March 29. 2007

MEMORANDUM

TO: Jennifer Preece  
Dean, College of Information Studies

FROM: Phyllis Peper  
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to modify the Ph.D in Library and Information Services (PCC Log No. 05051)

On March 16, 2007, the Senate Programs, Curricula and Courses committee unanimously approved your proposal to modify the Ph.D. in Library and Information Services (to be renamed as the Ph.D. in Information Studies in a separate action.)

The change is effective in Fall 2007. The College should ensure that this change is appropriately reflected in all university documentation.

CWR/

Enclosure

cc: Richard Ellis, Chair, Senate PCC  
Sarah Bauder, Student Financial Aid  
Mary Giles, University Senate  
Barbara Hope, Data Administration  
Anne Turkos, Archives  
Linda Yokoi, Office of the Registrar  
Gay Gullickson, Graduate School
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:
- Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED__

PCC LOG NO. 05051

COLLEGE/SCHOOL_College of Information Studies_

DEPARTMENT/PROGRAM_College of Information Studies_

PROPOSED ACTION (A separate form for each) ADD_____ DELETE_____ CHANGE_x____

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)

The attached proposal renames the Doctor of Philosophy in Library and Information Services College of Information Studies to Doctor of Philosophy in Information Studies. This program of study’s curriculum has been updated which reflects the change in name.

THIS PROPOSAL IS FOR THE CURRICULUM CHANGE ONLY. THE PROPOSAL TO RENAME HAS BEEN SEPARATED AS PCC LOG NO. 06043.

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)

It was necessary to update and streamline our existing Ph.D. program. The attached proposal justifies each of the proposed changes. No additional resources will be needed for the changes outlined in the proposal.

APPROVAL SIGNATURES

1. Department Committee Chair ____________________________ 4/4/06

2. Department Chair __________________________

3. College/School PCC Chair ____________________________ 4/4/06

4. Dean ____________________________ 4/4/06

5. Dean of the Graduate School (if required) ____________________________ 3/22/07

6. Chair, Senate PCC ____________________________

7. Chair of Senate ____________________________

8. Vice President for Academic Affairs & Provost ____________________________ 3/30/07

VPAAP 8-05
Curriculum Change Proposal:

Doctor of Philosophy in Information Studies
College of Information Studies

Formerly:
Doctor of Philosophy in Library and Information Services
College of Information Studies

A great deal has changed since 1969 when the CLIS Ph.D. program was first approved. How people access, use, and communicate information has become critical to professional success, life-long learning, and personal enrichment. Information retrieval now is heavily dependent on computer systems, the Internet, and mobile devices. Since 1969, even the college’s name has changed from the College of Library and Information Services to the College of Information Studies. In 2003, the college added a Master of Information Management (MIM) degree program, significantly widening the reach of the college’s academic programs. These changes parallel, and in some cases anticipate, the evolution of our field as a whole. Therefore, it is our intention to reflect these wide-reaching changes with a revised Ph.D. program that serves faculty and students with more wide-ranging interests.

In 2004-2005, the CLIS Doctoral Committee led a thorough review of the Ph.D. program; faculty and current Ph.D. students participated in the review. From this work, the following learning outcomes were proposed for a revised Ph.D. program:

Upon successful completion of the doctoral program, the student will have:

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

What follows in this proposal describes specific changes we propose making to the degree program to reach those learning outcomes.
Identification of Changes:

