UW-Madison Information School
Student Handbook

(Last revised January 2022)

Table of Contents

Department and Campus Contacts

Name	Title	Email	Contact for...
TBD	Library & Instructional Services Manager		iSchool Library services and resources
Choi, Dennis	Admissions and Recruitment Coordinator	dhchoi@wisc.edu	All programs admissions questions
Greiber, Jenny	MS Program Manager & Certificates Coordinator	jgreiber@wisc.edu	Program questions and resources (MS and Certificates)
Hendricks Cobb, Tanya	Graduate Program Manager	tcobb@wisc.edu	Career Services, student concerns (MA), additional resources for students (MA)
Maurer, Amy	Univ. Services Program Assoc.	asmaurer@wisc.edu	Payroll dates & questions, help with time & leave entry
Sylte, Steve	HR Assistant	ssylte@wisc.edu	Offer letters, new employee paperwork and requirements (I-9, W-4, Direct Deposit, benefits, background checks)
Ushman, Lori	Department Administrator	ushman@wisc.edu	Human resources management & policies/procedures, new employee start-up information (NetID activation, offer letters, funding, benefits, visas)
Wiessinger, Nicole	Associate Director	wiessinger@wisc.edu	General questions/resources (all programs)
Wyeth Woerpel, Lisa	Curricular Representative	wyethwoerpel@wisc.edu	Course enrollment, course evaluations, issues or questions

Group	Email	Contact for...
DoIT Help Desk	help@doit.wisc.edu	Technical assistance with campus-supported tools
iSchool Library	ischoollib@library.wisc.edu	Library reserves (physical and e-reserves) and copies of previous syllabi, technical assistance
Online TA	online-ta@ischool.wisc.edu	e-Portfolio technical questions (MA)

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

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:
1. Students demonstrate understanding of societal, legal, policy, or ethical information issues.
2. Students apply principles of information organization.
3. Students apply appropriate research methodologies for inquiry or decision-making.
4. Students demonstrate understanding of professional competencies important for management of information organizations.
5. Students demonstrate competency with information technologies important to the information professions.
6. Students apply theory to professional practice.
7. Students demonstrate understanding of issues surrounding marginalized communities and information.

Approved 8/18

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 advisor shortly afterward.

Each semester after first enrollment, students are strongly encouraged to meet with their assigned iSchool advisor during iSchool Advising Week, which occurs each fall and spring semester.   During iSchool Advising Week, all advisors will make times available for students to sign up for advising appointments. Advisors will communicate their availability prior to iSchool Advising Week. Students are also encouraged to reach out to their advisor throughout the academic year. The advisor serves as an important resource in a student's toolkit for academic success. Advisors can help tailor course selections to career interests, as well as explain aspects of the program or curriculum that are unclear. Advisors will also check in regarding progress on the required ePortfolio.

Enrollment Holds

There are a variety of reasons why it may be necessary to require a student to meet with their advisor (general check-in, academic performance, well-being concerns, graduation check, etc). An advisor and/or iSchool administrator may place an enrollment hold on a student's account. The student and advisor will receive a communication indicating the reason for the hold and the necessary steps to get it removed. The curricular representative may place a hold on a student's account per the request of the advisor and/or iSchool administrator.

No-Fault Advisor Change Policy

Students may change advisors at any time and for any reason. Once a new advisor has agreed to advise, students must have that advisor sign the Advisor Change form (available from the iSchool website: https://ischool.wisc.edu/wp-content/uploads/2020/09/Change-of-advisor-form-REV090820.pdf) and submit the completed form to the Admissions and Recruitment Coordinator. Students do not have to tell former advisors about the change.

Career Advising

The Graduate Program Manager 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.

Program Planning

Relevant Graduate School policies can be found at https://grad.wisc.edu/academic-policies/. 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

A minimum of eight credits in a regular semester is considered full time at the graduate level.   Because iSchool students are expected to gain hands-on experience through paid or volunteer work while in the program, in addition to involvement in iSchool /Professional Organizations, students are highly encouraged to take a maximum of 9-10 credits each spring and fall semester, a maximum of 6 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. Students who plan to graduate at the end of the summer term must also be registered for at least 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. Students should complete 601 by their second semester. Students wishing to pursue the archives concentration must also take LIS 734 and are encouraged to do so in their first semester.

Think Ahead

The School Library Media concentration has very specific requirements related to certification. Please read the guidelines on the iSchool website carefully and check with your advisor. Students who wish to complete the Archives in the Digital Age concentration that meets the Society for American Archivists Guidelines in two years *must* follow a specific sequence of courses for several semesters. Information on this concentration is available from the iSchool website; advisors can answer questions.

     Students interested in other concentrations should plan an entire tentative program with different scenarios, as there are no specific requirements. The iSchool website lists suggested courses for several concentrations; 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. Looking at when electives belonging to concentrations of interest tend to sequence into the course offerings helps with thinking ahead. Students can then tentatively design the rest of their schedules around the courses they want that are not offered every semester.

