



School of Library
and Information Studies

UNIVERSITY OF WISCONSIN-MADISON

SLIS PROGRAM PLANNING GUIDE

M.A. DEGREE PROGRAM

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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 user 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 do 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.

GOALS AND OBJECTIVES OF THE MASTER’S PROGRAM

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 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.

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.

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.
- 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 participate effectively as team members to solve problems.
- 4b. Students demonstrate good oral and written communication skills.
- 4c. Students participate in extracurricular activities in the field.

Adopted by the faculty, 10/15/1995; Revised and Approved by the Faculty 2/25/04, 4/07, 2/12, 4/12.

How Can I Fit All My Interests Into Elective Courses?

You can't. 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). 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; be aware that LIS 734 (the initial course in the archives track) is only scheduled in fall. 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. Starting in Fall 2012, 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 credits than required of Tier Two courses, 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 this School in writing requesting readmission. This should be done as early as possible to assure space in that term.

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.

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.

PRACTICUM REQUIREMENT

Guidelines for the Practicum Experience

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 who can provide role models and further the students' acculturation as new professionals.

Each student (matriculated Summer 2012 or later) will be required to complete a 120-hour practicum. This can be accomplished through one of the following:

1. Field Project in Library and Information Agencies: LIS 620 (or C&I 620 for school library media specialist students).

The Student Services Coordinator receives requests from students and sites. In concert with the School Library Media faculty adviser and current SLIS instructor, the Student Services Coordinator negotiates the semester placements. 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 you wish to enroll (note: the general placement form and the placement form for school library media specialization are two different forms).

Both LIS 620 and C&I 620 include 5-7 seminar meetings, readings, a journal, a final paper and site visits by the course instructor. LIS 620 requires a minimum of 120 contact hours under a supervising librarian or other information professional at an approved site. School library media specialist students MUST register for C&I 620, which requires 210 hours divided between an elementary and a secondary site. Prior registration and prior site supervisor certification are required from the School of Education. Students may not take C&I 620 during the summer session.

2. Field Project in Library and Information Literacy Instruction: LIS 826.

LIS 826 is a field project partnership between SLIS and UW-Madison libraries participating in the Library & Information Literacy Instruction (LILI) program. 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 (80-90 hours). In addition, required seminars offer a variety of activities related to learning theory, pedagogy/andragogy, lesson planning, assessment and online tutorial software.

The following general guidelines pertain:

1. Each student must have completed LIS 450, 451, & 551 prior to fulfilling this requirement, as well as other courses appropriate to the placement. (For example, LIS 651 should be completed before doing a cataloging practicum.)
2. Once a student has agreed to the specified 120-hour commitment of time, he or she must be prepared to honor the commitment.
3. A practicum should meet the following criteria:
 - a. It should involve the student in a meaningful activity or project that requires the exercise or development of professional level skills and judgments. Routine, repetitive work may be a part of the experience; it should not, however, constitute the entire experience.
 - b. It should allow the student to have a sense of how what he/she is doing relates to the entire library operation. Students should have the opportunity to interact with other staff members.
 - c. The student should have proper instruction in the tasks to be performed and adequate access to supervision and advice, as well as the opportunity to work independently.
 - d. The student should have the opportunity to reflect on the practicum experience to consciously tie together theory and practice.
 - e. It should provide for an evaluation of the student's work, shared both with the supervising faculty member and with the student him/herself.
 - f. It should provide the practicum site with useful assistance.

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 can be presented to perspective employers;
2. Reflect on their newly-acquired skills.

The ePortfolio is also 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.

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 by Exemption

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.

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.

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

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.

STANDARDS FOR SATISFACTORY PROGRESS

The following are standards adopted by SLIS Faculty. The Graduate School has minimum standards as well. 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).

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/letscli/libraryG.html> .

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.

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 consult with their adviser to discuss clearing the hold.

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 College of Letters and Science, using the College'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

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.

