Department of Information Studies
Graduate School of Education and Information Studies
University of California, Los Angeles

Student Handbook, 2018–19

Everything you always wanted to know about the Department of Information Studies *

(***** but were afraid to ask)

PREFACE

This handbook has been prepared to provide students with a readily available summary of information from a variety of sources. Some of these sources are listed here for reference.

- The IS Department's website—updated periodically; provides descriptions of academic programs and courses offered; includes faculty profiles. https://is.gseis.ucla.edu/.

- *New Students' Orientation Handbook*—updated periodically by the Graduate Division. https://grad.ucla.edu/academics/graduate-study/new-students-orientation/.

- UCLA's *General Catalog*—updated annually by the Registrar's Office; provides overview of Graduate Division policies; includes descriptions of academic programs in UCLA departments and schools and courses offered. http://catalog.registrar.ucla.edu/.

- UCLA's *Schedule of Classes*—updated quarterly by the Registrar's Office; lists deadlines for payment of fees, enrollment in classes, submission of University petitions; lists days, times, rooms of courses offered and any restrictions on enrollment. https://sa.ucla.edu/ro/public/soc.

- UCLA's academic calendars—updated periodically by the Registrar's Office. http://www.registrar.ucla.edu/Calendars/Overview.

- *Standards & Procedures for Graduate Study at UCLA*—updated periodically by the Graduate Division; contains policies applicable to graduate students. https://grad.ucla.edu/gasaa/library/spfgs.pdf.

- *Program Requirements for UCLA Graduate Degrees*—updated annually by the Graduate Division; provides official description of graduate degree programs. https://grad.ucla.edu/academics/graduate-study/program-requirements-for-ucla-graduate-degrees/.

- *Thesis & Dissertation Filing Requirements*—updated periodically by the Graduate Division. https://grad.ucla.edu/gasaa/etd/filingrequirements.pdf.

- *Graduate Student Academic Rights and Responsibilities*—updated periodically by the Graduate Students Association and endorsed by the Academic Senate Graduate Council. https://grad.ucla.edu/asis/library/academicrights.pdf.

- *Graduate Student Financial Support*—updated annually by the Graduate Division. https://grad.ucla.edu/asis/stusup/gradsupport.pdf.

- *Academic Apprentice Personnel Manual*—updated periodically by the Graduate Division. https://grad.ucla.edu/gss/appm/aapmanual.pdf.

- UCLA's *Regulations of the Division*—updated periodically by the Academic Senate. https://senate.ucla.edu/bylaws-regulations/regulations. https://senate.ucla.edu/bylaws-regulations/regulations. https://senate.ucla.edu/bylaws-regulations/regulations. https://senate.ucla.edu/bylaws-regulations/regulations.

- UC's *Manual of the Systemwide Academic Senate*—updated periodically by the Academic Senate of the University of California. http://senate.universityofcalifornia.edu/bylaws-regulations/index.html.

TABLE OF CONTENTS

A MESSAGE FROM THE CHAIR

On behalf of all of us here, I'd like to welcome you to Information Studies (IS) at UCLA.

As you'll already know, we're located in one of the world's most diverse and dynamic communities—the megacity of Los Angeles. You might also have a pretty good idea of what we do here.

Amongst other things, we design, develop, and deliver outstanding educational programs. These programs are the most rigorous, comprehensive, and current in the field. They provide our graduates—and employers know this, of course—with the best possible preparation for professional practice as information specialists.

Our graduates have expertise in the management, curation, preservation, and use of information in all forms, genres, and media, both analog and digital. And they are no less expert in identifying and addressing the cultural, social, and policy issues raised by their actions.

Education for librarianship has always been—and always will be—at the very core of what we do. So has education for information science (i.e., for what some people now call informatics). For decades, the same has been true for archival studies.

Whichever field you look at, at its heart is a distinctive set of questions to do with collecting and selecting, representing and organizing, preserving and making available … information!

More recently, employers have begun to appreciate that there are yet other fields of practice with the same activities among those at their core. People who work in museums, in science policy, in digital humanities; people who work with numerical data, with audiovisual records, with medieval manuscripts—all face the same kinds of problems.

Information problems.

And that's where we come in. To be precise: That's where you come in. Have an amazing time while you're with us here in IS@UCLA!

OUR MISSION

The School to which the IS Department belongs—the Graduate School of Education and Information Studies—has a simple (but tremendously important) mission statement.

In this statement (see https://is.gseis.ucla.edu/about-is/mission-values-and-vision/), the members of GSE&IS pledge to observe "the principles of individual responsibility and social justice, an ethic of caring, and commitment to the communities we serve."

In IS, we take this mission very seriously indeed.

We believe that ours is the only iSchool to specify a commitment to social justice in its top-level statement of purpose. We evaluate every component of every one of our programs and projects from a social justice perspective.

As a direct result, our graduates are uniquely equipped for challenging careers in which they are empowered to change the world for the better.

Sound good? Well, there are many ways to become involved in our community, and we very much hope that, now that you're here, you do!

IS STAFF

It's likely that the most helpful people you will meet while you're here at UCLA are the IS staff. Please make sure to drop by to say hello as soon as you can.

Diana Ascher, PhD, MBA
Director, Information Studies Research Lab
102 GSE&IS Bldg • (310) 206-9263 • ascher@gseis.ucla.edu

Snowden Becker, MLIS
Director, MLIS Program
201 GSE&IS Bldg • (310) 206-9231 • becker@gseis.ucla.edu

Annie Lee
Administrative Assistant to the Faculty
254 GSE&IS Bldg • (310) 206-9393 • galee@gseis.ucla.edu

Michelle Maye, MS
Student Affairs Officer
207 GSE&IS Bldg • (310) 825-5269 • maye@gseis.ucla.edu

Justin Scott, MLIS
Programmer/Analyst
239 GSE&IS Bldg • (310) 825-2159 • jmscott@ucla.edu

Andrew VanSchooneveld
Assistant to the Chair
254/A3 GSE&IS Bldg • (310) 825-8799 • vanschooneveld@gseis.ucla.edu

IS FACULTY

Faculty members are listed together with the titles of the courses that they regularly teach, and their research interests. Ladder faculty (also referred to as tenure-track or Academic Senate faculty) have the title of Assistant Professor, Associate Professor, or Professor. They are eligible to serve as academic advisors and thesis committee chairs or members, and elective courses taken with ladder faculty will meet the major paper requirement for the portfolio (see p. 47).

Susan M. Allen, PhD
Adjunct Assistant Professor
209 GSE&IS Building
sallen@gseis.ucla.edu

Director, California Rare Book School

Diana Ascher, PhD, MBA
Associate Librarian
102 GSE&IS Building
ascher@gseis.ucla.edu

Director, Information Studies Research Lab

IS 10 Information & Power
IS 30 Internet & Society

Critical information studies; Data ethics; Data visualization; Information economics; Information policy; Information practice; Network analysis; Privacy & surveillance

Teresa L. Barnett, PhD
Lecturer
21564 YRL Building
tbarnett@library.ucla.edu

IS 289 Introduction to Oral History Theory & Methodology

Morten Bay, PhD
Lecturer
mortenbay@ucla.edu

IS 30 Internet & Society

Snowden Becker, MLIS
Associate Librarian
201 GSE&IS Building
becker@gseis.ucla.edu

Director, MLIS Program

IS 289 Home Movies
IS 289 Bodycams
IS 400 Professional Development & Portfolio Design
IS 432 Issues and Problems in Preservation of Heritage Materials
IS 480 Introduction to Media Archiving & Preservation
IS 483 Media Collections Management
IS 498 Internship

Jean-François Blanchette, PhD
Associate Professor
218 GSE&IS Building
blanchette@gseis.ucla.edu

IS 214 Informatics: Principles & Practices
IS 240 Management of Digital Records
IS 241 Digital Preservation
IS 270 Systems & Infrastructures
IS 282 Design as Research Method
IS 289 Bodycams
IS 298 PhD Seminar: Academic Work

Authenticity of electronic information; Social and political dimensions of information security; Digital preservation; Sociology of mathematics; Privacy and data retention; Materiality and computing; Technology, memory, and oblivion

Christine L. Borgman, PhD
Distinguished Research Professor
235 GSE&IS Building
christine.borgman@ucla.edu

