

In the past, some School of Information doctoral students have had problems with the timely submission of forms, particularly applications to candidacy and for scheduling the final oral exam (dissertation defense). Note that the site provides guidance on formatting, submitting and publishing your dissertation. Please also note that last-minute filing of dissertations involve fighting crowds of competing dissertation students trying to get their dissertations through the form and style checking process. It is highly advisable to file early for admission to candidacy and to submit your dissertation early to avoid last minute surprises (and possibly irritable personnel). Do early, submit early and defend early in the semester, if possible.

Office of the Registrar

The Registrar provides essential information for program planning and fulfilling degree requirements, including the issuance of catalogs, course schedules and calendars, information on registration, transcripts, grading and graduation. Their “Questions and answers” feature can be useful for finding information about privacy of your information, getting a UTEID, updating your information, financial and advising bar removal, etc. See <http://registrar.utexas.edu/>.

Office of Research Support and Compliance

This Office (also referred to as the “Institutional Review office” or sometimes as the “Human Subjects” office) is important for planning, scheduling and conducting research to guard the rights, welfare, privacy and confidentiality of those involved in your research, either directly or indirectly. Whether or not you think that your research project is exempt from Institutional Review Board (IRB) review (or less formal review), you should consult the resources of this Office to answer your questions, and file necessary forms for approval of your project as necessary. Also work with your School of Information faculty advisor and Department Review Chair (DRC) to clear your study if the study is not clearly exempted from review. All School of Information doctoral students should read the Office’s feature on “Human Subjects” and consult their “User Guide.” Training in human subjects and research compliance is also provided, as are forms and templates.

See <http://www.utexas.edu/research/rsc/>.

Additional Resources

Graduate and International Admissions Center: <http://www.utexas.edu/student/admissions/>
Pat Ellison, Associate Director of Admissions and Assistant Dean of
Graduate Studies, GIA, N5580, 475-7398, fax 475-7395, e-mail pat.ellison@mail.utexas.edu

Graduate Studies, Office of: G0400, fax 471-7620: <http://www.utexas.edu/ogs/>

Bursar (Cashier's Office), Office of Accounting: Allen Moreno,
Manager, MAI 8, K5303, 475-7777, fax 232-5050
<http://www.utexas.edu/business/accounting/services/>

Instructional Innovation and Assessment, Division of: <http://www.utexas.edu/academic/diia/>

Rick Cherwitz's site:

<https://webpace.utexas.edu/cherwitz/www/ie/disslist.html>><https://webpace.utexas.edu/cherwitz/www/ie/disslist.html>

UT Dissertation Advice <http://www.utexas.edu/ogs/etd/questions.html>

How to write a literature review http://www.unc.edu/depts/wcweb/handouts/literature_review.html

How to write a dissertation <http://www.cs.purdue.edu/homes/dec/essay.dissertation.html>

Dissertation Advice: <http://www.unc.edu/depts/wcweb/handouts/dissertation.html>

Alternative Printing / Publishing Avenues for your Dissertation: <http://www.lulu.com/>

A very good book: Getting What You Came For @ <http://www.amazon.com/Getting-What-You-Came-Students/dp/0374524777>

References

Walker, G. E., Golde, C. M., Jones, L., Bueschel, A. C., & Hutchings, P. (2008). *The formation of scholars*. San Francisco: Jossey-Bass.

Appendix I: Application Process

The target audience for this Handbook is the already-admitted doctoral student in the School of Information. For completeness, the Application Process is discussed here.

In order to apply to the PhD program a student must complete two different application forms: one to the University of Texas at Austin, Graduate and International Admissions Center (GIAC) for admission to the Graduate School of the University, and one to the School of Information itself. The School of Information is a division of the Graduate School.

Note: When submitting your official documents to GIAC, please allow sufficient time for GIAC to process your documents and forward them to the School of Information, who must receive them prior to the deadline date.