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CHECKLIST: MASTER'S STUDENTS

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

	Sem/Yr.	Grade
450 Information Agencies and Their Environment	_____	_____
451 Foundations of Reference	_____	_____
551 Organization of Information	_____	_____

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

	Sem/Yr.	Grade
635 Reference and Information Services	_____	_____
639 Information Literacy Pedagogy	_____	_____
644 Digital Tools, Trends, and Debates	_____	_____
651 Cataloging	_____	_____
654 Management	_____	_____
655 Collection Management	_____	_____
661 Information Ethics and Policy	_____	_____
710 Research Methods	_____	_____
734 Archives Administration	_____	_____

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

	Sem/Yr.	Grade
3 cr.	_____	_____
3 cr.	_____	_____
3 cr.	_____	_____
3 cr.	_____	_____
3 cr.	_____	_____
3 cr.	_____	_____
Practicum-Required LIS/C&I 620, LIS 826, LIS 999	_____	_____
Modifications (transfer credits, etc.)		_____cr

Total credits (42 required to graduate) _____

ePortfolio completed _____

Expected semester of degree completion _____

CHECKLIST: SCHOOL LIBRARY MEDIA STUDENTS

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

	Sem/Yr.	Grade
450 Information Agencies and Their Environment	_____	_____
451 Foundations of Reference	_____	_____
551 Organization of Information	_____	_____

Other required courses (24 credits)

Resources: Pick **two** from this list:

622 Children’s Literature (T2; DPI: 7f, 7g)	_____	_____
631 Young Adult Literature (T2; DPI: 3g, 7f, 7g)	_____	_____
629 Multicultural Literature (T2; DPI: 4b, 4d, 4e, 7f, 7g)	_____	_____
848 Topics in Literature for Children and Young Adults (T2; DPI: 7f, 7g)	_____	_____

Technology: Pick **two** from this list:

644 Digital Tools, Trends, and Debates (T1; DPI: 5b)	_____	_____
861 Information Architecture (T2; DPI: 5b)	_____	_____

OR: Technology courses from UWSSLEC, with permission from adviser

Other possibilities:

651 Cataloging (T1; DPI: 4f)	_____	_____
639 Information Literacy Pedagogy (T1; DPI: 3d, 5c, 6g, 7c, 7d, 7e, 7h)	_____	_____
C&I 620 Field Experience (DPI: 2a, 2b, 2d, 3e, 4d, 4g, 6f, 7a, 7b, 7c)	_____	_____
641 The School Library Media Center (T2; DPI: 1b, 2c, 3b, 3c, 3f, 3h, 4e, 6a, 6b, 6c, 6d, 6e, 7i, 7j)	_____	_____

Electives (all other courses for a maximum of 6 credits)

This is not an exhaustive list of all other LIS courses, just the LIS and C&I courses deemed appropriate for SLM students; other courses may be taken with approval of advisor. Students should also consider taking one or two of the four literature classes mentioned above.

624 Storytelling and Oral Literature (T2)	_____	_____
645 Intellectual Freedom and Libraries (T2)	_____	_____
661 Information Ethics and Policy (T1)	_____	_____
635 Reference and Information Services (T1)	_____	_____
654 Management (T1)	_____	_____
655 Collection Management (T1)	_____	_____
710 Research Methods (T1)	_____	_____
712 The Public Library	_____	_____
772 Library Srv to Children & YA (T2)	_____	_____
620 Field Experience (in public library)	_____	_____

Other courses from C&I, UWSSLEC, or other programs as approved by advisor.

3 cr. _____

3 cr. _____

3 cr. _____

Modifications (transfer credits, etc.) _____cr

Total credits (42 required to graduate) _____

ePortfolio completed _____

Expected semester of degree completion _____

CHECKLIST: ARCHIVES/RECORDS MANAGEMENT SPECIALISTS

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

	Sem/Yr.	Grade
450 Information Agencies and Their Environment	_____	_____
451 Foundations of Reference	_____	_____
551 Organization of Information	_____	_____

Required courses (replaces Tier Two; 15 credits)

616 Records Management	_____	_____
734 Modern Archives Administration	_____	_____
754 Archives User Services and Outreach	_____	_____
818 Archives Accessioning and Appraisal	_____	_____
977 Archival Description and Arrangement	_____	_____

One of the following three courses (3 credits)

839 Special Collections	_____	_____
855 Topic: Digital Curation (scheduled regularly)	_____	_____
976 Special Problems in Archives-Manuscript Conservation	_____	_____

Tier Three (all other courses, 15 credits maximum, 9 credits maximum can be taken in other departments)

3 cr.	_____	_____
3 cr.	_____	_____
3 cr.	_____	_____
3 cr.	_____	_____
3 cr.	_____	_____
Practicum-Required LIS/C&I 620, LIS 826, LIS 999	_____	_____
Modifications (transfer credits, etc.)		_____cr

Total credits (42 required to graduate)	_____
ePortfolio completed	_____
Expected semester of degree completion	_____