Director, UCLA Center for Knowledge Infrastructures

IS 200 Information in Society
IS 204 Electronic Publishing
IS 208 Scholarly Communication & Bibliometrics
IS 262A Data Management & Practice
IS 262B Data Curation & Policy
IS 289 Privacy & IT Policy
IS 298A PhD Seminar: Research Methods & Design
IS 298 PhD Seminar: Scholarly Communication & Bibliometrics

Scientific data practices and policy; Scholarly communication; Socio-technical systems

Lynn Boyden, MLS
Lecturer
lynnboyden@gmail.com

IS 279 User Experience Design
IS 289 Service Design

Kathy Carbone, PhD
Lecturer
kcarbone@ucla.edu

IS 289 Archives & Art Making
IS 289 Performing Arts Librarianship
IS 438A Archival Appraisal
IS 438B Archival Description & Access

Michelle L. Caswell, PhD
Associate Professor
214 GSE&IS Building
caswell@gseis.ucla.edu

On leave for AY 2018–19

IS 212 Values & Communities
IS 280 Social Science Research Methodology for Information Studies
IS 289 Critical LIS Praxis
IS 298 PhD Seminar: Critical & Postcolonial Theory
IS 431 Archives, Records, & Memory
IS 433 Community-Based Archiving
IS 434 Archival Use & Users
IS 438A Archival Appraisal

Critical archival studies; Archival theory; Information ethics; Race, gender, class, and sexuality in LIS; Social justice, human rights, pluralism, and archives; Community archives as alternatives to mainstream institutions; Politics of accountability, ownership, and access; Collective memory of violence; Archival pedagogy; Visual culture

Mikka Gee Conway, JD, MA
Lecturer
mconway@getty.edu

IS 289 Intellectual Property

Colin Doty, PhD
Lecturer
colincdoty@gmail.com

IS 495 Teaching Assistant Training Seminar

Johanna R. Drucker, PhD
Martin & Bernard Breslauer Distinguished
Professor of Bibliography
203 GSE&IS Building
drucker@gseis.ucla.edu

On leave for winter/spring 2019

Core Faculty, UCLA Digital Humanities

IS 139/239 Letterpress Laboratory
IS 202 History of Books & Literacy Technologies
IS 211 Artifacts & Cultures
IS 236 Approaches to Materialities of Texts & Media
IS 278 Information & Visualization
IS 291 PhD Seminar: Forgery & Authenticity
IS 291 PhD Seminar: Materialities of Texts
IS 439 Seminar: Special Collections

History of the book; Arts of the book; Information visualization

Melissa Elliott, MLIS
Lecturer
melliott@burbankca.gov

IS 289 Readers' Advisory
IS 426 Young Adult Literature

Dino Everett, MA
Lecturer
deverett@cinema.usc.edu

IS 481 Moving Image Technology

Jonathan Furner, PhD
Professor
224 GSE&IS Building
jfurner@ucla.edu

Chair, Department of Information Studies

IS 201 Ethics, Diversity, & Change
IS 208 Scholarly Communication & Bibliometrics
IS 260 Description & Access
IS 289 Museum Informatics
IS 291A PhD Seminar: Theoretical Traditions in Information Studies
IS 291 PhD Seminar: Work/Copy
IS 438B Archival Description & Access
IS 462 Subject Cataloging & Classification
IS 482 Media Description & Access

History and philosophy of cultural stewardship; Classification; Conceptual analysis; Information ethics

Mahnaz Ghaznavi, MLIS
Lecturer
mahnazghaznavi@gmail.com

IS 233 Records & Information Resources Management

Melissa Gill, MLIS
Lecturer
mgill@getty.edu

IS 464 Metadata

Anne J. Gilliland, PhD
Professor
212 GSE&IS Building
gilliland@gseis.ucla.edu

Director, UCLA Center for Information as Evidence

IS 201 Ethics, Diversity & Change
IS 241 Digital Preservation

IS 289 Teaching with Primary Resources
IS 291 PhD Seminar: Metadata Infrastructures & Politics
IS 298A PhD Seminar: Research Methods & Design
IS 298 PhD Seminar: Archival Research Methods
IS 431 Archives, Records, & Memory
IS 433 Community-Based Archiving

History, nature, human impact, and technologies associated with archives, recordkeeping, and memory, particularly in translocal and international contexts

Joshua Gomez, MIMS
Lecturer
joshuagomez@ucla.edu

IS 271 Introduction to Computer Systems & Programming
IS 289 Web Development
IS 289 Applied Artificial Intelligence

Kimberley Gomez, PhD
Professor of Education and Information Studies
3341 Moore Hall
kimgomez@ucla.edu

IS 289 Public Health Informatics

Access to disciplinary learning for middle school, secondary, and community college students; Collaborative curricular design; New media literacies across learning ecologies

Louis M. Gomez, PhD
Professor of Education and Information Studies; MacArthur Foundation Chair in Digital Media & Learning
1002 Moore Hall
lmgomez@ucla.edu

School improvement; Organization learning; Application of computing and networking technology to teaching and learning; Applied cognitive science; Human-computer interaction; Curriculum design

Ulia Gosart, PhD
Lecturer
uliagt@gmail.com

IS 280 Social Science Research Methods
IS 289 Protection of Traditional Knowledge
IS 430 Library Collection Development

Esther S. Grassian, MLS
Lecturer
estherg@ucla.edu

IS 448 Information Literacy Instruction: Theory & Technique

Joan Kaplowitz, PhD
Lecturer
joan@joankaplowitz.com

IS 448 Information Literacy Instruction: Theory & Technique

Robert Karatsu, MLS
Lecturer
rkaratsu@gmail.com

IS 423 Public Libraries

Roger Kelly, MLS
Lecturer
rogerkelly@ucla.edu

IS 425 Library Services & Programs for Children

Christopher M. Kelty, PhD
Professor, UCLA Institute for Society and Genetics
3318 Life Sciences Building
ckelty@socgen.ucla.edu

IS 180 Bio/Data
IS 298 PhD Seminar: Anthropological Fieldwork Methods

Anthropological and historical research on science and technology; Free and open source software; Intellectual property and open access; Politics of electronic voting; History of software; Ethics and politics of nanotechnology

Gregory H. Leazer, DLS
Associate Professor
226 GSE&IS Building
leazer@g.ucla.edu

IS 213 Current Issues in Librarianship
IS 260 Description & Access
IS 298A PhD Seminar: Research Methods & Design
IS 400 Professional Development & Portfolio Design
IS 461 Descriptive Cataloging
IS 462 Subject Cataloging & Classification

Organization of information; Cataloging and classification; Bibliographic control

Leah A. Lievrouw, PhD
Professor
216 GSE&IS Building
llievrou@ucla.edu

On leave for fall 2018

IS 30 Internet & Society
IS 180 Algorithms & Activism
IS 200 Information in Society
IS 206 Introduction to Economics of Information
IS 209 Perspectives on Information Societies
IS 272 Human/Computer Interactions
IS 291A PhD Seminar: Theoretical Traditions in Information Studies
IS 298 PhD Seminar: Multivariate Quantitative Methods
IS 375 Teaching Apprentice Practicum
IS 495 Teaching Assistant Training Seminar

Relationship between media and information technologies and social change

Beverly P. Lynch, PhD
Professor
211 GSE&IS Building
bplynch@ucla.edu

Founding Director, Senior Fellows Program
Founding Director, California Rare Book School

IS 203 Seminar: Intellectual Freedom & Information Policy Issues
IS 228 Assessment, Measurement & Evaluation of Information Organizations and Services
IS 410 Management Theory & Practice for Information Professionals
IS 422 College, University & Research Libraries

Structures of complex organizations, organizational environments, and organizational change; Measurement and evaluation of libraries and library services; Libraries as organizations; Academic and research university libraries

Mary N. Maack, DLS
Professor Emerita
232 GSE&IS Building
mnmaack@ucla.edu

IS 245 Information Access
IS 281 Historical Methodology of Information Studies
IS 289 Feminist Research Methods for Information Studies

Comparative librarianship with special emphasis on France, the United States & Africa; Library history; Gender issues; Literacy as an information policy issue

Candice A. Mack, MLIS
Lecturer
cmack@lapl.org

IS 427 Young Adult Services

J. Andrew Magpantay, MLS
Lecturer
andrew@magpantay.com

IS 289 Content Management Systems

Cynthia L. Mediavilla, PhD
Lecturer
cmediavi@ucla.edu

IS 289 Grant Writing
IS 400 Professional Development & Portfolio Design
IS 423 Public Libraries

