



**UW-MADISON
INFORMATION SCHOOL**

M.A. STUDENT HANDBOOK

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INFORMATION SCHOOL MISSION

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

1. 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;
2. 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;
3. contribute to the development of the faculties of information schools through a doctoral program built on interdisciplinary research and teaching excellence; and
4. provide useful service to information professionals, the people of Wisconsin, and all information users.

Approved 8/13

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.

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; revised 4/07, 2/12, 4/12, 6/13, 8/13, 8/14, 8/15

ADVISING, PROGRAM PLANNING, AND EXTRACURRICULAR INVOLVEMENT

Advising

The Information School (iSchool) will offer online group advising for both the online and on-campus programs prior to registration for initial fall classes. Information about these sessions will be sent to all matriculating students, and recordings will be made of the sessions so those who cannot attend may view them later. Additional opportunities for advising will be available during each program's orientation. Each student will be assigned an individual iSchool academic adviser shortly afterward. Each semester after first enrollment, students are required to meet with their assigned iSchool adviser; students will *not* be allowed to register for the next semester(s) until after this meeting.

Students should complete LIS 601 and LIS 602 in the first two semesters of their program. During their first semester, students must take LIS 602. Students should complete 601 by their second semester. Students wishing to pursue the archives specialization must also take LIS 734.

Advisers can help tailor course selections to career interests, as well as explain aspects of the program or curriculum that are unclear. Advisers will also check in regarding progress on the required ePortfolio.

No-Fault Adviser Change Policy

Students may change advisers at any time and for any reason. Once a new adviser has agreed to advise, students must have that adviser sign the Adviser Change form (available from the iSchool website) and turn it in to the iSchool office. Students do not have to tell former advisers about the change.

Career Advising

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.

Adopted 5/15; revised 2/16

Program Planning

Relevant Graduate School policies can be found at <http://www.grad.wisc.edu/acadpolicy/>. Specialization beyond the basic or general level can be accomplished by careful selection of elective courses and learning experiences within the 39 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. Students should expect every 3-credit course to be equivalent to 10-12 hours of work per week, and avoid excessive commitments.

Students should complete LIS 601 and LIS 602 in the first two semesters of their program. During their first semester, students must take LIS 602.

Think Ahead

The School Library Media specialization has very specific requirements related to certification. Please read the requirements on the iSchool website carefully, and check with the School Library Media adviser. Students who wish to complete an Archives and Records Administration specialization that meets the Society for American Archivists Guidelines in two years *must* follow a specific sequence of courses for several semesters. Information on this specialization is available from the iSchool website; advisers can answer questions.

Students interested in other specializations should plan an entire tentative program with different scenarios, as there are no specific requirements. The iSchool website lists suggested courses for several specializations; not every course is offered every semester, making flexible thinking worthwhile. Students should think about which Tier T and Tier M courses they wish to take, and when LIS 603 might best fit into their schedules. Finding out when electives belonging to specializations of interest tend to sequence into the course offerings helps with thinking ahead. Students can then be able to design the rest of their schedules around the courses they want that 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 the iSchool in writing requesting readmission. This should be done as early as possible to assure space in that term.

Per Graduate School policy:

Graduate degrees are awarded, in part, for completion of current coursework. Students who break enrollment from their graduate program may risk losing all credits earned prior to their absence. Master's degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; however that coursework will not count toward Graduate School credit requirements.

Revised 2/16

Extracurricular Involvement

The iSchool 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.

The iSchool 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, Allied Drive Literacy Time, and Tribal Libraries, Archives & Museums (TLAM), focus on community volunteering. Participation opportunities and leadership positions are available as equally as feasible to students in the on-campus and online 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 online students find that local organizations provide significant networking opportunities.

Some iSchool standing committees hold positions for iSchool master's students, on-campus or online. Standing committees generally meet once per month during the academic year. Students interested in guiding the iSchool's future should ask a faculty member or the iSchool Student Services Coordinator about position availability, ideally near (or even before) the beginning of the fall semester.

Leadership Certificate

Both on-campus and online iSchool 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 their UW-Madison transcript. Certificate requirements include attending an orientation session, completing one course approved by Leadership Certificate staff, and fulfilling non-trivial volunteerism and leadership obligations. For more information and to sign up to complete the certificate, see http://cfli.wisc.edu/leadership_certificate.htm.

POLICIES AND GUIDELINES

Difficulties with Writing or Coursework

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

Students getting behind in their courses, or having trouble in any way, should talk to their instructors, their adviser, or the Student Services Coordinator as soon as possible. Delay may make amending the situation difficult or impossible.