Interrupted Programs/Leave of Absence

Students who find they must skip a fall or spring semester must follow instructions for Readmission to the Graduate School (See "Leave of Absence" Policy: https://policy.wisc.edu/library/UW-1227) and pay an application fee again. Students should notify their academic advisor in writing and copy the Admissions and

Recruitment Coordinator for instructions.   This should be done as early as possible to assure space in that term.

Note that time limits apply; see https://policy.wisc.edu/library/UW-1230. Per Graduate School policy, typically master's degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Because of the rapid change in the field, time limit policy appeals are rare.

Revised 1/19

Medical Withdrawal

Students who find they must withdraw due to a medical reason must request said withdrawal through the Graduate School Academic Services Office. Please note that refunding of tuition is dependent on when the student requests the medical withdrawal. See https://registrar.wisc.edu/medical-withdrawal/?repeat=w3tc for instructions on how to request the withdrawal and the criteria for tuition refunds. Students are encouraged to talk with their advisor and/or iSchool Admin staff if considering a medical withdrawal.

Extracurricular Involvement

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

Most 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 their advisor about position availability, ideally near (or even before) the beginning of the fall semester.

The iSchool sponsors several student chapters of national information organizations such as the American Library Association and the Society of American Archivists. Other student groups, such as the Jail Library Group, Allied Drive Literacy Time, Tribal Libraries, Archives & Museums (TLAM), and iSchool UX & Data Management Student Group focus on community volunteering or social activities. Participation opportunities and leadership positions are available to students across the iSchool. To view current iSchool student orgs see: https://ischool.wisc.edu/current-students/student-organizations/ Students are encouraged to organize new student organizations based on emerging interests.

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.

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: https://writing.wisc.edu/ or call 608-263-1992.

Students getting behind in their courses, or having trouble in any way, should talk to their instructors, their advisor, or the Graduate Program Manager 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 must 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.

Students with disabilities who experience physical or digital barriers that prevent access are encouraged to file a report at: https://doso.students.wisc.edu/report-an-issue/.

Individuals have the right to use facilities consistent with their gender identity. A single-stall gender-neutral restroom is available at 4237 Helen C. White Hall. For a listing of the locations of gender-neutral restrooms across campus, please see: https://lgbt.wisc.edu/documents/uw-madison-gender-neutral-restrooms/

International Students

Holders of F-1 and J-1 visas must observe restrictions related to online coursework: Visit 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.

Hate and Bias Resources

As the Multicultural Student Center states on its Hate and Bias Resources page:

> *The University of Wisconsin-Madison values a diverse community where all members are able to participate fully in the Wisconsin Experience. Incidents of bias or hate affecting a person or group create a hostile climate and negatively impact the quality of the Wisconsin Experience for community members. UW-Madison takes such incidents seriously and will investigate and respond to reported or observed incidents of bias.*

The iSchool is a learning community in which all members (students, faculty and staff) should feel valued and safe. Any student impacted by an act of hate or bias is encouraged to file a confidential report and receive support through the resources listed here: https://msc.wisc.edu/hate-bias-resources/.

Sexual Harassment

The iSchool follows all UW-Madison policies with regard to sexual harassment and discrimination. All incoming students are required to complete University Health Service's online violence-prevention program.

   Students who feel they have been sexually harassed can:
1. Seek advice. We encourage students to speak with the iSchool Graduate Program Manager, 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 Survivor Services (https://www.uhs.wisc.edu/survivor/)
  b. UHS Counseling and Consultation (includes 24 hour phone line) (https://www.uhs.wisc.edu/mental-health/)
  For a more complete list, see:
https://compliance.wisc.edu/titleix/campus-procedures/reporting/complainant/confidential-resources/

2. Students may choose to seek informal resolution and/or file a sexual harassment complaint. The campus Title IX, Office of Compliance contains sexual harassment information and resources, including a form to file a formal complaint:
https://compliance.wisc.edu/titleix/campus-procedures/reporting/complainant/

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; revised contacts 1/19

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: https://policy.wisc.edu/library/Info-112
  ● Graduate School Non-Academic Misconduct Policy: https://policy.wisc.edu/library/Info-113

  ● Dean of Students Academic Misconduct Information and Resources: https://conduct.students.wisc.edu/academic-misconduct/
  ● Dean of Students Non-Academic Information and Resources: https://conduct.students.wisc.edu/nonacademic-misconduct/

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 (https://registrar.wisc.edu/ferpa/) 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 Data & Enrollment Coordinator in the iSchool office. The other set of records is an electronic file 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 Graduate Program Manager, 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, 2021

Policies Specific to the Distance (Online) Program

iSchool distance (online) program students are given priority for online classes that are in rotation with face-to-face versions each enrollment period, with more seats initially being allocated to online student sections.