Luiz H. Mendes, MLIS
Lecturer
luiz.mendes@csun.edu

IS 461 Descriptive Cataloging
IS 462 Subject Cataloging & Classification

Eva Mitnick, MLS
Lecturer
emitnick@lapl.org

IS 424 Storytelling
IS 425 Library Services & Programs for Children

Safiya U. Noble, PhD
Assistant Professor
210 GSE&IS Building
snoble@g.ucla.edu

On leave for AY 2018–19

IS 10 Information & Power
IS 180 Technology & Surveillance in Visual Media
IS 201 Ethics, Diversity & Change
IS 212 Values & Communities
IS 213 Current Issues in Librarianship
IS 289 The Intersectional Internet
IS 289 Planet Google
IS 291 PhD Seminar: Race & Surveillance

Search engine ethics; Racial and gender bias in algorithms; Socio-cultural, economic, and ethical implications of information in society; Race, gender, and sexuality in information and communication technologies; Digital technology and internet policy development; Privacy and surveillance; Information and/as control; Critical information studies

Ellen J. Pearlstein, MA
Professor of Information Studies and the UCLA/Getty Program in the Conservation of Ethnographic and Archaeological Materials
230 GSE&IS Building /
A410 Fowler
epearl@ucla.edu

IS M238 Environmental Protection of Collections for Museums, Libraries & and Archives
IS 289 Collections Management for Museums, Libraries & Archives
IS 432 Issues and Problems in Preservation of Heritage Materials

American Indian tribal museums; Effects of environmental agents on ethnographic and natural history materials; Conservation education and curriculum development

Jocelyn Webb Pedersen, MFA
Lecturer
jwpedersen9@gmail.com

IS 139/239 Letterpress Laboratory

Michael Pogorzelski
Lecturer
mpogorzelski@oscars.org

IS 485 Media Preservation & Restoration

Miriam Posner, PhD
Assistant Professor
3318 Rolfe Hall
mposner@humnet.ucla.edu

Core Faculty, UCLA Digital Humanities

IS 270 Systems & Infrastructures
IS 289 Museums in the Digital Age

Digital labor; Mapping; Network analysis; Supply-chain capitalism

Derek Quezada, MLIS
Lecturer
quezadad@uci.edu

IS 439 Introduction to Special Collections Librarianship

John V. Richardson, PhD
Professor Emeritus
204 GSE&IS Building
john.v.richardson@ucla.edu

IS 289 Genealogical Information Resources

Education for librarianship; International librarianship; Reference services; Government information; University of Chicago's Graduate Library School and Pierce Butler

Rose Roberto, MLIS
Lecturer
r.roberto@pgr.reading.ac.uk

IS 180 History of Graphics, Typography, & Information Design

Sarah T. Roberts, PhD
Assistant Professor
211 GSE&IS Building
sarah.roberts@ucla.edu

IS 208 Scholarly Communication
IS 212 Values & Communities
IS 213 Current Issues in Librarianship
IS 289 Analog Gaming in Libraries
IS 291 PhD Seminar: Digital Labor
IS 298 PhD Seminar: Historical Methods
IS 410 Management Theory & Practice for Information Professionals

Information work and workers; Library and information organizational management; IT infrastructure and planning; Social media and the internet; Digital economy; Internet governance and policy; Digital ethics; Analog gaming

Alyx Rossetti, MLIS
Lecturer
arossetti@getty.edu

IS 464 Metadata

Gregg Rugolo, MLIS
Lecturer
grugolo@gmail.com

IS 289 Content Management Systems

Brian E. C. Schottlaender, MLS   Director, UCLA Library Senior Fellows Program
UCSD University Librarian Emeritus
becs@ucsd.edu

Ramesh Srinivasan, PhD   Director, UC Digital Cultures Lab
Associate Professor
222 GSE&IS Building   IS 20 Digital Cultures & Societies
srinivasan@gseis.ucla.edu   IS 210 Global Media & Information
   IS 212 Values & Communities
On leave for fall 2018   IS 227 Information Services in Culturally Diverse Communities
   IS 270 Systems & Infrastructures
   IS 273 Communities, Information & Civic Life
   IS 275 Community Media & Design
   IS 298 PhD Seminar: Global Media Studies
   IS 298 PhD Seminar: Information Activism

Design and development of archives within culturally-differentiated communities, especially indigenous communities; Role of information systems in supporting ethnicity and culture across distance for diasporic communities; Understanding community-specific knowledge ontologies and how these are reflected in information systems

Elaine Svenonius, PhD   Bibliographic control; Cataloging; Classification; Indexing
Professor Emerita
219 GSE&IS Building
esvenoni@ucla.edu

Patrik Svensson, PhD   Conditions of knowledge production; Digital humanities as a field; Space
Visiting Professor   and knowledge production; Learning, language education, and technology;
204 GSE&IS Building   Design of infrastructure and space
psvensson@ucla.edu

Linda Tadic, MLIS   IS 289 Digital Asset Management
Lecturer
ltadic@digitalbedrock.com   Digital asset management and preservation; Functional requirements and business analysis for systems; Digital operations; Film, video, broadcasting, audio, digital archives; Metadata audits; Collection assessments

Hillary Theyer, MPA, MLS   IS 423 Public Libraries
Lecturer
htheyer@torranceca.gov

Shawn VanCour, PhD   IS 30 Internet & Society
Assistant Professor   IS 281 Historical Methodology of Information Studies
229 GSE&IS Building   IS 289 Theory & Politics of Collecting
svancour@ucla.edu   IS 291 PhD Seminar: Theories of Technology
   IS 480 Introduction to Media Archiving & Preservation

IS 484 Sound Technologies & Society

Media archives; Critical media historiography; Media archaeology; Local media and community archiving; Theory and politics of collecting; Format theory; Media policy; Media and cultural theory; Media and information industries; History and theory of screen media; Sound studies and audio culture; Social construction of new technologies

Jillian Wallis, PhD
Lecturer
wallis@moebiustrip.org

IS 139/239 Letterpress Laboratory
IS 246 Information-Seeking Behavior
IS 262A Data Management & Practice
IS 262B Data Curation & Policy

Virginia A. Walter, PhD
Professor Emerita
220 GSE&IS Building
walter@gseis.ucla.edu

IS 234 Contemporary Children's Literature
IS 424 Storytelling
IS 425 Library Services & Programs for Children

Children's information needs and information resources; Childhood and family literacy; Sociology of children's literature and childhood reading; Evaluation of library services; Citizen participation; Voluntarism in public libraries

Maureen Whalen, JD, MLIS
Lecturer
mtwhalen@aol.com

IS 203 Intellectual Freedom & Information Policy Issues
IS 289 Intellectual Property

IS ADMINISTRATION

The IS administrative structure includes a Dean of the Graduate School of Education and Information Studies (GSE&IS) and a Chair of the Department of Information Studies (IS). Prof. Marcelo Suárez-Orozco is Dean of GSE&IS, and Prof. Jonathan Furner is the Chair of IS.

The Faculty of the Department is charged with the governance of the Department, subject to the rules and coordinating power of the Graduate Council of the Los Angeles Division of the Academic Senate concerning graduate study, higher degrees, and the conduct of classes. The Faculty governs the Department by means of a set of advisory committees. Although one of those committees (the Admissions, Awards, and Recruitment Committee) is limited to faculty, all of the others may include staff and student members. Non-voting members are excused from the Executive Sessions of the committees.

IS Faculty Executive Committee

The Executive Committee of the IS Faculty (IS FEC) is the governing body of the Department. All IS members of UCLA's Academic Senate (i.e., all ladder-rank faculty — tenured or tenure-track) are IS FEC members. Emeriti faculty are members; voting privileges are determined by Academic Senate Bylaw 55. The GSE&IS Dean is also a member. The Chair of the IS Department chairs the IS FEC. The faculty secretary is responsible for the minutes of IS FEC meetings, and chairs meetings in the Department Chair's absence.