<table>
<thead>
<tr>
<th>Current Program:</th>
<th>Proposed Changes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Name of Program-</td>
<td>Proposed Name-</td>
</tr>
<tr>
<td>“Ph.D. in Library and Information Services”</td>
<td>“Ph.D. in Information Studies”</td>
</tr>
<tr>
<td>2 Admissions Requirement-</td>
<td>Proposed Admissions Requirement-</td>
</tr>
<tr>
<td>Giving “preference” to “students who have demonstrated abilities in logic, general mathematics, or statistics, or in the social sciences” (This is referenced from the 1968 proposal.)</td>
<td>The College of Information Studies will admit into the Ph.D. program students with a broad range of Bachelor and/or Master’s degrees from accredited institutions. However, if a student does not have a related Masters degree in Information Studies, he/she must complete a Masters degree currently offered in CLIS during their doctoral program.</td>
</tr>
<tr>
<td>3 Applicant Testing-</td>
<td>Proposed Applicant Testing-</td>
</tr>
<tr>
<td>Applicants take the Graduate Record Examination in the areas of “the verbal and qualitative tests.”</td>
<td>Applicants will take the “General Test” of the Graduate Record Examination.</td>
</tr>
<tr>
<td>4 Residency Requirement-</td>
<td>Proposed Residency-</td>
</tr>
<tr>
<td>One-year residency is required.</td>
<td>None required.</td>
</tr>
<tr>
<td>5 Coursework in Information Studies-</td>
<td>Proposed Coursework in Information Studies</td>
</tr>
<tr>
<td>Students are advised to take 6 credits of LBSC 878, which covers the topics of “Communications Transfer” and “Information Storage and Retrieval”</td>
<td>(no change in credit hours)-</td>
</tr>
<tr>
<td>Students will be required to take two doctoral seminars (3 credits each) within the first two years of enrollment in the program. These two seminar courses will cover the main areas of the field -- information, people, environments, and systems. These doctoral gateway seminars will provide an integrative exploration of the field emphasizing connections among ideas and research across elements of the field.</td>
<td></td>
</tr>
<tr>
<td>6 Coursework in Research Methods and Design-</td>
<td>Proposed Coursework in Research Methods and Design (7 additional credit hours than previous program)-</td>
</tr>
<tr>
<td>Two research methods courses (6 credit hours) are required to be taken anywhere in the university.</td>
<td>Five courses will be required in research methods and design:</td>
</tr>
<tr>
<td></td>
<td>• Two will be developed and offered by CLIS:</td>
</tr>
<tr>
<td></td>
<td>o “Introduction to Research” (1 credit hour),</td>
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<tr>
<td></td>
<td>o “Research Experience” (3 credit hours).</td>
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<tr>
<td></td>
<td>• Three additional courses will be required from any of the campus offerings:</td>
</tr>
<tr>
<td></td>
<td>o Basic statistics course (3 credit hours) student can choose from 400 or 600 level courses</td>
</tr>
<tr>
<td></td>
<td>o Quantitative research course at the graduate level (3 credit hours)</td>
</tr>
</tbody>
</table>
| | o Qualitative research course at the
<table>
<thead>
<tr>
<th>Section</th>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Coursework in Specialized Area(s)-&lt;br&gt;Students are encouraged to take courses that support their areas of research interests</td>
<td>Proposed Coursework in Specialized Area(s)&lt;br&gt;(not necessarily a change in credit hours)-&lt;br&gt;A minimum of three courses required either in one area of specialization or in multiple areas that support the student’s research interests and focus, to be taken from any campus offerings or within CLIS.</td>
</tr>
<tr>
<td>8</td>
<td>A Minor in Computer Science-&lt;br&gt;A minor in Computer Science is offered</td>
<td>No Minor in Computer Science (no change in credit hours)</td>
</tr>
<tr>
<td>9</td>
<td>Qualifying Exam-&lt;br&gt;It is taken at the end of the student’s first year. This generally consists of reviewing a paper a student has completed and course instructor evaluations.</td>
<td>Proposed Change to First Year Review (no change in credit hours)-&lt;br&gt;The student will have a First Year Review after the first full academic year in which a student takes a doctoral seminar. This review will be of portfolio materials selected by the student.</td>
</tr>
<tr>
<td>10</td>
<td>Comprehensive Exam-&lt;br&gt;There are comprehensive exams in 5 areas, of which two -- (1) Information Storage and Retrieval and (2) Communication and Information Transfer -- are required of all students. Three elective areas are defined by the student and adviser. After this is successfully completed and passed, the student will advance to candidacy.</td>
<td>Proposed Change to Integrative Paper (no change in credit hours)-&lt;br&gt;An Integrative Paper that synthesizes and applies knowledge from 3 broad areas: (1) a “core” area, with focal topics chosen from the gateway doctoral seminars; (2) a “research methods” area, with focal topics chosen from quantitative and/or qualitative research methods; and (3) a “specialization” area, with focal topics chosen from the courses taken. After the paper is successfully completed and approved, the student will advance to candidacy.</td>
</tr>
<tr>
<td>11</td>
<td>Final Examination-&lt;br&gt;A “Final Examination” is taken which is the Dissertation Defense</td>
<td>Proposed Change to Dissertation Defense (no change in credit hours)-&lt;br&gt;Rename the “Final Examination” to Dissertation Defense</td>
</tr>
<tr>
<td>12</td>
<td>Current Teaching Experience-&lt;br&gt;None</td>
<td>Proposed Option: Teaching Experience (no change in credit hours)-&lt;br&gt;CLIS will provide assistance to students seeking teaching experience (optional).</td>
</tr>
</tbody>
</table>
Rationales for Change:

