School of Library
and Information Studies
UNIVERSITY OF WISCONSIN–MADISON

SLIS PROGRAM PLANNING GUIDE

M.A. DEGREE PROGRAM

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CONTENTS

INFORMATION PROFESSIONALS

Where Do I Fit in the Information Professions?

Now that computer and networking technology have made information all but ubiquitous, information professionals are more in demand than ever. Library and Information Studies, an umbrella term for various information-related research and practice areas, has contributed classification theory, understanding users' information behavior, and bibliography to the rapidly-evolving information landscape.

Graduates of the School of Library and Information Studies have found work as:

- Academic liaison librarians
- Archivists
- Catalogers
- Corporate librarians
- Data curators
- Digital preservationists
- Digitization specialists
- Educational-technology designers
- Emerging-technology librarians
- Grant administrators
- Information architects
- Law librarians
- Library deans, directors, administrators, and managers
- Library-school instructors
- Library-vendor sales and project managers
- Metadata librarians
- Public librarians
- Publishing specialists
- Records managers
- Reference librarians
- Scholarly-communication librarians
- School-library media specialists
- Software programmers
- Systems librarians
- User-experience and usability experts
- Website managers and programmers

Libraries

Libraries are collections of both digital and analog materials organized and interpreted to meet broad and varying needs of diverse people for information, knowledge, aesthetic enjoyment and recreation. Librarians and other library staff enable libraries to benefit their patron communities.

Libraries are sometimes classed by intended clientele: public, academic, school or special. The term "special libraries" encompasses many and varied organizations; special libraries typically focus on a special subject or format and serve a larger parent organization, such as a corporation or research group.

Archives

Archivists acquire, organize, describe, digitize, and maintain control over a wide range of recorded information deemed to have enduring value. This information takes many forms: photographs, films, video and sound recordings, digital media, and online files of many kinds, as well as more traditional paper records, letters, and documents. Archivists work for a variety of organizations, including government agencies, museums, historical societies, corporations, and educational institutions that use or generate records of great potential value to researchers, exhibitors, genealogists, and others who wish access to original source material.

Embedded Professionals

Graduates of schools of library and information studies have always found positions outside of library organizations. More recently, opportunities to "embed" information professionals in non-library contexts have undergone a striking expansion, as the need for people to select, organize, present, and preserve information has become universally recognized. In addition to the positions listed above, some SLIS graduates work independently as information brokers, web or social media designers, or consultants.

How Does My Background Fit Into the Information Professions?

Your educational background, your subject interests, your prior life and work experiences, your preferences, and your program in this School will interact to shape your career.

If you plan to be a school librarian and have been pursuing studies in education, many of your undergraduate courses are related to and useful in your job as a librarian. If you plan to be an academic librarian, and you had an undergraduate major or minor in a subject field that interests you deeply, you may want to use that as a focal point in your professional study. Having an advanced degree in another field in addition to the M.A. degree from this School is, of course, excellent preparation for subject-based positions, especially in academic libraries. The typical academic or public librarian's undergraduate specialty, however, may not be tightly linked with graduate information study.

Many job candidates find that it can be difficult to translate even a fairly deep subject interest into a specific position, particularly if employment aspirations are limited by family or geographical factors. Also, you may be one of the many students whose subject background is quite broad and whose subject interest is flexible enough to accommodate a variety of library and other information positions.

It is usually effective to plan for a career on the basis of 1) type of information profession (librarianship, archives management, digital librarianship, etc.); 2) type of institution (public library, government data processing center, publisher, etc.) or 3) type of activity (work with children, preservation, indexing, etc.). Within each of these areas many variations are possible.

SLIS MISSION

The mission of SLIS, the Information School of the University of Wisconsin-Madison, is to:

- educate responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms, who are able to provide access to and understanding of information for all those who need or seek it, and who contribute to individual and collective knowledge, productivity, and well-being;

- create and disseminate research about past, present, and future information users and uses, the processes and technologies vital for information management and use, and the economies, cultures, and policies that affect information and access to it;

- contribute to the development of the faculties of information schools through a doctoral program built on interdisciplinary research and teaching excellence; and

- provide useful service to information professionals, the people of Wisconsin, and all information users.