Admissions, Awards, and Recruitment Committee (AARC)

AARC oversees the recruitment and admission of, and awards to, students in the professional programs (the MLIS and the Post-Master's Certificate of Specialization). AARC is responsible for all decisions on admissions to the professional programs. The Department Chair appoints three ladder-rank faculty members to AARC. The Committee is assisted in its work by staff of the Office of Student Services. *Chair (2018–19): Prof. Johanna Drucker (fall); Prof. Gregory Leazer (winter/spring).*

Diversity Council

The Diversity Council has three main responsibilities: promoting the recruitment and mentoring of a diverse student body, and developing support structures for those students within IS; providing advice, data, and other support related to diversity considerations, to AARC, DPC, PPC, and the IS FEC; and undertaking special initiatives related to diversity concerns. The Diversity Council has two co-chairs: one is an IS faculty member (appointed by the Department Chair), and the other is a community representative (nominated and elected by the Council at its first meeting of the academic year). The Council is assisted in its work by staff of the Office of Student Services. *Faculty co-chair (2018–19): Prof. Ramesh Srinivasan.*

Doctoral Programs Committee (DPC)

DPC oversees the IS Ph.D. program. It makes recommendations to the IS Faculty Executive Committee on new courses to be offered and on changes to existing courses, based upon curricular review; oversees recruitment of students to the doctoral program; makes all decisions on admissions to the program; is responsible for identifying, applying for, and overseeing grants and awards for support of new and continuing doctoral students; conducts annual reviews of doctoral students; makes decisions on student petitions related to the doctoral program; administers the doctoral exams; and has primary responsibility for overseeing the selection, assignment, and supervision of Teaching Assistants and Special Readers. The Department Chair appoints three ladder-rank faculty members to DPC. The Committee is assisted in its work by staff of the Office of Student Services. *Chair (2018–19): Prof. Anne Gilliland.*

Instructional Services Committee (ISC)

ISC sets policies and oversees procedures for instructional services; addresses concerns relating to instructional technology raised by instructors and students; advises on the budget for the IS Lab; and coordinates policies with the

GSE&IS Educational Technology Unit (ETU). The Department Chair appoints two ladder-rank faculty members to ISC. *Chair (2018–19): Prof. Miriam Posner.*

Professional Programs Committee (PPC)

PPC oversees the MLIS and other professional programs. It makes recommendations to the IS Faculty Executive Committee on new courses to be offered and on changes to existing courses, based upon curricular review; makes decisions on student petitions related to the professional programs; and administers the MLIS portfolio evaluation. The Department Chair appoints three ladder-rank faculty members to PPC, and members representing alumni, employers, and lecturers. The Committee is assisted in its work by staff of the Office of Student Services. *Chair (2018–19): Prof. Gregory Leazer (fall); Prof. Jonathan Furner (winter/spring).*

Undergraduate Programs Committee (UPC)

UPC oversees the IS course offerings for undergraduates. It makes recommendations to the IS Faculty Executive Committee on new courses to be offered and on changes to existing courses, based upon curricular review. The Department Chair appoints two ladder-rank faculty members to UPC. The Committee is assisted in its work by staff of the Office of Student Services. *Chair (2018–19): Prof. Leah Lievrouw (winter/spring).*

Student Governing Board (SGB)

SGB is an official and independent organization of all students enrolled in courses offered by the Department. The Department makes every effort to advise, assist, and furnish supplies, equipment, and space, but does not interfere with its independence. SGB does, of course, fall under the University regulations, which govern the conduct of all student organizations, and the Chair of the Department is the official faculty sponsor. SGB establishes its own committees as necessary for carrying out its objectives. SGB members are elected by the IS student body. *President (2018–19): Julie Botnick.*

IS LAB

The Information Studies Research Lab (IS Lab) is a hub of activity supporting the research, instruction, and professional development of students, faculty, and staff in the Department of Information Studies. This academic year marks the beginning of a multi-year strategic development project to enhance the IS Lab's resources and services. Leveraging state-of-the-art technology and practice, the IS Lab acts as a liaison between academia and industry. It provides a constructive space for conducting cutting-edge research for publication in top academic journals. In addition, a key role of the IS Lab is to facilitate the acquisition of practical skills in support of the department's curriculum to establish career pathways for our graduates and collaborative, grant- and industry-sponsored research opportunities for students, staff, and faculty.

The IS Lab houses a selective print collection and provides access to instructional resources to support the IS curriculum. The IS Lab's Collection Development Policy mirrors the curricula of the IS department's MLIS, PhD, and Post-Master's programs. The IS Lab is maintained by the IS department for the academic use of the entire UCLA community, including all GSE&IS students. The IS Lab's print collection, including course reserves, is non-circulating. However, many of the books from the children's literature collection, which includes recent and award-winning works to support various IS courses, may be borrowed. Copying is available using a BruinCard and in adherence with copyright law. The IS Lab's media preservation and archiving resources include a growing collection of audio and video processing equipment for which training is provided by IS Lab staff and faculty experts.

Announcements, policies, and resources are posted on the IS Lab's webpage (https://islab.gseis.ucla.edu/). In certain circumstances, IS Lab policies necessarily may be amended. Please note effective dates.

The IS Lab is staffed by professional academic librarians and students in the Information Studies programs.

Instructional Computing Facilities

The IS Lab houses computer equipment and software for use in course assignments and projects, as well as faculty- and industry-sponsored research studies. The IS Lab provides a core level of technology to support coursework and related projects and complements those offered within GSE&IS and elsewhere on campus.

The IS Lab is not responsible for any loss of data that occurs. The IS Lab does not provide any accessories, cables, or support for personal laptops, or any other equipment not owned by the IS Lab.

IS Student Computer Accounts

Students enrolled in the MLIS, PhD, and Post-Master's degree programs of the Department of Information Studies are provided with accounts in the IS Lab. Accounts are automatically created for all new eligible students and remain active as long as a student is enrolled in a degree program, and up to 45 days after graduation. On separation, all access ends.

Printing Policy

Pre-paid printing is available via the website, http://printpay.gseis.ucla.edu/. Refunds due to printer malfunction must be requested from IS Lab staff on the day of printing, and are granted only in the form of page credits. Credits will not be given for accidental printing of pages. Student printing credits expire with the student's IS Lab account.

Abuse of IS Lab Resources

The Information Studies Research Lab houses resources to support the curricula of the degree programs offered by the department. The IS Lab resources are available to complete the coursework required to receive a grade in these classes. The resources are finite; cooperation of all students is expected to ensure equitable access to resources. Resource availability and use vary in accordance with the course schedule. However, usage by one student or many students that precludes or prevents others from using an IS Lab resource or incurs unusual costs for the IS Lab is defined as an abuse of IS Lab resources.

IS Lab staff monitor areas potentially vulnerable to misuse, including but not limited to: storage space, online resource access, and downloading or installing unapproved software on IS Lab workstations.

In the event of student abuse of resources, the IS Lab will inform the student(s), and negotiate a remedy, including a timetable for satisfactory resolution. If said abuse continues, the IS Lab reserves the right to restrict access to the resources being abused. It is the student's responsibility to initiate discussion regarding reinstatement of access.

IS COMMUNICATION

The Department uses **email** as the primary method of informing the community of important announcements. Faculty and staff also contact students by leaving messages in the message folders in the Commons. Students should check the message folders every time they come to class. The Administrative Assistant and the Student Affairs Officer will accept telephone messages for students only in case of emergency.

To encourage communication and the exchange of ideas and information among members of our community, the Department maintains several **email lists**. Each list has a discrete purpose and scope. Not all members of the IS community will be a member of every list. Subscribers to each list should understand the purpose and scope of the list(s) to which he/she subscribes, and can expect all other subscribers to share and to act with that same understanding as a member of the list.

The Department looks to UC's *Electronic Communications Policy* (ECP; http://policy.ucop.edu/doc/7000470) as the primary policy document governing its email lists and their administration. The basic principles of the ECP are as follows

- The lists will encourage thoughtful expression and discussion of ideas and topics as defined in each list's statement of purpose.
- The lists will be unmoderated.
- The faculty, via the Chair of the Instructional Services Committee (ISC), and the IS Lab staff will participate in oversight and administration of the lists.
- The lists will be instructive in that subscribers will learn to filter information overload.
- The lists will serve as models of appropriate electronic communication. As a security measure and as a courtesy to message recipients, attachments to messages are discouraged.

All Information Studies list subscribers should examine the descriptions of, and distinctions between, the email lists used in the department for communication. These descriptions may be found online at https://is.gseis.ucla.edu/about-is/resources/mailing-lists/, together with instructions for how to subscribe.