All application credentials must be received by the following deadlines:

	U.S. Citizens	Foreign Applicants
Fall Semester (no Spring admissions)		
Priority Deadline	December 15	December 15
Departmental Deadline	December 15	December 15

Admission to the Graduate School of the University

Admission to the University of Texas at Austin is under the direction of the registrar and director of Admissions. For more information about applying to the Graduate School refer to the [Graduate Catalog \(http://www.utexas.edu/student/registrar/catalogs/\)](http://www.utexas.edu/student/registrar/catalogs/). The catalog is the document of authority for all students.

Applicants must submit the following materials to GIAC by the appropriate deadline:

- An Application for Admission to Graduate Study at the University of Texas at Austin. Applicants may request a Graduate Admissions Bulletin by phone (512-475-7390), or apply electronically using the GIAC online application <http://www.utexas.edu/student/giac/>.
- An official copy (i.e., a copy bearing an official seal from the registrar) of transcripts of the work completed at every senior college attended. The applicant must request those transcripts from the registrar of each institution.
- A copy of the report on the applicant's Graduate Record Examinations (GRE) General Test from the Educational Testing Service (ETS), sent directly to the Office of Admissions. International students whose native language is not English, must submit to the GIAC a report of their score on the Test of English as a Foreign Language (TOEFL) from ETS. *Note: If the score on either the GRE or TOEFL is no longer available from ETS, the applicant will be required to take the appropriate test again.*
- The GIAC application fee. See the Graduate Admission Bulletin for more information about fees.

Send the completed materials to the following address:

The Office of Admissions
The University of Texas
P.O. Box 7608
Austin, TX 78713-7608

After all the above credentials have been collected by the Office of Admissions, the application papers will be forwarded to the Graduate School of the University and then to the School of Information for consideration.

Admission to School of Information

Admission to the program for the degree of Doctor of Philosophy in the School of Information is subject further to the recommendation of the School of Information Doctoral Studies Committee and to the approval of the dean of Graduate Studies.

Incoming students are expected to have a solid educational background that prepares them for their doctoral study. The elements of that background may vary depending on the area of research to be pursued and its associated methodology. Applicants who are admitted without this background may be asked to take additional coursework as part of their doctoral studies in order to develop such a foundation.

For regular admission to doctoral study, an applicant must have a grade-point average (GPA) of 3.0 or higher on a 4.0 scale in all upper-division (junior- and senior- level) and graduate-level course work attempted and should have a high score on the Verbal and Quantitative Aptitude portions of the Graduate Record Examinations (GRE) General Test. Applicants must meet regular admission requirements before they are eligible for admission under special conditions.

Applicants must submit the following materials:

- An Application for Admission to Doctoral Study
- A Request for Reference form for each of the references whom you list on page 6 of the application. The Request for Reference form is available from the GIAC web site <http://www.utexas.edu/student/giac/>. The applicant should ask references to send the completed form and attached letter of recommendation directly to the School of Information, not to the applicant or to GIAC.

The applicant should submit the completed forms directly to:

Coordinator, Doctoral Studies Program
School of Information
The University of Texas at Austin
Sanchez Building (SZB) 564
1 University Station D7000
Austin, TX 78712-0390

The applicant will be notified of a decision shortly after the Doctoral Studies Committee has reviewed all application materials, likely in March.

See also: <http://www.ischool.utexas.edu/programs/phd.php> for a description of the PhD program.

There are three stages of review of doctoral applications at the iSchool:

1. The faculty members on the Doctoral Studies Committee review all completed doctoral folders that have met the submission deadline. By consensus, this committee identifies those applications that merit further review by the iSchool Graduate Studies Committee (GSC) as a whole.
2. All members of the GSC review those applications recommended by the Doctoral Studies Committee for further review. Each faculty member indicates if an applicant should be admitted, if the faculty member wants to serve as advisor or other committee member for the applicant, or if the applicant should NOT be admitted. In order to advance to the third and final level of review, an applicant must attract at least one faculty member willing to serve as advisor and at least two other faculty members willing to serve as initial committee members.
3. The faculty members on the Doctoral Studies Committee will review all applications that have advanced to this final stage of review and make recommendations to the Graduate School for admission to the iSchool PhD program.