<div align="right">Approved 8/13</div>

MASTER'S PROGRAM GOALS AND PROGRAM-LEVEL LEARNING OUTCOMES

The Master of Arts (MA) degree program aims to provide students with the values, skills and knowledge to enter the information professions, and in particular to:

1. Prepare professionals to understand the characteristics of, and interactions among, information, information technologies, and the people who provide and use these sources and services, from all segments of a multicultural, multiethnic, and multilingual society;
2. Comprehend the philosophies and uphold the principles of information ethics, as well as advocate for the creation and development of ethical information policies;
3. Enable students to aspire to leadership in a continuously changing field;
4. Envisage and plan how to meet the varied and changing information needs of individuals and groups in a global society;
5. Provide public service through continuing education programs, consulting services for library and information centers, and participation in professional organizations;
6. Promote excellence in research contributions to the base of theoretical and practical knowledge in libraries, and archives, and in the broader field of information studies.

Students who successfully complete the Master of Arts degree in Library and Information Studies achieve the following program-level learning outcomes:

Goal 1. Theory and history

Students have a critical grounding in theoretical and historical perspectives that draw on research in other fields of knowledge as well as on LIS, and that inform their professional practices, including research, with respect to the organization and management of information and providing access to information.

1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.
1b. Students apply key concepts with respect to theories and practices of literacies, reading, and information use of others.

Goal 2. Information ethics and policy

Students acquire a strong and informed service ethic grounded in knowledge of local, national, and global information policies and processes, including scholarly processes.

2a. Students evaluate and debate information policy and ethics applicable in local, national, or global contexts.
2b. Students apply core ethical principles to professional practice.

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Goal 3. Techniques and technologies

Students are competent and knowledgeable in the core skills of the innovative information professional, and in any chosen area of specialization.

3a. Students organize and describe print and digital information resources.
3b. Students search, select and evaluate print and digital information resources for use by others.
3c. Students analyze information needs of diverse individuals and communities.
3d. Students understand and use appropriate information technologies.

Goal 4. Professionalism and leadership

Students are reflective, creative, problem-solving leaders, able to communicate, collaborate, and instruct effectively.

4a. Students evaluate, solve problems, and think critically, both individually and in teams.
4b. Students demonstrate good oral and written communication skills.
4c. Students participate in extracurricular activities in the field.
4d. Students demonstrate innovation and skills necessary for leadership.

Approved by the Faculty 2/25/04, 4/07, 2/12, 4/12, 6/13, 8/13, 8/14, 8/15

ADVISING, PROGRAM PLANNING, AND EXTRACURRICULAR INVOLVEMENT

Advising

SLIS will offer online group advising for both the distance and on-campus programs prior to registration for initial fall classes. Information about these sessions will be sent to you, and recordings will be made of the sessions so that you can view them later if you cannot attend. Additional opportunities for advising will be available during each program's orientation. You will be assigned an individual SLIS academic adviser shortly afterward. Each semester after you first enroll, you are required to meet with your assigned SLIS adviser; you will not be allowed to register for the next semester(s) until after this meeting.

During your first fall semester, you must take LIS 450 and either LIS 451 or LIS 551. If you wish to pursue the archives specialization, you must also take LIS 734. Otherwise, should you take a third class, consider a Tier 2 or Tier T class.

Your adviser can help you tailor your course selections to your career interests, as well as explain aspects of the program or curriculum that are unclear to you. Your adviser will also check in with you regarding progress on your required e-portfolio.

No-Fault Adviser Change Policy

You may change advisers at any time and for any reason. Once your new adviser has agreed to advise you, have that adviser sign the Adviser Change form available from the SLIS website, and turn it in to the SLIS office. You do not have to tell your former adviser about the change.

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The Student Services Coordinator maintains online career information and arranges career-preparation events such as résumé clinics and panels of working professionals. The Coordinator also meets one-on-one with students to help evaluate résumés and cover letters, prepare for job interviews, and suggest opportunities.

Added 5/15

Program Planning

Relevant Graduate School policies can be found at http://www.grad.wisc.edu/acadpolicy/.

You can't fit all your interests into a 42-credit program. Make the choices that seem best—your adviser will try to aid you—and remember that members of all professions need continuing education. Your MA is just the beginning of your professional learning. Specialization beyond the basic or general level can be accomplished by careful selection of elective courses and learning experiences within the 42 credits.