1. Name of the Program
Changing the name of the program to “Ph.D. in Information Studies” would reflect the evolution of our field, the present focus of our program, and the degree name at peer institutions that have a similar focus. Two examples of current programs with highly regarded Ph.D. programs can be found at The University of Michigan’s School of Information [http://www.si.umich.edu/phd/default.htm](http://www.si.umich.edu/phd/default.htm) and The University of Washington’s Information School [http://www.ischool.washington.edu/phd/](http://www.ischool.washington.edu/phd/).

2. Admissions to the Program
The interdisciplinary nature of our field demands that we attract a diverse student body with a broad array of expertise and abilities in areas that are central to Information Studies. To achieve this goal, we must attract and admit students from diverse backgrounds, a balance of students in different specialty areas in Information Studies that extend far beyond the areas emphasized previously, and we must increase the total number of students admitted to the program.

3. Applicant Testing
The naming conventions for the Graduate Record Examination have changed. The “General Test” reflects the current tests needed for applicant evaluation to the program.

4. Residency Requirement
In order to support the professionals located in the Maryland/DC area working in a wide range of information-centered institutions, we believe the residency requirement is not necessary. This change supports our recruiting goals by making it possible for a substantial number of highly qualified applicants with current employment in the region to consider beginning a graduate program.

5. Coursework in Information Studies
Doctoral students must be introduced to the breadth of research and scholarship in information studies. Therefore, students will be required to take the doctoral seminars.

6. Coursework in Research Methods and Design
CLIS has become more research-oriented with many large and growing research activities, at the same time the field of Information Studies has become more interdisciplinary, incorporating research methods from a variety of disciplines. Mixed-methods studies have become common in our field, so the previous undifferentiated requirement for research methods courses are now specified as one quantitative research methods course and one qualitative research methods course. A basic statistics course was previously expected of students prior to their admission to the program, but some students in the diverse applicant pool that we seek to attract may lack that experience in their undergraduate education. We have therefore added statistics as an explicit requirement in the new program. If a student already has a "basic" statistics course at the 400 level from his/her undergraduate work, then that requirement can be waived. It should be noted that most of the graduate level research methods courses offered on campus have explicit prerequisites in the form of prior
coursework and/or have an expectation of some level of math achievement based on the discipline. Therefore, CLIS will require that all such prerequisites be met or waived.

In addition two new courses have been added to introduce students to the broad landscape and give them research experience. A new introductory course to be taught at CLIS, *Introduction to Research* (1 credit hour), will ground students in the basics of research methods and design. This formal preparation will be augmented with *Individual Research Experience* (3 credit hours), an independent study course in which the student will develop and implement a research project with a CLIS faculty mentor and report the results in a paper and an oral presentation.

7. Coursework in Specialized Areas

Specialized courses serve several important purposes, including exposure of students to new perspectives, introduction of students to faculty with whom they may later conduct research, and acquisition of foundational knowledge. In recognition of these important purposes, students will be required to take electives that support them in their area(s) of research specialization.

8. No Minor in Computer Science

Today many CLIS doctoral students take specialized courses on topics such as Human-Computer Interaction and Natural Language Processing in the Computer Science Department, and a few students craft more extensive programs that include undergraduate computer science prerequisites. Similarly, some Computer Science doctoral students take specialized courses at CLIS in subjects such as Information Retrieval Systems and Online Communities. Given the diversity of our field, similar situations exist with many other departments as well. The opportunity envisioned in the original program’s concept of a “minor” is therefore now well established as an implicit element of our program, and little would be gained from formalizing one such relationship among many that are equally important to the success of our students.

9. Qualifying Exam/ First Year Review

This change is designed to make the first year review a collaborative experience between student and faculty. The student will be required to prepare a portfolio that represents a self-evaluation of progress made during the first year. This may include papers written for coursework or research, a presentation on a research topic, and/or reviews by previous course instructors. The student’s advisor and at least two other CLIS faculty members will review the student’s work, meet with the student to discuss the portfolio and write a report of the discussion and any recommendations made.