APPENDIX II

Sample Program of Work I

NAME

Educational Background

B.A. Upper Iowa University, Theater Arts, Minor in Sociology, 1977

M.A. University of Wisconsin at Madison, Library and Information Studies, 1988

Doctoral Program: Admitted S Fall 1997.

(See Appendix C at the end of this document for a summary of coursework at UT)

Description and Evolution of Research Interest

Prior to enrolling in the School of Information doctoral program, I served 12 years as the only librarian at Madison Junior College of Business (MJCB), a very small junior college in Madison, Wisconsin. While at MJCB I also was called upon to teach a variety of classes primarily in the General Studies department. General Studies consisted of the courses outside of business that were required for MJCB students to earn the Associates' Degree. Examples of general studies classes are Psychology, Sociology, American Government, English, and Speech. Additionally I taught Data Processing, Business Statistics and Business Math. During that time I also taught at the Madison Center of Upper Iowa University (UIU). While at MJCB I designed a lecture with accompanying materials for a unit on evaluating source materials for writing research papers in a Freshman English class. This led to an interest in critical thinking and decision-making.

During those years at MJCB and UIU I found that I preferred teaching motivated adult students to teaching undergraduates. So, when I came to UT to pursue my doctorate, it was primarily with the intention of being able to teach students at a higher academic level. That aspect of my focus remained unchanged.

My research interest, however, has changed dramatically, in part because of my time in GSLIS and in part because of my experience outside the school. When I began at GSLIS in the Fall of 1997, I intended to study the specific information needs and library use of adult students. As I proceeded through the doctoral seminars, I began to see a larger field of library and information science to be explored.

Meanwhile, in November of 1997, my partner and I with two other business partners began Westlake Interactive. Westlake Interactive is a company that brings the best of PC games to the Macintosh platform through a process of code conversion, also known as porting. Over the past several years, our company has brought 42 games to the Mac platform. Since the inception of Westlake Interactive I have come to know many game players and have become far more familiar with different styles of computer games. One of the recent trends in the computer game industry is the creation of 3D environments that are increasingly realistic and immersive. As Janet Murray points out in Hamlet on the Holodeck an increasing immersion brings with it a wish to be more active in the environment, and when activity

brings results, a sense of agency (1997, p. 126.) By Murray's definition, "Agency is the satisfying power to take meaningful action and see the results of our decision and choices." (ibid., 126.) In order to advance through many of the current computer games, a player is required to use his or her power or agency to bear in solving a puzzle or a series of puzzles. These puzzles consist of such things as solving riddles, determining the right combination of movements, or collecting the appropriate materials.

Early research into computer games and education suggests that as we live in an increasingly technological environment, children have developed a particular cognitive and attitudinal organization that allow them to interpret the world with which the current pedagogical principals may be out of step. (Smith and Curtin, Page to Screen, 1998, p. 212). Smith and Curtin also contend that through game playing we also see the development of mental skills. (ibid. p. 224). While Smith and Curtin looked specifically at children, I believe their ideas may be applicable to young adults as well. I am particularly interested in studying the development of problem-solving skills of young adults in computer game environments.

Goals

My specific research interest is in studying how college age young adults solve problems in a 3D computer game environment and whether or not any transference to other problem-solving environments occurs. I believe this area of research could inform educators and game-makers alike.

In order to accomplish this research, my studies must focus on several areas: 1) Learning, critical thinking and problem solving; 2) New media and technical issues; 3) User studies; and 4) Popular culture.

It is important for me to understand learning, critical thinking and problem solving to complete this work, since the research focus will be on precisely how one learns to solve a variety of problems represented in a computer gaming environment and whether that learning transfers to other environments. Because I am particularly interested in whether learning transfers from one environment to another for young adults, my coursework in this area to date has been focused on education, including specifically adult education. (For a more coherent picture of coursework already accomplished or proposed, see Appendix A)

Number	Title	Where Taken	When Taken	Grade
EDC 385 G	Adult Learning and Development	UT	Spring 1999	n/a
GRS S390T	Advanced College Teaching Methods	UT	Summer 1998	n/a
EDP 380 G	Psychology of Human Learning	UT	Fall 1997	n/a
C A V E 641	The Adult Learner	UW	Summer 1995	n/a
EDU 350	Intro to High School Methods*	UIU	Fall 1976	n/a
EDU 204	Psychology of Learning*	UIU	Spring 1977	n/a

*--These classes are undergraduate courses.