Students who wish to transfer between the iSchool campus program and the distance (online) 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 Data & Enrollment Coordinator and their advisor.

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 (online) 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

<div align="right">Adopted 5/15, revised 2/16, 1/19</div>

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

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 644 Digital Tools, Trends, and Debates
- LIS 646 Intro to Information Architecture and Interaction Design for the Web
- LIS 668 Digital Curation and Collections
- LIS 751 Database Design and Management
- LIS 768 Digital Humanities Analytics
- LIS/ED 803 Computational Research Methods in Education

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.

<div align="right">Adopted 6/13; revised 5/15, 2/16</div>

Tier M Management Requirement

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 Information Services Management
- LIS 712 Public Libraries Administration

- LIS 722 College and University Libraries

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 the special section LIS 620, "Field Project in Teaching and Learning." 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:
- Work with the instructor to create objectives for the practicum;
- Engage in professional-level work at their assigned site;
- Keep a journal of the field experience;
- Participate in online discussions focusing on career planning, practicum reflections, and research;
- Write a paper related to one of their projects at the site; and
- Present a poster on their experiences at the end of the semester.

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.)

The special section LIS 620 is a field project partnership between the iSchool and the University of Wisconsin Libraries and is available only during fall and spring semesters to on-campus students. The course shares many elements of the general field project LIS 620, but this section includes more focused content related to instruction, including content related to learning theory, pedagogy/andragogy, lesson planning, and assessment. Note, this special section of LIS 620 is on hiatus for the academic year 2021/22.

Students in this special section:
- teach a workshop using a shared outline (10-12 hours);
- observe and assist with workshop sessions for undergraduate Communication A courses (15-20 hours); and
- engage in extensive work with instruction projects at an assigned campus library site.

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 breadth requirement. Students should discuss their ePortfolio progress with their advisors each term. EPortfolios are assessed on a pass/fail basis. They will be reviewed to make sure they meet minimum requirements in the last semester of a student's program, about six weeks before the end of term (deadlines are listed and announced for each term). The artifacts themselves will not be evaluated beyond how they fit the learning outcome they are evidence for; focus is on the quality of the student's reflection. Not completing minimum portfolio requirements by the announced deadline in a student's final semester could lead to delays in processing graduation paperwork.

EPortfolio access is by default limited to the student, the student's advisor, 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.

<div align="right">

Adopted 6/13, Updated 1/19

*Please note that the MA Program Requirements are reviewed and updated as needed. Requirements are subject to change

</div>

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 Graduate Program Manager or Associate Director for referral to the appropriate faculty member to determine course equivalencies and recommend exemptions to the student's advisor. 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 provide exemptions *before they formally enroll in the program.* Supply the request, a copy of the syllabus (if not

available, consult with the Associate Director), and grade earned to the Graduate Program Manager.

Adjustment of Course Credit Requirement

The course credit requirement for the Master of Arts degree is 39 credits.

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 advisor.

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

If students have relevant coursework from another graduate degree, students may apply to their assigned advisor 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 advisor 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 advisor. Note that given the requirement to take a minimum of 30 credits from regular iSchool courses, if a student gets a credit reduction for external graduate courses taken pre-matriculation, this impacts the number of external credits that may be taken as an iSchool student.

8/98 Revised 1999, 2001, 2004, 2008, 2009, 2010, 2012, 2015, 2/16, 1/19

Policy on Independent Study - LIS 999

Independent study (LIS 999) can only be taken with the approval of both the student's advisor 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.

Advisors 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, advisors 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.

<div align="right">Revised 2013, 2/16</div>

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 https://policy.wisc.edu/library/UW-1218. 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 apply 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 advisor speak with the Associate Director after the advising appointment for their next semester to ensure that a plan is in place for future academic success.

Progress Toward a Degree

Progress should be maintained per the Graduate School Guide for Library and Information Studies, MA: http://guide.wisc.edu/graduate/information/library-information-studies-ma/#policiestext.
    Students are responsible for tracking that they have met all requirements for graduation. Students should track their degree progress using the Course Checklist that is found at the end of the MA Handbook for the year in which the student matriculated into the program.

<div align="right">Revised 2019</div>

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 advisor.

Grade Appeal Procedure

The assignment of a course grade is a judgment for which the instructor in the course is solely responsible, an 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 their 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, they 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 their advisor. 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, they 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 advisor 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

(For a fillable version of this form, please see the forms page on the iSchool Website

	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	_____	_____	_____
Tier T (one three-credit iSchool technology course selected from LIS 644, LIS 668, LIS 751, LIS 768, LIS 861, or designated topics course)	_____	_____	_____
Tier M (one three-credit iSchool management course selected from LIS 654, LIS 712, LIS 722, or designated topics course)	_____	_____	_____

Other courses (up to six credits from departments outside the iSchool with advisor approval)

	Credits	Sem/Yr	Grade
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   _____