Credit Load for Completing the M.A. Degree

Eight to twelve credits in a regular semester is considered full time at the graduate level. Course load *maximums* are 12 credits in a regular semester, 8 credits in the summer term and 3 credits in the intersession (a three-week session held in late May to early June). During the spring and fall semesters, the *minimum* credit load is 2 credits. Graduate-level study, in contrast to undergraduate courses, places heavy reliance on out-of-classroom work. You should expect every 3-credit course to be equivalent to 10-12 hours of work per week, and avoid excessive commitments.

Map Out Your Entire Program

The School Library Media specialization has very specific requirements related to certification. Please read the requirements on the SLIS website carefully, and check with the School Library Media adviser. If you wish to complete an Archives and Records Administration specialization that meets the Society for American Archivists Guidelines in two years, you *must* follow a specific sequence of courses for several semesters. Please read the information on this specialization available from the SLIS website, and talk to your adviser if you have questions.

For other specializations, plan your entire tentative program with different scenarios, as there are no specific requirements. The SLIS website lists suggested courses for several specializations. Be flexible in your thinking; not every course is offered every semester. You must take 450 in your first semester. All full-time students must take the three Tier One courses (450, 451, 551) within their first year in the program; part-time students must take these courses within their first six courses. Think about which Tier Two courses you most wish to take; you may want to take more Tier Two courses than are required, as they are applicable across a broad range of specializations. Also think about which electives you wish to prioritize and find out when they tend to sequence into the course offerings. You will then be able to design the rest of your schedule around the courses you want which are not offered every semester.

Interrupted Programs

Students who find they must skip a fall or spring semester must file a Re-Entry Form with the Graduate School and notify SLIS in writing requesting readmission. This should be done as early as possible to assure space in that term.

Difficulties with Writing or Coursework

Many students find that graduate-level writing is unfamiliar or difficult: it involves integrating information from numerous sources without plagiarizing, and often requires use of one or more standardized citation styles. SLIS faculty and staff encourage students to consult the Writing Center, conveniently located above SLIS on the sixth floor of Helen C. White Hall. The Center also consults with distance students via email. See their web site: http://www.wisc.edu/writing/ or call 608-263-1992.

If you are getting behind in your courses, or having trouble in any way, please talk to your instructors, your adviser, or the Student Services Coordinator as soon as you recognize the difficulty. Delay makes accommodation difficult or impossible.

Accommodating Special Needs

SLIS faculty and staff aim to provide a welcoming and accessible learning environment for all students. We want each of you to be as successful as possible, and to feel fully included in all teaching and learning associated with the program. If you have special needs, please contact your instructors early each semester to let them know your situation. If you need accommodation for a disability, it will be granted via the McBurney Disability Resource Center. Set up an appointment with the Center as soon as possible to learn about the available services and to manage documentation for accommodation requests. See their web site: http://www.mcburney.wisc.edu/ or call 608-263-2741.

International Students

Holders of F-1 and J-1 visas must observe restrictions related to online coursework: "Fulltime enrollment for a graduate student is 8 credits; a minimum of 5 credits must represent enrollment in traditional [face-to-face] courses if a graduate student were to take up to 3 credits of online coursework to meet the fulltime requirement." (See http://iss.wisc.edu/faculty/online-course-enrollment for further information.)

UW-Madison requires that international students in the on-campus program be enrolled in an on-campus class the semester they graduate. If this describes you, please do not plan to take only online courses in your final semester.

International Student Services (ISS; http://www.iss.wisc.edu/) offers a wide variety of services and programs to international students at UW-Madison. The ISS staff provides information and programs to international students about the campus and community and provide support and assistance concerning visas and related immigration issues.

Extracurricular Involvement

SLIS strongly encourages students to take part in extracurricular activity to gain leadership experience and build a network of colleagues among fellow students and working information professionals.

SLIS sponsors several student chapters of national information organizations such as the American Library Association, the Society of American Archivists, and the Special Libraries Association. Other student groups, such as the Jail Library Group and Allied Drive Literacy Time, focus on community volunteering. Participation opportunities and leadership positions are available as equally as feasible to students in the on-campus and distance programs.