In addition to my coursework in learning, critical thinking and problem solving, I have 10 years of experience as a classroom teacher at the undergraduate level (1987-1997) at Madison Junior College of Business and

Upper Iowa University. I taught such diverse courses as Sociology, Psychology, Business Mathematics, Data Processing, American Government, Speech, Statistics, Introduction to the Theater, and Oral Communications, as well as units in the English curriculum on library resources and evaluation of appropriate materials for writing papers. During this period I became particularly interested in critical thinking and produced as the final project in the CAVE 641 course (mentioned above) a proposed unit for teaching critical thinking skills to adults. Also, because of the variety of classes I taught, I often saw the same students repeatedly, and sometimes wondered about the ability to carry information or learning from one context to another.

Some recent writers (Aarseth, 1997, Beavis 1998, Murray 2000) are approaching computer games as both a technological phenomenon and a new form of narrative media. Consequently, I propose that I should have some grounding in computer games as both media and technology. Included within this sphere is a high level of comfort with computer use and applications. I have taken the following coursework in this area.

Number	Title	Where Taken	When Taken	Grade
LIS W385T6	Readers/Authors/Libs: New Media	UT	Summer 2001	?
LIS 385T17	Cognitive Studies	UT	Spring 2001	?
LIS 381	Individual Studies #	UT	Fall 1998	?
LIS 555	Intro to Library Automation	UW	Spring 1988	?

#--The project in the individual study involved developing a web-based pathfinder for digital libraries information.

In addition to coursework in this area, I have grown from a complete computer novice in 1988, to teaching simple applications such as word processing, spread sheets and databases by 1995, to being completely at home with a variety of computer processes. Most of the work I do for Westlake Interactive is computer-based. My responsibilities include correspondence, collections, accounting, managing our software testers, scheduling, inter-company communication, liaison with our various publishers and keeping updated on the latest news in Macintosh gaming. In addition, through testing games, managing the testing team, and spending a great deal of time in various forums and chat rooms talking with end-users, I have become very familiar with the world of computer games and gamers, which I believe will be an advantage in this research.

Not only have I become very familiar with the varieties of computer games, and a more or less proficient player of some of them, but also as part of my job I spend a part of each day in game-specific news groups and chat rooms listening to and talking with the game players. Because of this activity I am familiar with the jargon and culture of the gaming world.

Because I will be studying users of computer games, it seems appropriate that I should have familiarity with the area of User Studies. I have taken some coursework in the area, and I propose to take Human Factors in IT Design in order to learn specifically about users in a technological area.

Number	Title	Where Taken	When Taken	Grade
LIS 391	Uses and Users of Information	UT	Spring 1999	?
LIS 851	Planning User Services	UW	Summer 1987	?
LIS 385T6	Human Factors in IT Design	UT	Fall 2002	?

Finally, although I have examined games as a new narrative media in some previous coursework, I also think it is important to view games in light of other popular culture and media. I have taken one course in popular culture that examined the various genres of adult reading material, for example mystery, western etc. Games, interestingly, come in similar genres.

Number	Title	Where Taken	When Taken	Grade
LIS 841	Reading Interests of Adults	UW	Summer 1988	?
RTF 386 C	Youth Culture and Media	UT	Proposed Summer 2002	?

Research Tools

To perform the sort of research that I would like to, I plan to use a combination of Quantitative and Qualitative Methods. The following chart outlines the coursework I have taken, or propose to take in both quantitative and qualitative methodologies. (Research tool courses are also listed in Appendix B)

Number	Title	Where Taken	When Taken	Grade
LIS 397	Intro to Research in LIS	UT	Fall 1997	?
MATH 220	Elementary Statistics*	UIU	Spring 1976	?