10. Comprehensive Exam/Integrative Paper

A great deal of what a doctoral student will do after graduation is to synthesize their knowledge and present it in various forms (e.g., published papers, Web resources, and presentations). Therefore, an integrative paper will be more reflective of future needed skills and yet will still offer the opportunity to demonstrate competence in the context of the student’s interests and way of thinking. The new Integrative Paper that we propose will retain the critical elements of individualized focus and breadth of knowledge that are the hallmarks of our present comprehensive exam, while providing more flexible opportunities for reflective thought and individual initiative than our present process. A faculty committee of at least 3 members, a majority of who must be members of the CLIS faculty will work with
each student to set expectations, content focus, and to evaluate the paper that results. The paper will typically be written after completion of coursework or equivalent experience (e.g., extensive work in a research environment). After this is successfully completed and passed, the student will advance to candidacy.

11. Final Examination/Dissertation Defense
This change in terminology from “Final Examination” to “Dissertation Defense” will conform to the current practices and definitions of the Graduate School. Students will continue to register for LBSC 899 (Dissertation Research) and complete and successfully defend a dissertation in conformance with Graduate School requirements.

12. OPTION: Teaching Experience
Gaining teaching experience can help doctoral students prepare not only for careers in academia, but also for government and industry positions in which public speaking and mentoring are expected, and where part-time teaching is often possible. Inclusion of teaching experience as an option rather than a requirement reflects the diversity of career goals and individual abilities that we expect in a large and diverse student body.

Prerequisite Structure:

Because the four new courses we propose are introductory, there are no prerequisites. Below is the structure of course offerings

- **Year 1&2:**
  - (LBSC 801) Introduction to Research (1 credit hour)
  - (LBSC 802) Seminar in research methods and data analysis *(To be changed to: Qualitative Research Methods for Information Studies see section below)*
  - (LBSC 808) Individual Research Experience (3 credit hours)
  - (LBSC 888) Doctoral Seminar I & II *(6 credit hours)*

Note: *Doctoral Seminars I & II* are stand-alone courses that can be taken in either sequence. The *Introduction to Research* should always be taken by students in their first fall semester. *Research Experience* is an independent study course and can be taken at the appropriate time with the appropriate faculty supervisor.

New Courses:

- **X (LBSC 801) Introduction to Research** (1 credit hour)
  This course offers an overview of the basics of research design and methods. This course will provide students the opportunity to discover, structure, and formulate research questions.
Through this process students will come to understand the many ways in which researchers can acquire knowledge and insights using a wide variety of research methods. Example papers will be selected by the instructor for presentation and discussion by students. Grades will be based on paper presentations and class participation.

- **M(LBSC 802) Changing title from “Seminar in research methods and data analysis” to “Qualitative Research Methods for Information Studies”**
  This course focuses on the nature and uses of qualitative inquiry. Students design and conduct qualitative inquiry in library and information settings. Specific topics and readings to be covered will be determined by individual instructors. Grades will be determined by class participation and performance on a midterm paper and final paper.

- **X (LBSC 808) Individual Research Experience (3 credit hours)**
  This is an independent study course for a student to develop and implement a research project with a CLIS faculty mentor. A student reports research results in a paper and an oral presentation at the end of the semester. Grades will be based on the final paper and presentation.

- **X (LBSC 888) Doctoral Seminar (3 credit hours)**
  (This is repeatable and students must take 6 credits)
  This seminar covers the main areas of the field: information, people, environments, and systems. These doctoral gateway seminars provide an integrative exploration of the field emphasizing connections among ideas and research across elements of the field. Specific topics and readings to be covered will be determined by individual instructors. Grades will be based on class participation, small group assignments, and seminar papers.

**Deleted Courses from Program Requirements:**

The only course that will be deleted is LBSC 878, Doctoral Seminar in Information Studies. This will be replaced by LBSC 888, Doctoral Seminar.

**Letters from Departments Impacted:**

Please see accompanying letters from departments within the College of Education and the Psychology Department concerning any impact this program may have on their research methods courses.