The Morgridge Center for Public Service facilitates volunteer connections between UW-Madison students and larger communities: http://morgridge.wisc.edu/.

Local, state, and national professional organizations also welcome student involvement, and student membership fees are set invitingly low. Some distance students find that local organizations provide significant networking opportunities.

Some SLIS standing committees hold positions for SLIS master's students, on-campus or distance. Standing committees generally meet once per month during the academic year. If you are interested in guiding SLIS's future, ask a faculty member about position availability, ideally near (or even before) the beginning of the fall semester.

Leadership Certificate

Both on-campus and distance SLIS students are eligible to participate in the UW-Madison Leadership Certificate offered by the Center for Leadership and Involvement. Completing the certificate will place an endorsement on your UW-Madison transcript. Certificate requirements include attending an orientation session, completing one course approved by Leadership Certificate staff, and fulfilling non-trivial volunteership and leadership obligations. For more information and to sign up to complete the certificate, see http://cfli.wisc.edu/leadership_certificate.htm.

CURRICULUM REQUIREMENTS

Tier T Technology Requirement

Modern information professionals require a base level of technological skill specialized to the needs of information agencies. To that end, all SLIS students are required to take at least one of SLIS's three-credit graduate-level technology courses:

- LIS 644 Digital Tools, Trends, and Debates (also Tier 2)
- LIS 652 XML and Linked Data
- LIS 751 Database Design
- LIS 668 Digital Curation
- LIS 861 Information Architecture
- LIS 879 Digital Libraries

Neither a course taken outside SLIS nor technology experience forming part of a practicum fulfills the Tier T requirement. A three-credit SLIS topics course approved by the SLIS Curriculum Committee may fulfill the Tier T requirement. At time of writing, LIS 640 "Code and Power" and LIS 640 "Digital Humanities Project Toolkit" have been approved by the Curriculum Committee.

Adopted 6/13; revised 5/15

Practicum Requirement

The objective of the practicum requirement is to allow students to integrate and apply the knowledge, skills, and attitudes they have learned in the classroom in a work setting. It provides students with beginning professional experience and an opportunity to associate with professionals in a real-world work situation.

Each student will be required to complete one 120-hour practicum. This can be accomplished through one of the following: LIS 620 "Field Project in Library and Information Agencies" (or C&I 620 for school library media specialist students), or LIS 826 "Field Project in Library and Information Literacy Instruction." Each student must have completed LIS 450, LIS 451, and LIS 551 prior to beginning their practicum, as well as other courses appropriate to the work experience desired. (For example, LIS 651 should be completed before doing a cataloging practicum.) No more than one 120-hour practicum is permitted within a single semester.

Students in both LIS 620 and C&I 620:

- Work with instructor to create objectives for the practicum;
- Keep a journal of the field experience;
- Participate in online discussions focusing on career planning, practicum reflections, and research;
- Participate in online and/or face to face class meetings;
- Write a research paper related to one of their projects at the site; and
- Present a poster on their experiences at the end of the semester, either virtually or face to face.

Students submit a completed Field Practice Placement questionnaire found online at http://www.slis.wisc.edu/620candi620.htm well in advance of the semester in which they wish to enroll. (Note: The general placement form and the placement form for school library media specialization are two different forms.)

LIS 826 is a field project partnership between SLIS and the University of Wisconsin Libraries. The course has similar elements to LSI 620, but includes more focused content related to instruction, including a variety of activities related to learning theory, pedagogy/andragogy, lesson planning, assessment and online tutorial software. The 120-hour practicum component of the course has three parts: teaching a workshop using a shared outline (10-12 hours); observing and assisting with workshop sessions for undergraduate Communication A courses (15-20 hours); and extensive work with instruction projects at a home site library. Every academic year term, information will be sent out from the instructor about placement opportunities.

ePortfolio Requirement

The ePortfolio provides SLIS students space to:

1. Collect artifacts, in the form of in-class or extracurricular products, that they feel are good evidence of their professional skills and that demonstrate program level learning outcomes;
2. Reflect on their newly-acquired skills.