EDA 387Q	Introduction to Systems of Human Inquiry	UT	Fall 2001	?
ANT 391	Research Methods III: Qualitative Research Methods	UT	Proposed Spring 2002	?

Introduction to Systems of Human Inquiry can be characterized as a course in the philosophical lenses of a variety of qualitative schools of research. In addition, ANT 391 Research Methods III: Qualitative Research Methods is a course designed to teach the actual use of qualitative methods in practice and includes a qualitative project as part of the course.

In addition to coursework in statistics, I also taught the course in Business Statistics at Madison Junior College of Business that included topics of statistic and probability similar to the Elementary Statistics course I took as an undergraduate.

Because of the nature of my planned research topic, I believe it is vital to have an understanding of the fundamentals of 3 dimensional computer modeling and computer interface design. I do not believe it is necessary for me to understand precisely how to program or design game levels, interfaces or other 3D environments, but rather to understand how they are used by humans and to what effect. It is my opinion that without this knowledge it would be virtually impossible to examine problem solving in 3D computer environments. This is a research tool in that it will allow me to look more critically at the environments needed for my own research. I therefore propose the following coursework in this area.

Number	Title	Where Taken	When Taken	Grade
FA 381	Virtual reality/ Cyberspace/Arts	UT	Proposed Fall 2002	?
EDC 385	Introduction to Interactive Media	UT	Proposed Fall 2002	?
LIS 381	Individual Studies*	UT	Proposed Spring 2003	?

The purpose of the Individual Studies course here would be to read widely in the areas of 3D computer environments and interfaces to produce a potential publishable literature review linking these concepts to research in computer gaming.

Resources cited

Aarseth, E.J., (1997). Cybertext: Perspectives on Ergodic Literature. Baltimore: Johns Hopkins.

Beavis, C. (1998). Computer games, culture and curriculum. In I. Snyder (ed.) Page to Screen: Taking literacy into the electronic era (pp. 234-255). New York: Routledge.

Murray, J.H. (1997). Hamlet on the holodeck: The future of narrative in cyberspace. Cambridge: MIT Press.

Smith, R. and Curtin P. (1998). Children, computer and life online: Education in a cyber-world. In Page to Screen: Taking literacy into the electronic era (pp. 211-233). New York: Routledge.

APPENDIX A

AREA 1: Learning, Critical Thinking and Problem-Solving

Number	Title	Where Taken	When Taken	Grade
EDC 385 G	Adult Learning and Development	UT	Spring 1999	?
GRS S390T	Advanced College Teaching Methods	UT	Summer 1998	?
EDP 380 G	Psychology of Human Learning	UT	Fall 1997	?
C A V E 641	The Adult Learner	UW	Summer 1995	?
EDU 350	Intro to High School Methods*	UIU	Fall 1976	?
EDU 204	Psychology of Learning*	UIU	Spring 1977	?

*--These classes are undergraduate courses.

AREA 2: New Media and Technological Issues

Number	Title	Where Taken	When Taken	Grade
LIS W385T6	Readers/Authors/Libs: New Media	UT	Summer 2001	?
LIS 385T17	Cognitive Studies	UT	Spring 2001	?
LIS 381	Individual Studies #	UT	Fall 1998	?
LIS 555	Intro to Library Automation	UW	Spring 1988	?

#--The project in the individual study involved developing a web-based pathfinder for digital libraries information.

AREA 3: User Studies

Number	Title	Where Taken	When Taken	Grade
LIS 391	Uses and Users of Information	UT	Spring 1999	?
LIS 851	Planning User Services	UW	Summer 1987	?
LIS 385T.6	Human Factors in IT Design	UT	Proposed Fall 2002	?

Area 4: Popular culture

Number	Title	Where Taken	When Taken	Grade
LIS 841	Reading Interests of Adults	UW	Summer 1988	?
RTF 386 C	Youth Culture and Media	UT	Proposed Summer 2002	?