**Students Currently Enrolled:**
Students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish or they may complete the requirements of the new program. The courses required will remain available, or suitable substitutions are designated.
APPENDIX A: Sample Programs

Two sample programs for Ph.D. students are offered. The first schedule is offered for students who have earned a master’s degree and take a basic statistics course prior to matriculation in the doctoral program. The second schedule is for the student who has not earned a master’s degree or taken a basic statistics course prior to matriculation in the doctoral program, but will need to earn an MLS or MIM along the path to a Ph.D.

Schedule 1: Sample schedule for a student who has a research focus on Multi-lingual Information Access and Use and who has earned a master’s degree prior to matriculation

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(LBSC 888) Doctoral Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>(LBSC 801) Introduction to Research</td>
<td>1</td>
</tr>
<tr>
<td>(LBSC 774) Seminar in Linguistic Topics</td>
<td>3</td>
</tr>
<tr>
<td>(LBSC 888) Doctoral Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>(PSYC 601) Quantitative Methods I</td>
<td>4</td>
</tr>
<tr>
<td>(LBSC 750) Information Access in Electronic Environments</td>
<td>3</td>
</tr>
<tr>
<td>YEAR 1 REVIEW</td>
<td></td>
</tr>
<tr>
<td>(LBSC 802) Qualitative Research Methods for Information Studies</td>
<td>3</td>
</tr>
<tr>
<td>(LBSC 733) Seminar in Library and Information Networks</td>
<td>3</td>
</tr>
<tr>
<td>(LBSC 808) Individual Research Experience</td>
<td>3</td>
</tr>
<tr>
<td>(LBSC 793) Database Design</td>
<td>3</td>
</tr>
<tr>
<td>(LBSC 899) Doctoral Dissertation Research</td>
<td>2</td>
</tr>
<tr>
<td>INTEGRATIVE PAPER</td>
<td></td>
</tr>
<tr>
<td>ADVANCE TO CANDIDACY</td>
<td></td>
</tr>
<tr>
<td>Summer II:</td>
<td></td>
</tr>
<tr>
<td>(LBSC 899) Doctoral Dissertation Research</td>
<td>6</td>
</tr>
<tr>
<td>Fall Semester III</td>
<td></td>
</tr>
<tr>
<td>(LBSC 899) Doctoral Dissertation Research</td>
<td>6</td>
</tr>
<tr>
<td>Spring Semester III</td>
<td></td>
</tr>
<tr>
<td>(LBSC 899) Doctoral Dissertation Research</td>
<td>6</td>
</tr>
<tr>
<td>DISSENTATION DEFENSE</td>
<td></td>
</tr>
</tbody>
</table>
Schedule 2: Sample schedule for a student with a research focus on Children’s Use of Digital Libraries and has not earned a master’s degree or taken a basic statistics course before matriculation.

Courses marked by * count toward a Masters of Library Science in this example

Fall Semester I:
*(LBSC 601) Information Use 3 credit hours
*(LBSC 650) Information Access 3 credit hours
*(LBSC 690) Information Technology 3 credit hours
(LBSC 801) Introduction to Research 1 credit hour

Spring Semester I:
*(LBSC 670) Information Structure 3 credit hours
*(LBSC 708N) Children’s Information Technology and Policy 3 credit hours
*(EDMS 645) Quantitative Research Methods I 3 credit hours
YEAR 1 REVIEW

Summer Semester I:
*(LBSC 645) Management & Admin for the Information Professional 3 credit hours

Fall Semester II:
*(LBSC 888) Doctoral Seminar I 3 credit hours
*(LBSC 647) Children's Services in the Public Library 3 credit hours
*(EDMS 646) Quantitative Research Methods II 3 credit hours

Spring Semester II
*(LBSC 888) Doctoral Seminar II 3 credit hours
*(LBSC 802) Qualitative Research Methods for Information Studies 3 credit hours
*(LBSC 723) Libraries and Information Services in the Social Process 3 credit hours
EARN MASTERS DEGREE

Summer Semester II:
(LBSC 808) Individual Research Experience 3 credit hours

Fall Semester III:
(EDMS 623) Applied Measurement: Issues and Practices 3 credit hours
(LBSC 790) Building the Human-Computer Interface 3 credit hours

Spring Semester III:
(LBSC 899) Doctoral Dissertation Research 2 credit hours
INTEGRATIVE PAPER

ADVANCE TO CANDIDACY
Summer III:
(LBSC 899) Doctoral Dissertation Research 6 credit hours
Fall Semester IV:
   (LBSC 899) Doctoral Dissertation Research 6 credit hours

Spring Semester IV:
   (LBSC 899) Doctoral Dissertation Research 6 credit hours

DISSERTATION DEFENSE
APPENDIX B: Sample Courses for Research Methods Requirements

The following are examples of courses that can be taken to fulfill the research methods requirements. Other courses can be substituted with the approval of the student’s Ph.D. advisor or the CLIS doctoral committee.