The ePortfolio is a graduation requirement. Students will discuss their ePortfolio progress with their advisers during each advising week when they meet to discuss upcoming class selections. EPortfolios will be examined by the Assessment Committee, which will note evidence of successful learning outcomes (or not) in the content and structure of the ePortfolio. The

artifacts themselves will not be evaluated; the focus will be on the quality of the student's reflection on each artifact. EPortfolios are assessed on a pass/fail basis. Not completing minimum portfolio requirements 30 days before the end of your final semester could lead to delays in processing your graduation paperwork.

EPortfolio access is limited to the student, the student's adviser, and the Assessment Committee by default. Students may allow public access to their ePortfolios at their discretion. Many students find that preparing the ePortfolio sharpens their expression of their accomplishments while in the program and how they translate to a potential workplace.

Adopted 6/13

EXEMPTION & ADJUSTMENT OF COURSE CREDIT REQUIREMENTS

Exemption

All requests for course exemptions are reported to the director on the "Program Credit Reduction Form," online at http://www.slis.wisc.edu/administrative-forms/creditreduction.pdf. The School's director will make final decisions.

Students who have previously received a B or better in courses which they believe are equivalent to the School's Tier 1 courses may ask the Student Services Coordinator for referral to the appropriate faculty member to determine course equivalencies and recommend exemptions to the student's adviser. The student may be asked to meet with the School's director in order to make a final determination. Students who have taken other graduate LIS courses from another program should ask the School whether their courses will transfer *before they formally enroll in the program*. Supply the request, a copy of the syllabus or course description, and grade earned to the Student Services Coordinator.

Adjustment of Course Credit Requirement

The course credit requirement for the Master of Arts degree is 42 credits. At time of admission, students may apply to their adviser to include a maximum of 9 credits of graduate-level work completed within the last five years as electives in the required 42 credits. The electives should contribute to a cohesive program, not be just a random selection.

Students may also apply to their adviser to take up to 9 graduate credits of electives from a field outside library and information studies as part of their SLIS program. The student's plan of study in library and information studies and related fields must have a rational focus and must be developed by the student in consultation with their adviser.

As part of the 42 credits required for the degree:

1. A minimum of 33 credits must be taken from regular SLIS courses (which may include up to 9 credits taken as a special student or while a graduate student in another department); and
2. A minimum of 33 credits must be taken as a UW-Madison grad student.
3. A minimum of 33 credits must be taken after enrollment in the SLIS program.

4. A maximum of 7 credits of SLIS coursework taken as an undergraduate may be considered for a degree-credit reduction.

Exception: school library media specialist students may apply up to 15 credits to their master's degree from the courses offered through the University of Wisconsin System School Library Education Consortium with approval from the school library media specialist adviser.

Credits taken as a special student or undergraduate may be re-assessed by the Graduate School for the tuition differential.

8/98 Revised 1999, 2001, 2004, 2008, 2009, 2010, 2012, 2015

Policy on LIS 999

Independent study (999) can only be taken with the approval of both the student's adviser and the faculty/staff member who serves as the instructor. It may be used for examination of a topic not taught at SLIS during a student's matriculation, for a practicum that is not covered by an existing course, or to award credit for a recognized non-credit program (such as Rare Book School or an out-of-area internship). Adjunct instructors may not serve as course instructors for 999s. The instructor will determine the number of credits depending on the proposed area of study or project undertaken, and must receive a written analysis of the experience (and any other required assignments) before submitting a grade.

Advisers should approve no more than 9 independent-study credits toward the 42 credit degree, and should reduce the number of 999 credits allowed for students who have or plan to take credits outside of SLIS. Although the 999 represents graduate credits offered by SLIS, advisers will be mindful of the 33-credit rule: except as noted above, students are required to take a minimum of 33 credits of regular SLIS courses.

Revised 2013

POLICIES SPECIFIC TO THE DISTANCE PROGRAM

The Graduate School has set the following policies for students in SLIS's distance program:

- Graduate Assistantship Policy: Students enrolled in this program are not permitted to accept teaching assistantships, project assistantships, research assistantships, or other appointments that would result in a tuition waiver.
- Program/Course Enrollment Policy: Students in this program cannot enroll in other graduate programs nor take courses outside the prescribed curriculum. If you intend to combine study in this program with study in other academic programs at UW-Madison, please consider transferring to a different program that allows such activity.