IS-ANNOUNCE is the Department's primary online communication vehicle for major announcements regarding curriculum, policy, special programs, and emergency conditions. All students, staff, and faculty *must* be subscribed.

IS FACILITIES

For the convenience of students, the **IS Commons** (120 GSE&IS Building) is available for meeting, reading, and eating whenever the IS Lab is open. Master's students' and Certificate students' **mail folders** are located in file cabinets in the IS Commons. Each student has an individual folder marked with his/her name. **Lockers** are also available to MLIS students in the IS Commons. The Student Governing Board holds a lottery at the beginning of each quarter for master's students.

Doctoral students' **mailboxes** are located in the IS Research Commons (233 GSE&IS Building). Doctoral students' **lockers** are on the second floor of the GSE&IS Building. The doctoral student representative to the Doctoral Program Committee is responsible for assigning lockers.

(There are more lockers on floors two through five of the YRL (Young Research Library). These are available for quarterly rental by UCLA Library card holders. Fees are $8 per quarter. Locker assignments are made at the circulation desk on the first floor. Lockers may be rented at any time of the year, except during locker renewal and clearance periods.)

Doctoral students may request **keys** to the GSE&IS Building, the IS Research Commons (233 GSE&IS Building), and the second floor stairwell, from the GSE&IS Support Services Unit (A036 Moore Hall). No cash or checks are accepted. All charges will be billed through UCLA Billing Accounts Receivable (BAR). There is a $25 deposit for each key.

The most commonly used IS and University **forms** may be obtained from the Student Affairs Officer (SAO; 207 GSE&IS Building). Students should seek assistance from the Student Affairs Officer to process leave of absence requests, academic revisions (removal of incompletes, incorrect grades), retroactive add/drops, nomination of master's and doctoral committee forms, advancement to candidacy forms, exceptions to policy, and petitions to the PPC.

The closest **photocopying machines** are available in the IS Lab and in the Young Research Library. UCLA BruinCards should be used to pay for photocopying and computer and microform printing in YRL and other campus libraries. Students, faculty, and staff should use their BruinCards to purchase copies, prints, and scans. They must have a monetary value in the card account equal to the amount of the purchase, and value can be added to the account online at http://www.bruincard.ucla.edu/ or at a BruinCard transfer station.

The UCLA Community Service Officers' **Campus Escort Service** is available from dusk until 1:00 a.m. Fifteen minutes before you need to leave, call (310) 794-WALK. Students should consider using this service when walking across campus alone at night or at times when the campus is relatively deserted. Personal belongings, including purses, laptops, backpacks, briefcases, etc., should not be left unattended, even for a short period of time.

While there are no **public telephones** available on campus due to nearly ubiquitous use of mobile phones, a campus phone is located on the west wall of the hallway on the first floor of the GSE&IS Building, near the elevator.

IS COMMUNITY

The Department's series of **colloquia** and lectures by internationally renowned scholars and professionals and others engaged in areas of interest in information studies serves not only the students of the Department and its faculty, but the practicing professionals of the area as well. Colloquia are typically scheduled on Thursdays, 3:00–5:00 p.m. All students are strongly encouraged to attend.

Other **lecture series** include the annual Frances Clarke Sayers Lecture (a tribute to the former IS faculty member, a noted children's librarian, author, and lecturer), the Kenneth Karmiole Lecture Series in Archival Studies (in honor of the antiquarian bookseller), and the annual Bernard and Martin Breslauer Lecture (in honor of the father-and-son team of antiquarian booksellers).

The weekly **Tea Breaks** are one of the unique features of our program: a regularly scheduled time between classes for current students to meet, share a bite to eat, and catch up on campus news and items of interest from the world of information professionals. Each week, we invite a guest from among our rich pool of alumni, the UCLA libraries and other campus units, and the broader professional community. Visiting speakers get to meet with current students and hear about their research interests, as well as share their own professional history and experience, discuss current projects, or recruit for internships and job openings.

Tea Breaks are structured as a social gathering, not a formal colloquium or guest lecture. Some guests bring show-and-tell items—everything from an Emmy statuette to 19th-century pamphlets on women's health and comics deaccessioned from the DC archive—but the Tea Breaks are a PowerPoint-free zone! Conversations during the Tea Breaks are casual and free-ranging; they are also of tremendous value to students' intellectual and professional growth. Among other things, they help convey the breadth and diversity of work being done in the information professions; they offer insights for emerging professionals into the career progression of senior colleagues; and they reinforce valuable connections between the IS Department and its many stakeholders, both in and beyond the greater LA area. Meetings between students and guests at the Tea Breaks often lead directly to new internship projects, research collaborations, mentoring relationships, and professional employment opportunities.

Tea Breaks are held in the IS Salon, on the second floor of the GSEIS building. Light refreshments are always served, but meeting days/times are subject to change on a quarterly basis to accommodate class schedules and other departmental events. These meetings are open to all members of the UCLA academic community; no reservations required. Prospective students are particularly welcome to attend and get acquainted with our department and our professional community at the Tea Breaks.

The Department, often in cooperation with professional community groups, encourages informal activities to complement the student's formal curricular education. These informal programs include **student chapters** of state and national professional associations, such as the American Library Association (ALA), the Association for Information Science and Technology (ASIST), the Association of Moving Image Archivists (AMIA), the Society of American Archivists (SAA), and the Special Libraries Association (SLA). Other **special interest groups** include ARTiFACTS, for students interested in the areas of art librarianship, museum informatics, and visual resources; Books Beyond Bars, supporting the library at a local juvenile detention facility; the Horn Press, devoted to hand-press fine printing and book arts; Library & Archive OUTreach, which provides a forum for LGBT library and archival scholarship; and YACS, for students interested in young adult and children's services.

The Department is proud of the work produced by its students and encourages students to pursue opportunities to publish. Faculty advisors and course instructors will indicate to students when work is of publishable quality and suggest avenues of publication. In particular, students should be aware of the following publishing mechanism. **InterActions** (http://www.interactions.gseis.ucla.edu/) is an open-access journal hosted by the eScholarship Initiative of the California Digital Library (CDL), edited and managed by graduate students, and published twice-yearly, with funding provided by GSE&IS and the UCLA Graduate Students Association (GSA). The journal is committed to the promotion of interdisciplinary and critical scholarship, and provides a space to record the voices of emerging scholars (graduate students and postdoctoral fellows), activists, and practitioners.

GSE&IS holds a **Commencement** ceremony in Spring quarter, honoring graduates from all the School's degree programs. Representatives from the IS Student Governing Board assist in the planning of the ceremony. PhD students may additionally wish to participate in the University's **hooding** ceremony, which is also held in Spring quarter. Notices providing information to students about these two important events are posted on Department listservs.

CAMPUS RESOURCES

Bruin OnLine (BOL) is the main UCLA computer resource for students. BOL provides UCLA students, faculty, and staff with email, web hosting services, network connectivity including wireless, and free software and support. In order to have access to BOL services, you must have a UCLA Logon ID. For information on getting an ID, changing your password, or getting additional help, visit http://www.it.ucla.edu/bol or call the BOL consulting helpline at (310) 267-4357.

UCLA Library consists of the Charles E. Young Research Library (YRL), Powell Library (the College Library), a number of specialized libraries, and extensive special collections. Its collections contain over twelve million print and electronic volumes, and extensive holdings of government publications, pamphlets, manuscripts, maps, microtext editions, music scores, recordings, and slides. Of the Libraries' resources, many titles relate to the instructional and research programs of the IS Department; access to many of the items in the non-circulating IS Lab collection may be located in campus libraries. Several of the 85,000 serial publications to which access is currently provided by UCLA Library are directly related to the programs of the Department. Reference librarians are always available to answer questions, in person or online. Diane Mizrachi (310-825-6523; mizrachi@library.ucla.edu) is the Collections, Research & Instructional Services Librarian for Information Studies. For complete information concerning UCLA Library, its use, and its services, see http://www.library.ucla.edu/.

Located in 270 Powell Library, the Office of Instructional Development's **Instructional Media Lab** provides access to course related materials for self-study, group education, or research. The Media Lab enables faculty to incorporate media into the curriculum beyond using limited classroom hours and offers students an opportunity to learn at their own pace with the flexibility of studying at times convenient to their individual schedules. See http://www.oid.ucla.edu/edtech/medialab.