To Satisfy the Basic Statistics Requirement Outside of CLIS:

EDMS 451 Introduction to Educational Statistics
Prerequisites: none

To Satisfy Quantitative requirements Outside of CLIS:

PSYC 601 Quantitative Methods
Prerequisites: PSYC 200 or equivalent
PSYC 602 Quantitative Methods II
Prerequisites: PSYC 601
PSYC 701 Multivariate Analysis I
Prerequisites: PSYC 602 or permission of instructor
PSYC 702 Multivariate Analysis II
Prerequisites: PSYC 701 or permission of instructor
EDMS 645 Quantitative Research Methods I
Prerequisites: none
EDMS 646 Quantitative Research Methods II
Prerequisites: EDMS 645
EDMS 626 Measurement Techniques for Research
Prerequisites: EDMS 646
EDMS 651 Applied Multiple Regression Analysis
Prerequisites: EDMS 646 or equivalent

To Satisfy Qualitative requirements Outside of CLIS:

EDPL 700 Qualitative Research Methods in Education
Prerequisites: none
EDCI 684 Introduction to Field Methods in School and Community
Prerequisites: none
EDCI 692 Conducting Interpretative Inquiry in Classroom Contexts
Prerequisites: EDCI 684
To: Cassandra Jones

From: Dr. Thomas Weible

Date: April 7, 2006

Re: EDPL 700

The Department of Education Policy and Leadership has the resources to offer EDPL 700 to the College of Information Studies, however, students from CLIS will be required to register on a space available basis.
Date: April 4, 2006

To: Cassandra B. Jones, MS
Director of Student Services
College of Information Studies
University of Maryland
4110 Hornbake Building, South Wing
Campus

From: William Hall, Chair
Department of Psychology
Campus

Re: Letter of Support

The Department of Psychology agrees to allow graduate students from the College of Information Studies to enroll in Psychology 601, 602, 701, and 702 provided that the course instructors grant permission to the students who request it. Each student who wishes to enroll in the class shall individually seek permission from the course instructor. When the instructor agrees to grant permission, such action will convey that the Department has adequate resources to accommodate the student(s).
14 April 2006

TO: Cassandra B. Jones, MS
    Director of Student Services
    College of Information Studies

FROM: C. Mitchell Dayton, Chair EDMS

RE: CLIS Students

This letter is to let you know that we can accommodate students from the College of Information Studies in the following EDMS courses. However, you should be aware that EDMS 626 has not been offered in recent years due to lack of appropriate faculty. If that were to change, we would have no problem accommodating CLIS students with appropriate pre-requisites. Timely registration is advised since some sections of these courses reach enrollment limits early.

EDMS 451 Introduction to Educational Statistics
EDMS 645 Quantitative Research Methods I
EDMS 646 Quantitative Research Methods II
EDMS 626 Measurement Techniques for Research (see above)
EDMS 651 Applied Multiple Regression Analysis
Dear Jenny, 

I checked with Larry Davis, and we have no problems with your proposal. We are fine with it moving forward. Enjoy Taiwan!

best, steve

Jenny Preece wrote:

Dear Steve,
At the last meeting of APAC revisions to the CLIS Ph.D. were discussed and the committee requested that we seek support from units that might be concerned about the changes, the main one being the name change. I apologize for not speaking to you before about this. The reason is that we are simply changing the name of the Ph.D. to reflect the name of the college which changed five or six years ago. Therefore it never occurred to me that there would be a problem.

I am now writing to ask if you would send me a brief note of support for this change and for the general structure of the program (see attached document). An email from you will suffice.

I am away this week in Taiwan so I have copied Diane Barlow on this email in case you have any questions.