Accommodations

iSchool faculty and staff aim to provide a welcoming and accessible learning environment for all students. We want each student to be as successful as possible, and to feel fully included in all teaching and learning associated with the program. Students with special needs should contact their instructors early each semester to let them know the situation. Students who need academic accommodation should consult the McBurney Disability Resource Center as soon as possible to learn about available services and manage documentation for accommodation requests. See their web site <http://www.mcburney.wisc.edu/> or call 608-263-2741.

Individuals have the right to use facilities consistent with their gender identity. A single-stall gender-neutral bathroom is available at 4237 Helen C. White Hall.

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. On-campus international students must not plan to take only online courses in their 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.

Sexual Harassment

The iSchool follows all UW Madison policies with regard to sexual harassment and discrimination. Students who feel they have been sexually harassed can:

1. Seek advice. We encourage students to speak with the iSchool Student Services Coordinator, the iSchool HR Administrator, the iSchool Director or Associate Director, or any campus resource to

discuss options for resolution. Students who speak with a University of Wisconsin faculty or staff member should be aware that “Under Title IX, all UW-Madison faculty and staff, with the exception of employees who provide or support the provision of advocacy, counseling, health, mental health, sexual assault-related services or disability-related services, are expected to report incidents of sexual harassment, sexual misconduct or sexual violence to the campus Title IX Coordinator.” (UW-Madison Provost’s Memo of May 11, 2015)

The following confidential sources of information and support on campus may be helpful:

- a. UHS End Violence on Campus (EVOC) (<http://evoc.wisc.edu/>)
 - b. University Health Services (<http://uhs.wisc.edu/>)
 - c. LGBT Campus Center <http://lgbt.wisc.edu/>
2. Students may choose to seek informal resolution and/or file a sexual harassment complaint. The campus Office of Equity and Diversity website contains sexual harassment information and resources, including a form to file a formal complaint: <http://www.oed.wisc.edu/sexual-harassment-information.htm>
 3. Students may find it helpful to seek support from a trusted colleague.
 4. Students may want to keep notes of what happened, when, where and who was present, and retain copies of any correspondence.
 5. Students may consider informing the individual(s) involved that the conduct is unwelcome and that they expect it to stop.

Adopted 2/16

Academic and Non-Academic Misconduct

The iSchool 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/nonacadm misconduct-statement.html>
- Dean of Students Non-Academic Misconduct Process: <http://students.wisc.edu/doso/nonacadm misconduct.html>

Access to Student Records

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

Students may see their electronic student record by asking the Student Records Manager in the iSchool office. The other set of records is a paper file folder kept for each student and recent graduate containing application materials, copies of correspondence, and various administrative and academic records. Students wishing to review their file may 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 review, such as confidential letters written before January 1, 1975, or letters they have waived their right to see. All other materials are open to their inspection.

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

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

Policies Specific to the Distance Program

iSchool distance program students are given priority for online classes each enrollment period. At least three days after registration opens, registration for online courses will be opened for students in the on-campus program.

Students who wish to transfer between the iSchool 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 iSchool program. This policy also applies to students who take a semester off, or students who take time away and then re-enroll. Students wishing to transfer between the campus and distance programs should contact the iSchool Student Records Coordinator and their adviser.

The iSchool distance program was designed to be delivered online, is funded differently than the iSchool campus program, and largely serves students who do not live close to Madison. This necessitates specific policies that may especially impact students in the distance program who do live close to Madison. Students in the distance program who will be living in or close to Madison will be asked to sign a document indicating awareness of these policies.

The following policies apply to students enrolled in the iSchool distance program:

1. 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.
2. Students enrolled in this program cannot enroll in other graduate programs nor take courses outside the prescribed curriculum. Students intending to combine study in this program with study in other academic programs at UW-Madison should consider transferring to a different program that allows such activity.
3. Students enrolled in this program cannot take face-to-face classes at UW-Madison because those classes are not part of the MA LIS distance program. Students cannot be in two programs at one time.
4. Students enrolled in this program do not pay fees associated with on-campus services, and therefore are not able to utilize those services. These include things such as:
 - UW-Madison recreational facilities (e.g. SERF, Natatorium)
 - Student bus pass
 - University Health Services
 - SHIP (Student Health Insurance Plan)
 - Child Care Tuition Assistance Program
 - Student membership in the Union (Students may join as a member of the public, but some events and Union classes require membership that is supported by student segregated fees.)

- And potentially some registered student organization activities

Adopted 5/15, revised 2/16

CURRICULUM REQUIREMENTS

Every student must complete LIS 601, LIS 602, and LIS 603. In addition, students must complete:

- one course from Tier T
- one course from Tier M
- a practicum, and
- an ePortfolio.