APPENDIX B

Research Tools 1 : Combination of Qualitative and Quantitative Methods

Number	Title	Where Taken	When Taken	Grade
LIS 397	Intro to Research in LIS	UT	Fall 1997	A
MATH 220	Elementary Statistics*	UIU	Spring 1976	B
EDA 387Q	Introduction to Systems of Human Inquiry	UT	Fall 2001	N/A
ANT 391	Research Methods III: Qualitative Research Methods	UT	Proposed Spring 2002	N/A

Research Tools 2: Three dimensional computer environments and interfaces

Number	Title	Where Taken	When Taken	Grade
FA 381	Virtual reality/ Cyberspace/Arts	UT	Proposed Fall 2002	N/A
EDC 385	Introduction to Interactive Media	UT	Proposed Fall 2002	N/A
LIS 381	Individual Studies*	UT	Proposed Fall 2002	N/A

Number	Title	When Taken	Grade	Credit Hours
EDP 380G3	Psychology of Human Learning	Fall 1997	n/a	3
LIS391D4	Disciplinary and Professional Development in LIS	Fall 1997	n/a	3
LIS 3971	Intro to Research in LIS	Fall 1997	n/a	3
LIS 391D2	Organizing and Providing Access to Information	Spring 1998	n/a	3
LIS 391D5	Research and Writing Seminar	Spring 1998	n/a	3
LIS F381	Individual Studies	Summer 1998	n/a	3
GRS S390T	Advanced College Teaching Methods	Summer 1998	n/a	3
LIS 381	Individual Studies	Fall 1998	n/a	3
LIS 391 D 3	Administration of Information Resources	Fall 1998	n/a	3
LIS 391D7	Directed Readings	Fall 1998	n/a	(3)
EDC 385G8	Adult Learning and Development	Spring 1999	n/a	3
LIS 391 D1	Use and Users of Information	Spring 1999	n/a	3
LIS 391D8	Directed Research	Spring 1999	n/a	(3)
LIS 385T17	Cognitive Studies	Spring 2001*	n/a	3
LISW385T6	Readers/ Authors/Libraries and the New Media	Summer 2001	n/a	3
EDA 387Q	Introduction to Systems of Human Inquiry	Fall 2001	n/a	(3)

SUMMARY

Already taken for grade—39 hours

Currently enrolled for—3 hours

Sample Program of Work II

Doc Student Name
School of Information – Ph.D. Program of Work
Date

PURPOSE:

This statement outlines my current and projected coursework at the University of Texas School of Information and details how I believe that coursework fits into my program of study as a doctoral student.

BACKGROUND:

I have a B.S. in psychology with a specialization in industrial psychology and a minor in communication arts. I also have a M.S. in information resource management (IRM). Professionally, I entered the Air Force as an information management officer and have spent the last 7 years as a communications and information systems officer before being selected to complete an Air Force-sponsored Ph.D. program at UT Austin. Immediately following graduation, I will return to the Air Force Institute of Technology (AFIT) where I will join the full-time faculty of the Information Resource and Systems Management department. Within 3-5 months of my new assignment, I will be responsible for introductory instruction supporting a master's degree program in information resource management. Among these courses will likely be a basic/introductory research methods class, along with one or two other courses each year. These additional courses may include teachings on the foundations of IRM drawn from the following general principles (as stated in the Air Force's program objectives for the IRM program):

- *Understand and apply the concepts, methods, and tools related to planning, directing, and controlling resources (people, material, information, equipment, and funds) in an information resource management context.*
- *Understand how to take advantage of information as a resource to improve organizational effectiveness.*
- *Know how information technology affects information as a resource and how it may modify existing organizational structure and working relationships.*
- *Learn to examine processes from beginning to end by employing innovative technologies and organizational resources.*
- *Learn to conduct strategic information planning to link the management of information, information technology, and systems to the organization's strategic business plan and help build control mechanisms to implement a strategic information plan.*

Although it is not necessary for me to have explicit domain expertise or schooling in any of these areas (established AFIT curricula and coursework is already on hand), some familiarity with one or more of the concepts identified above will help increase my value as a member of the IRM faculty. Consequently, I must strive to build an academic program that maintains diversity in topical and disciplinary perspectives and methodology while still allowing me to maintain my personal interests in information technology and its various applications and implementations in organizational settings.