Thanks in anticipation of your help,

Best wishes, Jenny

--

--

Steve Halperin
Dean
College of Computer, Mathematical, and Physical Sciences
University of Maryland

Office: 3400 A.V. Williams Building
301- 405-2316
Dear Jenny,

I want to enthusiastically endorse the proposed change in the name of the College of Information Studies Ph.D. program from Doctor of Philosophy in Library and Information Science to Doctor of Philosophy in Information Studies. It makes perfect sense to bring it inline with the name of the College.

Regards

Ed

Edward Montgomery
Dean
College of Behavioral and Social Sciences
University of Maryland
2141 Tydings Hall
College Park, MD 20742
301-405-1691
emontgomery@bsos.umd.edu

Dear Ed,

The College of Information Studies is making some changes to its Ph.D. program including changing the name from Doctor of Philosophy in Library and Information Science to Doctor of Philosophy in Information Studies. We wish to change the name of the Ph.D. to bring it inline with the name of the college - College of Information Studies (CLIS) - which has been known by this name since 1999-2000. Therefore, it seems appropriate for the Ph.D. program to have the same name as the College.

We are not anticipating overlap with your programs, but changing a program name sometimes causes concern so I am attaching a complete draft of our revised program and asking for your support for these changes, and specifically for changing the program name. If you have any concerns, I'd be happy to discuss them. If not, and you are able to give your support I'd appreciate receiving a short email to that effect.

Thank you in anticipation of your help.

Best wishes,

Jenny Preece
Jenny Preece

From: "Howard Frank" <hfrank@rhsmith.umd.edu>
To: "Jenny Preece" <preece@umd.edu>
Sent: Tuesday, September 26, 2006 11:26 AM
Attach: 05051_CLIS_CLIS_RenameRevisePhDInformationStudies.pdf
Subject: Re: letter of support requested

Jenny

I don't have any concerns re the title change. It is a good idea.
Howard

Howard Frank
Dean
Robert H. Smith School of Business
2570 Van Munching Hall
University of Maryland
College Park, MD 20742-1815
301-405-2308 TEL
301-314-9120 FAX
hfrank@rhsmith.umd.edu
http://www.rhsmith.umd.edu

Robert H. Smith School of Business
Leaders for the Digital Economy

Dear Howard,

The College of Information Studies is making some changes to its Ph.D. program including changing the name from Doctor of Philosophy in Library and Information Science to Doctor of Philosophy in Information Studies. We wish to change the name of the Ph.D. to bring it inline with the name of the college - College of Information Studies (CLIS) - which has been known by this name since 1999-2000. Therefore, it seems appropriate for the Ph.D. program to have the same name as the College.

We are not anticipating overlap with your programs but changing a program name sometimes causes concern so I am attaching a complete draft of our proposed new program and asking for your support for these changes, and specifically for the program name. If you have any concerns, I'd be happy to discuss them. If not, and you are able to give your support I'd appreciate receiving a short email to that effect.

Thank you in anticipation of your help.

9/26/2006
Jenny Preece

From: "Nariman Farvardin" <farvardin@umd.edu>
To: "Jenny Preece" <preece@umd.edu>
Sent: Thursday, September 21, 2006 3:40 PM
Subject: RE: letter/email of support requested

Jenny,

These changes are fine by me and I am supportive of them.

Nariman

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From: Jenny Preece [mailto:preece@umd.edu]
Sent: Thursday, September 21, 2006 3:26 PM
To: Nariman Farvardin
Cc: Jenny Preece
Subject: letter/email of support requested

Dear Nariman,

The College of Information Studies is making some changes to its Ph.D. program including changing the name from Doctor of Philosophy in Library and Information Science to Doctor of Philosophy in Information Studies. We wish to change the name of the Ph.D. to bring it inline with the name of the college - College of Information Studies (CLIS) - which has been known by this name since 1999-2000. Therefore, it seems appropriate for the Ph.D. program to have the same name as the College.

We are not anticipating overlap with your programs, but changing a program name sometimes causes concern so I am attaching a complete draft of our revised program and asking for your support for these changes, and specifically for changing the program name. If you have any concerns, I'd be happy to discuss them. If not, and you are able to give your support I'd appreciate receiving a short email to that effect.

Thank you in anticipation of your help.

Best wishes,

Jenny Preece

Jennifer Preece, Ph.D. (Dean)
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