The **Campus Library Instructional Computing Commons** (CLICC) offers technology and support for UCLA students, faculty, and staff. CLICC provides services such as laptop lending, printing, study room reservations, projector loans, video kits, computer stations, and a wide variety of instructional software. CLICC's student consultants can help find you the computing resources you're looking for and help you get started using the technology. See http://www.library.ucla.edu/clicc.

Students interested in purchasing computer hardware and software should explore the **UCLA Computer Store** on B Level of Ackerman Union. The University has negotiated some very favorable site licenses and purchase agreements, which are available to students.

The **UCLA Graduate Student Resource Center** (GSRC; http://gsrc.ucla.edu/) is a Graduate Students Association initiative that is managed by Student Affairs. The GSRC is a resource, referral and information center for graduate students, offering programs and workshops on a variety of topics, drop-in advice and assistance, meeting and study space, and the opportunity for social interaction. The Graduate Student Resource Center is also the home of the new Graduate Writing Center (http://gsrc.ucla.edu/gwc/), which offers a variety of workshops and programs throughout the year, including thesis and dissertation boot camps. All graduate and professional students are welcome. It is located in B11 Student Activities Center.

UCLA Counseling and Psychological Services (CAPS) is a multi-disciplinary student mental health center, offering counseling and psychotherapy (including 24/7 crisis counseling by phone, 310-825-0768), psychiatric services, and therapy. Typical subjects for groups are assertiveness training, procrastination, and stress management. Any registered UCLA student is eligible for these services at no charge. CAPS is located at the John Wooden Center West, 221 Westwood Plaza. The entrance faces the Intramural Field. Students can make appointments by calling or visiting, Monday through Thursday, 8:00 a.m. to 4:00 p.m., and Friday, 9:00 a.m. to 4:00 p.m, or online at http://www.counseling.ucla.edu/.

Students may seek legal assistance from **UCLA Student Legal Services** in A239 Murphy Hall, by phone at (310) 825-9894 or online at https://www.studentlegal.ucla.edu/. Although Student Legal Services does not represent students in court, it does offer a variety of confidential counseling services, including assistance with landlord–tenant relations, accidents and injuries, harassment, discrimination, and faculty misconduct.

FINANCIAL SUPPORT

For complete information about financial support, please see https://grad.ucla.edu/funding/financial-aid/ and UCLA Graduate Division's *Graduate Student Financial Support* at https://grad.ucla.edu/asis/stusup/gradsupport.pdf.

UCLA Need-Based Awards

Graduate students may apply for financial aid based on need from the Financial Aid and Scholarships Office (FAO; Room A-129J Murphy Hall). Depending on the FAO's assessment of your budget and financial statement, FAO will typically award a financial aid package made up of a combination of Federal Work-Study (FWS) grants and loans. While the FAO will accept applications throughout the year, priority is given to those applications filed by announced deadlines. Typically, enrolled students seeking financial aid for the next academic year must file in late February or early March, but students should check with the FAO to verify deadlines for priority filing. Continuing students are usually notified of the action taken on their applications in mid-August.

UCLA Merit-Based Awards

UCLA also provides support for its graduate students through awards based on merit. Continuing graduate students should complete the Fellowship Application for Continuing Students (available in mid-October at https://grad.ucla.edu/funding/financial-aid/funding-for-continuing-students/fellowship-application/) by the campus-wide deadline if they wish to be considered for UCLA's restricted and unrestricted merit-based awards.

The IS Admissions, Awards, and Recruitment Committee (AARC) and/or the Doctoral Program Committee (DPC) ranks any applicants for restricted awards, then forwards those rankings to the Graduate Division for final selection. The Committees review applications for unrestricted fellowships and non-resident tuition waivers and make awards in the Spring quarter. Awards are usually for one academic year. Students who receive such awards are expected to be enrolled in 12 units per quarter.

The Department makes a number of its own merit-based awards. Information about these awards is posted periodically to the students' listservs.

Extramural Awards

Announcements about awards from professional organizations are also made on the student listservs. Students in the department have been very successful in receiving awards from professional and other external groups such as AALL, ALA, AMIA, MLA, SAA, SCA, SLA, YALSA, etc. Notices of awards and scholarships received by the Department are filed in a green binder, "Awards/Scholarships," kept in the IS Lab. In addition, students may wish to check the list of scholarships, grants, and fellowships in the GRAPES database at https://grad.ucla.edu/funding/.

Apprentice Positions

At UCLA, Teaching Assistants (TAs), Graduate Student Researchers (GSRs), and Special Readers (SRs) are known as academic apprentice personnel. The *Academic Apprentice Personnel Manual* (https://grad.ucla.edu/gss/appm/aapmanual.pdf) explains official UCLA policies and procedures for the appointments of graduate students to all academic apprentice personnel titles.

TAs are selected for their scholarship and promise as teachers. In IS, doctoral students are selected to serve as TAs for undergraduate courses, including IS 10 Information and Power, IS 20 Digital Cultures and Societies, and IS 30 Internet and Society. Advancements to Teaching Associate and Teaching Fellow are made upon recommendation by the Chair. Many other Departments on campus hire TAs; see https://grad.ucla.edu/gss/ase/opportunities.pdf for a list of appointment opportunities.

GSRs (commonly known as Research Assistants or RAs at other universities) are selected for high achievement and promise as creative scholars, and assist faculty with scholarly research. They may or may not collaborate in the

publication of research results as determined by supervising faculty members. GSRs may not be assigned teaching, administrative, or general assistance duties. Individual faculty advertise for GSR positions on the listserv. In the same quarter in which they hold their position, GSRs usually enroll in IS 596 Directed Individual Study or Research for 1 to 4 units of credit.

SRs are advanced graduate students who assist a faculty member who is teaching a course with the grading of students' papers and exams in upper division and graduate-level courses. In IS, doctoral students are selected to serve as SRs for MLIS core courses and certain other courses with high enrollment. SRs should previously have earned a grade of B+ in the course for which they are reading. In the same quarter in which they hold their position, SRs enroll in IS 375 Teaching Apprentice Practicum, which carries from 1 to 4 units of credit. While the credit for IS 375 does not count toward the PhD degree, it does count toward the minimum number of units (12) needed to maintain full-time status.

General eligibility requirements to hold an academic apprentice personnel appointment and to receive fee remission and health insurance benefits are as follows:

- the student must have a cumulative GPA of at least 3.0 for all coursework taken during the student's period of graduate study at UCLA;
- the student must enroll in at least 12 units no later than the third week of instruction and remain enrolled for the entire quarter; and
- the student must be appointed (and work) at least 25% time (10 hours per week) for the entire quarter.

Other Work Possibilities

UCLA Library is an excellent source of part-time jobs. Students may submit applications online at http://www.library.ucla.edu/about/jobs-ucla-library/student-jobs.

Part-time positions, on and off campus, are listed by UCLA Career Center at https://www.career.ucla.edu/ and 501 Westwood Plaza.

Students looking for jobs should also check the IS Career Resources page at https://is.gseis.ucla.edu/career-resources/, maintained by the IS Lab.

Emergency Loan Funds

Short-term, interest-free emergency loans are available from UCLA Student Loan Services & Collections (http://www.loans.ucla.edu/ and A-227 Murphy Hall).

International Students

The Dashew Center for International Students and Scholars (DCISS; https://www.internationalcenter.ucla.edu/), located in 106 Bradley Hall, 417 Charles E. Young Drive West, provides international students with information about financial aid, immigration, employment, and regulations affecting their status.https://www.internationalcenter.ucla.edu/), located in 106 Bradley Hall, 417 Charles E. Young Drive West, provides international students with information about financial aid, immigration, employment, and regulations affecting their status.https://www.internationalcenter.ucla.edu/), located in 106 Bradley Hall, 417 Charles E. Young Drive West, provides international students with information about financial aid, immigration, employment, and regulations affecting their status.https://www.internationalcenter.ucla.edu/), located in 106 Bradley Hall, 417 Charles E. Young Drive West, provides international students with information about financial aid, immigration, employment, and regulations affecting their status.

ACADEMIC POLICIES AND PROCEDURES

Students are strongly encouraged to discuss any academic policies and procedures about which they are concerned with their faculty advisors and with the Department Chair.