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 iSchool students are required to take at least one of the iSchool’s three-credit graduate-level technology courses:

- LIS 500 Code and Power
- LIS 644 Digital Tools, Trends, and Debates
- LIS 751 Database Design
- LIS 668 Digital Curation
- LIS 861 Information Architecture
- LIS 879 Digital Libraries

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

Adopted 6/13; revised 5/15, 2/16

Tier M Management Requirement

Modern information professionals with advanced degrees are nearly always called upon to lead and manage during their careers. To that end, all iSchool students are required to take at least one of the iSchool’s three-credit graduate-level management courses:

- LIS 654 Management of Information Agencies
- LIS 712 Public Libraries
- LIS 732 Strategic Information Services

Neither a course taken outside the iSchool nor management/leadership experience forming part of a practicum fulfills the Tier M requirement. A three-credit iSchool topics course approved by the iSchool Curriculum Committee may fulfill the Tier M requirement.

Adopted 2/16

Practicum Requirement

The objective of the practicum requirement is to allow students to integrate and apply the knowledge, skills, and habits of mind 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 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 601 and LIS 602 prior to beginning his or her 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 typically:

- Work with the 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 on the iSchool website 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 different.)

LIS 826 is a field project partnership between the iSchool and the University of Wisconsin Libraries. The course has similar elements to LIS 620, but this campus-only class 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, students will be notified of the number of available LIS 826 slots (typically eight).

ePortfolio Requirement

The ePortfolio provides iSchool 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 achievement of 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 a student’s final semester could lead to delays in processing his or her graduation paperwork.

EPortfolio access is by default limited to the student, the student’s adviser, and the Assessment Committee. 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 Associate Director on the “Program Credit Reduction Form” from the iSchool website. The iSchool’s Director will make final decisions.

Students who have previously received a B or better in courses which they believe are equivalent to the iSchool’s required 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 iSchool’s director in order to make a final determination. Students who have taken other graduate LIS courses from another program should ask the iSchool 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 39 credits. Students should apply to their assigned adviser their first semester in the program to include a maximum of six credits of graduate-level work completed within the last five years (before their matriculation at the iSchool). 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 nine graduate credits of electives from a field outside library and information studies as part of their iSchool program. Again, the plan of study in LIS and related fields must have a rational focus and be developed by students in consultation with their adviser.

As part of the 39 credits required for the degree:

1. A minimum of 30 credits must be taken from regular iSchool courses (which may include up to 6 credits taken as an undergraduate, 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 iSchool 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 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, 2/16

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 a course taught via the WISE Consortium, examination of a topic not taught at the iSchool during a student’s matriculation, 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 6 independent-study credits toward the 39-credit degree, and should reduce the number of 999 credits allowed for students who have or plan to take credits outside of the iSchool. Although the 999 represents graduate credits offered by the iSchool, advisers will be mindful of the 30-credit rule: except as noted above, students are required to take a minimum of 30 credits of regular iSchool courses.

Revised 2013, 2/16

STANDARDS FOR SATISFACTORY PROGRESS

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

Probationary Admission

Students 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 (the first 9-12 credits for part-time students). Please note that the Graduate School will have an academic hold on their record until satisfactory grades are posted for the first semester; this affects when they can register for the following semester. Students should have their adviser speak with the Assistant Director after the advising appointment for their 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/letscli/libraryG.html>.

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

Students with graduate assistantships must be enrolled as full-time students.

Revised 2017

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. A student who 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 will embark on the following process:

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 iSchool 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 iSchool'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 iSchool's regulations may be granted. Requests with justifications should be submitted in writing through the student's adviser to the Director of the iSchool.

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

COURSE CHECKLIST

	Credits	Sem/Yr	Grade
REQUIRED (602 in first semester, 601 within first two semesters)			
601 Information: Perspectives and Contexts	_____	_____	_____
602 Information: Organization and Search	_____	_____	_____
603 Research and Assessment for Information Professionals	_____	_____	_____

Practicum: LIS/C&I 620 or LIS 826 _____

Tier T (one three-credit iSchool technology course selected from LIS 500, LIS 644, LIS 751, LIS 668, LIS 861, LIS 879, or designated topics course) _____

Tier M (one three-credit iSchool management course selected from LIS 654, LIS 712, LIS 732, or designated topics course) _____

Other courses

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Modifications (transfer credits, etc.) _____ cr

Total credits (39 required to graduate) _____
 ePortfolio completed _____