Transferring between Campus and Distance Programs

Students who wish to transfer between the SLIS campus program and the distance program must do so before they complete their 21st credit. Students who have completed 21 credits must continue in and graduate from the program in which they are then enrolled. Students may only transfer once while completing the SLIS program. This policy also applies to students who take a semester off, or students who take time away and then re-enroll.

To transfer between the campus and online programs, contact the SLIS Student Records Coordinator and your adviser.

STANDARDS FOR SATISFACTORY PROGRESS

The following are standards adopted by SLIS Faculty. The Graduate School has minimum standards as well, which can be found at http://grad.wisc.edu/acadpolicy/#satisfactoryprogress. Where SLIS rules are more rigorous, they take precedence over Graduate School rules.

Probationary Admission

A student admitted on probation must have that status removed in a timely fashion as outlined in their admissions letter, and by performing satisfactorily during the first semester of full-time study (9-12 credits for part-time students). Please note that the Graduate School will have an academic hold on your record until satisfactory grades are posted for the first semester; this affects when you can register for the following semester. Have your advisor speak with the Assistant Director after your advising appointment for your next semester.

Progress Toward a Degree

Progress (course work, examinations, special papers or research) should be maintained per the Graduate Catalog's "Library and Information Studies Criteria for Satisfactory Progress": http://www.wisc.edu/grad/catalog/letsci/libraryG.html.

You are responsible for tracking that you have met all requirements for graduation. The checklist at the end of this Guide should help you do that.

Incompletes

Incompletes for coursework are given only rarely. Students should request an incomplete only in instances where unforeseen developments prohibit completion of work. Incompletes should be requested before the final exam time for the course. Course instructors reserve the right to determine that an incomplete is not justified, resulting in the assignment of a course grade. Should an incomplete be necessary, students should make clearing the incomplete their highest academic priority.

Students may not have more than one incomplete on their record at any time, and it *must* be removed by the end of the semester following the one in which the student originally enrolled in the course. Students carrying more than one incomplete on their record will not be allowed to continue taking courses.

Students must have any incomplete on their record starting their final term completed at least a month before end of term or it may delay their graduation.

Grades

Within the student's total program, one grade of BC or C is allowable in either a required or elective course if it is balanced by a grade of A or AB earned either prior to or concurrently with the unsatisfactory grade. *A second grade of BC or C or any grade of D or F will normally result in the student being dropped from the program.* In addition, a student's graduate-program cumulative grade point average must be maintained at 3.00 or above.

Registration is not a guarantee of enrollment under conditions of unsatisfactory progress. Students who fall into unsatisfactory progress will have an academic hold placed on their record; they should discuss clearing the hold with their adviser.

Grade Appeal Procedure

The assignment of a course grade is a judgment for which the instructor in the course is solely responsible, and appeal of this judgment is a serious matter. If a student feels that a grade assigned for a course is an inaccurate or unjust reflection of his or her work and learning in the course and wishes to appeal it, the following appeals process will apply:

1. The student must first discuss the matter with the instructor who assigned the grade that is being appealed. This should be done no later than the end of the first two weeks of the semester following the one in which the grade was awarded (Spring semester for Fall grades; Fall semester for Spring and Summer grades).
2. If, after this discussion, the student wishes to appeal the matter further, he or she should submit an appeal in writing to the Associate Director. This should be done within two weeks of the student's discussion with the instructor.
3. The written appeal will be considered by a committee consisting of Associate Director and two other faculty members selected by the Associate Director, at least one being a member of the SLIS Executive Committee. The instructor will be informed that such an appeal has been submitted. The committee will gather such information and documentation as it deems appropriate.
4. If the committee finds adequate basis for doing so, it will ask the instructor to reconsider the grade and to report the results of the reconsideration to the student and to the Director. Alternatively, the committee may decide that the appeal lacks sufficient basis for action. In either case, the student will be notified of the committee's decision and of the student's right to appeal to the Graduate School, using the Graduate School's appeal procedures.