Residence for Tuition Purposes

Legal residents of California do not pay nonresident tuition fees. Students who intend to establish residency in California should read about UCLA residence requirements at http://www.registrar.ucla.edu/Fees-Residence/Residence-Requirements and consult the Campus Residence Deputy in 1113 Murphy Hall (310-825-3447; residencedeputy@registrar.ucla.edu) as soon as possible.

Registration: Paying Fees and Enrolling in Classes

Students should observe all deadlines for registration (a two-step process of payment of fees and enrollment in classes) to avoid late penalties. See http://registrar.ucla.edu/Registration-Classes/Registration-and-Payment for further details about registration, https://sa.ucla.edu/ro/public/soc for the Registrar's Office's *Schedule of Classes*, http://www.registrar.ucla.edu/Registration-Classes/Enrollment-Policies for enrollment policies, and http://registrar.ucla.edu/Calendars/Overview for deadlines.

For most students, **MyUCLA** (https://my.ucla.edu/) provides the easiest way to enroll in classes and to gain real-time access to academic, financial, and personal records. Features on MyUCLA allow students to process course enrollment, to obtain course confirmation (including day/time, location, instructor name), to see UCLA grades for any completed term, to see GPA and completed units, to access financial aid information, to confirm registration fee payment, and to update or review selected personal information (e.g., degree expected term, telephone number, address, privacy release, and security code changes). A Permission to Enroll (PTE) number may be required for enrollment in courses offered by other departments; these may be obtained from the instructor, TAs for the course, or departmental administrators. You may need to attend the first day of classes to speak to the instructor and receive a PTE number in person.

Students log in to MyUCLA with their UCLA Logon ID and Password. UCLA Logon IDs are obtainable from https://accounts.iam.ucla.edu/; students should have their 9-digit Student ID ready to enter when prompted.

Access for enrollment processing is controlled by a random appointment structure from the Registrar. Enrollment appointments are posted two weeks before the enrollment process begins.

Students are responsible for checking their study lists on MyUCLA to make sure they are correctly enrolled.

Grades are available no later than two weeks after the last day of final exams. If grades are not shown on MyUCLA they have not been received from the instructor or are still being processed. Please do not call the Registrar's Office directly for grades. For security and confidentiality reasons, grades are only available from MyUCLA. As needed, a student may obtain a free printout (unofficial transcript) of grades for the most recent graded term from the Registrar, 1113 Murphy Hall, by presenting his/her photo ID.

Leave of Absence

Unless granted a leave of absence, students are expected to register in the Fall, Winter, and Spring quarters of each academic year. Students who fail to register or file a leave of absence by the end of the second week of instruction are assumed to have withdrawn from UCLA and will be required to reapply in order to be readmitted.

To be eligible for a leave of absence, a student must have been in residence at the University for at least one quarter, must have a current grade point average of at least 3.0 in the UCLA graduate program in which s/he is enrolled, and must apply for the leave of absence before the end of the first week of classes of the quarter in which the leave is intended to commence.

A leave of absence may be granted only under the following circumstances: emergencies; family obligation (e.g., parenting; medical; military duty; outside employment.

Students will not be granted a leave of absence under the following circumstances:

- if the student's cumulative grade point average is below the required 3.0;
- if the student is studying for a doctoral examination (s/he should be enrolled in IS 597 Directed Studies for PhD Qualifying Examinations, or other appropriate Department courses, for a total of 12 units);
- is the student is carrying out research, or preparing or writing a thesis or dissertation;
- if the student anticipates using 12 or more hours per quarter of University facilities (excluding the Library) and/or faculty time (including reading and suggesting revisions to drafts of theses and dissertations); or
- if the student has accumulated 12 or more hours of use of University facilities (excluding the Library) and/or faculty time (including reading and suggesting revisions to drafts of theses and dissertations) since last being registered.

University and school policy encourages students to make steady progress toward completing their program. Thus, leave of absence will be granted only under unusual circumstances and will not be granted to students simply because they are temporarily less directly engaged with faculty. The amount of time and support students receive from faculty will naturally fluctuate throughout their degree programs. Such fluctuations in student contact with Department faculty and staff or University resources, however, do not warrant a leave of absence during quarters when there is less contact or engagement. A graduate degree is an ongoing, comprehensive experience paid for through student fees and state support for the University. Payment for graduate degree programs should not be considered as fees for service on a quarter-by-quarter basis.

A student applying for a leave must complete UCLA Graduate Division's Leave of Absence Request form *and* an IS Departmental Approval for Leave of Absence form. Both are available from the Student Affairs Officer (207 GSE&IS Building) and online at https://is.gseis.ucla.edu/programs/mlis-degree/program-documents-forms/. In order for a leave to be granted, the Department form must be signed by the student's advisor. Doctoral students must also obtain the signature of the Chair of the Doctoral Program Committee. The UCLA form must be signed by the Department Chair, and by the student's dissertation committee chair (when applicable). International students must also obtain a signature from the Dashew Center for International Students & Scholars (DCISS).

All leaves must be requested before the second week of class of the quarter in which the leave of absence is to begin. The Graduate Division will not review late requests or requests for retroactive leave of absence except under extraordinary circumstances.

If approved, a leave may be granted for periods of one to three quarters. No more than three quarters of leave are permissible. If a student has transferred from another UCLA Department and has taken a leave of absence, that leave follows the student through his or her academic career.

Students on leave may not keep a salaried appointment to any apprentice teaching or research title. Students who are on leave risk losing their fellowship funding from the Department, the University, or outside granting agencies. Students are responsible for monitoring the status of any fellowship that could be taken away due to a leave of absence.

A student who fails to return to the University the quarter after being on an official leave of absence, or who leaves the University without an official leave of absence, must apply for readmission to graduate study.

Grading Policies

UCLA students are responsible for understanding the grading policies and regulations established by the Academic Senate. Should any semantic variations exist between explanations in this handbook and in the *Regulations of the Division,* the *Regulations* prevail in all cases. Copies of the *Regulations* are available for review in the Academic Senate Office, 3125 Murphy Hall, and online at https://senate.ucla.edu/bylaws-regulations/regulations.

The GSE&IS grading policy follows the University guidelines. By regulations of the Academic Senate of the University, grading is the responsibility of the faculty member responsible for a course. Except as will be discussed in a moment, no one else may assign a grade for a course or modify the grade that has been assigned by the responsible faculty member. Beyond that, even the faculty member may not modify a grade, once it has been assigned, except for either a clerical error or a procedural error. A clerical error might be simply a mis-recording on the grade sheet; it might be an accidental miscalculation. A procedural error might be an inadvertent failure on the part of the faculty member to consider some specific work by the student.

The major exception to this fundamental principle is the process of formal review by the Academic Senate Committee on Privilege and Tenure. In response to a student appeal, the formal review process ensures that the faculty member has applied appropriate academic criteria to determine the student's grade.

Some operational situations, such as the death of the faculty member, may necessitate evaluation by an appropriate substitute, such as another faculty member in the same field, or, as a last resort, the Department Chair.

Probation

Students who do not meet the minimum cumulative grade point average of 3.0, or who do not achieve a 3.0 in two consecutive quarters, are on probation and subject to dismissal. IS faculty members review cases of any students in scholastic distress, and make recommendations to the Graduate Division regarding continuation in the program in probationary status. Students on probation may not enroll in courses graded S/U (e.g., IS 498, 596).

Nondiscrimination, Sexual Harassment, Disclosure of Student Records, Faculty Code of Conduct, Student Conduct

The University's established policies with respect to nondiscrimination, sexual harassment, disclosure of student records, faculty code of conduct, and student conduct are published in UCLA's *General Catalog*, available in the IS Lab and online at http://catalog.registrar.ucla.edu/. Included in the *General Catalog* are details of the appropriate campus offices to contact if students have inquiries regarding compliance or complaints related to these policies. IS students may want to discuss matters covered by UCLA policy with their faculty advisors, the Chair, and/or the Dean, who can help identify appropriate mechanisms, informal and formal, responsive to student concerns.

Student Files

Students may view the contents of their files in the Office of Student Services (207 GSE&IS Building) by appointment. Documents in the file may be copied only with the approval of the Chair or the Chair's designee. Students usually will be given permission to copy transcripts used in support of scholarship applications or job applications, but will not be given permission to copy or have forwarded letters of recommendation. Students must give the Department written permission to release information to prospective employers or other academic institutions. Files are retained for five years following graduation or withdrawal.