CIRRICULUM DEVELOPMENT:

I am interested exploring how information and information technology can be leveraged to improve organizational behavior, communication and management and the various factors that affect the adoption and use of that technology. My coursework provides the foundation for deeper investigation into these issues and the development of my own theory and conduct of research in the information studies field.

Organizational Alignment of Information and Information Technology

The classes in this area comprise my primary academic interests and focus on how information and information systems can best be designed, managed or implemented to better integrate with organizational culture, goals and processes, including those sociological or psychological factors which affect the successful adoption or use of information technology in organizational settings.

Course Name	Professor	Grade
Information Architecture & Design	Turnbull	-
Knowledge Management Systems	Turnbull	Spring '04
Software Usability Engineering	Bias	Spring '04
Information View of Organizations	Travica	Summer '04
Information Systems Readings and Concepts	Jarvenpaa	Fall '04

Information Technology and Organizational Communications

These classes focus on various information technologies, systems or theories that inform, facilitate, or shape organizational communication. In addition, these courses center on various communicative issues and aspects associated with social interaction, socially shared cognition, and communities of practice.

Course Name	Professor	Grade
Individual Studies – Social Navigation Systems	Dillon	Summer '04
Communication in Groups and Teams	Ballard	Fall '04
New Communication Tech. in the Workplace	Scott	Fall '04
Representation in Communication	Lewis	Spring '05

Information Science Research Methodology

The following classes address theory building and a variety of research methods. These are the foundational classes upon which I will build my dissertation research perspective(s) and methodology.

Course Name	Professor	Grade
Doctoral Research & Theory 1	Harmon	-
Introduction to Research in LIS	Bias	-
Doctoral Research & Theory 2	Miksa	Spring '04
Field & Observational Methods	Williams	Spring '04
Experimental Design & Statistical Inference	Dancer	Summer '04
Integrating Quantitative & Qualitative Methods	Buckley	Spring '05
Research Methods in Information Systems	Chircu	Spring '05

Detailed Course Listing & Program Requirements

This following section lists the detailed course information as it applies to the Information School Ph.D. requirements.

School of Information Doctoral Seminars (6 credits total)				
INF 391D.8 24691	Introduction to Doctoral Research & Theory 1	Harmon	Fall 2003	-
INF 391D.9 24290	Introduction to Doctoral Research and Theory 2	Miksa	Spring 2004	-

Methods Courses (12 credits min incl. 3 credits Qualitative/3 credits Quantitative)				
SOC 388K 42395	Field and Observational Methods	Williams	Spring 2004	-
EDP F482K.1 74150	Experimental Design & Statistical Inference	Dancer	Summer 2004	-
SOC 388M	Integrating Quant. & Qual. Methods	Buckley	Spring 2005	-
MIS 381N.26	Research Methods in Info. Systems	Chircu	Spring 2005	-

School of Information Electives (12 credits min)				
INF 385E 24545	Information Architecture and Design	Turnbull	Fall 2003	-
INF 385P 24190	Software Usability Engineering	Bias	Spring 2004	-
INF 388T 24200	Knowledge Management Systems	Turnbull	Spring 2004	-
INF S387 81372	Information View of Organizations	Travica	Summer 2004	-
INF 397C 24745	Intro to Research in Lib & Info Studies	Bias	Fall 2003	-
INF S381 81350	Individual Studies – Social Navigation Systems	Dillon	Summer 2004	-

Elective Courses from Outside the School of Information (9 credits min)				
CMS 392P 06270	New Communication Technologies in the Workplace	Scott	Fall 2004	-
CMS 390	Representation in Communication	Lewis	Spring 2005	-
CMS 390P 06260	Communication in Groups and Teams	Ballard	Fall 2004	-
MIS 381N.2 03805	Info. Systems Readings & Concepts	Jarvenpaa	Fall 2004	-