Unsatisfactory Progress Appeal Process

A student who has fallen into unsatisfactory progress, but wishes to appeal for reconsideration, must petition the director in writing through his or her adviser. This appeal should provide good evidence of plans and ability to return to conformance with the standard and to acceptably complete the program. The petition should be filed immediately upon receipt of notification of unsatisfactory progress. The petition must be received no later than Friday of the first week of classes in the subsequent academic term. If the student has not submitted a petition by at least three days before the "Last Day for 100% Tuition Adjustment on Dropped Classes" as designated by the University Calendar, he or she will be dropped from the program.

Application for re-admission will be acted upon on an individual basis, depending on the School's judgment of the student's potential for completing the program. Results of the appeal process may include a requirement that a course be repeated, an additional course or courses be taken or other action. Exceptions to the School's regulations may be granted. Requests with justifications should be submitted in writing through the student's adviser to the director of the School.

Adopted by the Faculty, September 25, 1985, effective May 27, 1986; Faculty Handbook 4.50 [Version in Program Planning Guide abstracted for MA Students.] 8/01

Academic and Non-Academic Misconduct

SLIS follows the Graduate School's academic and non-academic misconduct policies and procedures in full. Consult the following websites for information:

- Graduate School Academic Misconduct Policy:
  http://grad.wisc.edu/acadpolicy/#misconductacademic
- Dean of Students Academic Misconduct Flowchart:
  http://students.wisc.edu/doso/misconductflowchart.html
- Graduate School Non-Academic Misconduct Policy:
  http://grad.wisc.edu/acadpolicy/#misconductnonacademic
- Dean of Students Non-Academic Misconduct Standards Statement:
  http://students.wisc.edu/doso/nonacadmisconduct-statement.html
- Dean of Students Non-Academic Misconduct Process:
  http://students.wisc.edu/doso/nonacadmisconduct.html

ACCESS TO STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA) gives you the right to review educational records that are maintained about you, and restricts access to these records by others. There is a helpful overview available from the Office of the Registrar (http://registrar.wisc.edu/ferpa_overview_fac.htm) which explains campus application of this law. Below is an outline of the application of the law within the School.

You may see your electronic student record on request of the student records manager in the School office. The other set of records is a paper file folder kept for each student and recent graduate containing application materials, copies of correspondence with you, and various administrative and academic records. If you wish to review your file, make an appointment to see the Student Services Coordinator, 4217 H.C. White Hall, to determine if any materials in the file are not subject to your review, such as confidential letters written before January 1, 1975, or letters you have waived your right to see. All other materials are open to your inspection.

The School is not one of the campus offices authorized to give out transcript information; transcript requests will be referred to the Registrar. The School will not disclose information from your educational records to others without your prior consent. Only permanent SLIS faculty and staff have access to your records, and they may obtain only that information relevant to the discharge of their responsibilities in the School.

8/98 Revised 1999, 2001, 2004, 2007, 2008, 2009, 2012

CHECKLIST: MASTER'S STUDENTS

	Sem/Yr.	Grade

Tier One (must be taken within first year if full-time, or within first six classes if part-time)

450 Information Agencies and Their Environment   _____   _____

451 Online Searching for Information Professionals   _____   _____

551 Organization of Information   _____   _____

Tier T (one three-credit SLIS technology course selected   _____   _____
from LIS 644, LIS 652, LIS 751, LIS 668 "Digital Curation," LIS 861, LIS 879, or designated topics course)

Tier Two (choose at least **three courses** for a minimum of **9 credits**)

635 Reference and Information Services   _____   _____

639 Information Literacy Pedagogy   _____   _____

644 Digital Tools, Trends, and Debates   _____   _____

651 Cataloging OR 853 "Metadata Standards and Applications" _____   _____

654 Management   _____   _____

655 Collection Management   _____   _____

661 Information Ethics and Policy   _____   _____

710 Research and Evaluation Methods   _____   _____

734 Introduction to Archives   _____   _____

Tier Three (all other courses, 24 credits max, 9 credits max can be taken in other departments)

3 cr.   _____   _____

3 cr.   _____   _____

3 cr.   _____   _____

3 cr.   _____   _____

3 cr.   _____   _____

3 cr.   _____   _____

Practicum-Required LIS/C&I 620 or LIS 826   _____   _____

Modifications (transfer credits, etc.)   _____ cr

Total credits (42 required to graduate)   _____

ePortfolio completed   _____

Expected semester of degree completion   _____