PhD students may submit papers for their files to the Student Affairs Officer. PhD students may add or remove papers from these files. Papers are returned to PhD students at graduation if requested.

Students who change their names must file a change of name petition with the Registrar (1113 Murphy Hall). Address changes may be made on MyUCLA (https://my.ucla.edu/) at any time. Students should also notify the Student Affairs Officer (207 GSE&IS Building) of changes in name, address, and telephone. International students must also inform the Dashew Center for International Students & Scholars (https://www.internationalcenter.ucla.edu/).

ENTRANCE REQUIREMENTS

MLIS and PhD students must satisfy one entrance requirement: completion of a college-level course in **descriptive and inferential statistics** (3 semester units or 4 quarter units) taken within the last five years with a minimum grade of C. The college-level course used to satisfy the statistics requirement *must* cover both descriptive and inferential statistics. Generic research methods courses do not satisfy the requirement.

The entrance requirement can be met at UCLA or at any other accredited college or university. UCLA courses frequently taken by IS students include Education 230A, Political Science 6, Sociology 20, and Statistics 10, 11, 12, 13, 14. UCLA Extension courses on statistics are offered each quarter. Many acceptable statistics courses are also offered online and through local community colleges. The Student Affairs Officer has a notebook listing courses at other institutions which have been approved.

PhD students are encouraged to satisfy any outstanding requirements in the first year of residence. Entering MLIS students should have completed the statistics requirement *prior* to the Fall quarter. Under exceptional circumstances, the requirement may be completed by the end of the Fall term; but we strongly encourage MLIS students to have the requirement completed *before* they enter the program. The course load expected of IS students is three IS courses (12 units) per term. Any entrance requirement taken in Fall quarter will put the student one course behind the acceptable three-IS-course load.

Please also note that the grade for *any* course taken as a graduate student will be reported on the graduate transcript, even if that course is not a requirement of the student's graduate program. Any courses taken as a graduate student at UCLA (excluding those from Extension) are calculated into the UCLA GPA. Students may elect to take entrance requirements at UCLA on a Satisfactory/Unsatisfactory basis (S/U), but should know that graduate students must earn a B or better to earn the grade of S. If the student takes a course and receives a grade of C, an Unsatisfactory appears on the transcript, but for the Department's purpose the requirement is met. The grade of U does not affect the GPA. A grade of C– or below does *not* satisfy the requirement. Students wishing to change the grading basis after the quarter begins must be sure to do so by the published deadlines. Graduate students must maintain a 3.0 GPA to remain in good standing.

An MLIS student's failure to complete the requirement by the end of their first quarter will result in a recommendation of termination of student status.

IS PHD PROGRAM

Overview

Researchers in information studies seek to understand the ways in which information in all its forms is produced, recorded, organized, preserved, retrieved, communicated, managed, and used, and the ways in which people's information-related activity shapes—and is shaped by—information technologies, information structures, and information institutions such as libraries, archives, and museums. The answers to the research questions posed in information studies help to improve information systems and services, to guide information policy, and to enrich life in today's information society.

The research and professional programs offered by UCLA's Department of Information Studies are considered among the finest of their kind in the world. The Ph.D. program is rigorous and rewarding, with a strong research focus, requiring students to sit a written qualifying examination before proposing, writing, and defending a dissertation. It is designed so that students are able to:

- demonstrate a thorough understanding of the field of information studies;
- develop expertise in using the various research methods necessary for investigation in the field;
- conduct effective, sustained research; and
- contribute to the knowledge of the field by identifying and solving a significant problem.

The courses offered in the doctoral program cover a range of areas of inquiry in the theory and methodology of information studies, focusing on information-related artifacts (e.g., documents, texts, images, records, collections), agents (e.g., producers, managers, seekers), contexts (e.g., cultural, economic, legal, social, technological), institutions (e.g., organizations, professions, disciplines), practices (e.g., production, design, recording, representation, organization, replication, preservation, retrieval, communication, management, interpretation, use, destruction, policymaking), properties (e.g., authenticity, authorship, identity, reliability, trustworthiness, truth), values (e.g., aesthetic, ethical, functional), and related phenomena (e.g., data, evidence, heritage, knowledge, memory, and misinformation).

The Ph.D. program offers students ongoing opportunities for close interaction with outstanding faculty who have international reputations in their areas of research; a carefully designed doctoral curriculum with the flexibility to allow students to pursue individual academic and career goals; and the vast academic resources of UCLA itself, capable of supporting sophisticated, interdisciplinary, and innovative scholarly investigation.

Graduates of the program are well prepared to engage in creative research, ordinarily as part of a career in university teaching or in policymaking or consulting for corporate, non-profit, or governmental institutions, and in professional leadership for information institutions. The Department has an outstanding record of placement for graduates in positions of academic and professional leadership.

Doctoral study requires intellectual creativity, discipline, and dedication. UCLA's Department of Information Studies offers students who undertake this demanding program an extraordinary educational experience. Funding for suitably qualified students is available through scholarships, fellowships, and research assistantships.

The doctoral program in Information Studies is administered by the Department's Doctoral Program Committee (DPC).

Upon admission to the doctoral program, a faculty advisor is assigned based on the evidence in the student's statement of interest at the time of application and on the general commitments of the faculty. Students may change advisors with agreement of faculty. The advisor has the responsibility to assist the student in planning a program of study that meets the requirements of the Ph.D. program and to guide the student in the dissertation research. Until advancement to candidacy, there are yearly formal evaluations of progress that involve the student, the chair, the faculty advisor, and other faculty. After advancement to candidacy, the evaluation of progress is the responsibility of the formal doctoral committee.

Program Requirements

All doctoral students at UCLA are required to complete at least two years of academic residence in graduate status at the University of California, including one year in continuous residence at UCLA.

Like other doctoral programs at UCLA, the Ph.D. in the Department of Information Studies is a full-time graduate program. Students should be registered and enrolled full-time throughout each quarter that they are in residence in the program. A course schedule of three courses (or 12 units) per term is considered the normal, full-time enrollment for graduate students. Only those students who are enrolled in at least 12 units per quarter can be counted for full-time status in the University's official enrollment. Therefore, students are directed by the Department to enroll full-time whenever possible.

In particular, Special Readers (SRs) and graduate student researchers (GSRs) are required to be registered and enrolled in at least 12 units throughout their appointments. Those assistants who take a leave of absence or withdraw terminate their appointments. Course 375 for teaching assistants, and independent studies at the 500 level for graduate student researchers, may be included in reaching the eight or twelve-unit load.

Furthermore, all graduate students holding fellowships must be enrolled in at least 12 units per quarter, both before and after advancement to candidacy. These units may include, among others, those gained in courses in the 500 series (individual study or research).

All this notwithstanding, UCLA does recognize the need for part-time study in special circumstances. The *General Catalog* states: "Approval of less than full-time enrollment is at the discretion of the department. If a student has family or employment responsibilities or health problems that preclude full-time enrollment, the student should contact the departmental graduate adviser to discuss the possibility of an exception."

All Ph.D. students in IS must enroll in classes no later than the second week of each quarter. The University provides no funding to the Department for students who enroll after the second-week deadline.

Students should consult the *General Catalog* (http://catalog.registrar.ucla.edu/) for a complete description of the University's registration and enrollment requirements. All students are expected to understand and abide by these requirements.

Annual Formal Evaluations

Until the student is advanced to candidacy (and after, if the Doctoral Program Committee determines that progress toward completion needs to be assessed), his/her progress is evaluated once a year by the advisor and the DPC. The student is required to submit a progress report to his/her faculty advisor and the SAO by the date set by the DPC. This progress report must include three items:

1. a two-page narrative;
2. a CV; and
3. a list of courses taken, with details of quarter and instructor.

The narrative should include statements of (a) the student's progress to degree (according to the guidelines set out below), (b) the student's activities and progress in the current year, and (c) the student's goals for the coming academic year.

After having read the student's report, the faculty advisor will also submit a one-page report to the SAO by the date set by the DPC. The advisor's report should include an assessment of the advisee's progress to degree and goals for the following academic year. The result of the DPC's evaluation will be communicated to the student.

Stages in the Doctoral Program

Stage 1: Toward the Written Qualifying Examination. In this stage, the student completes coursework, independent research, and other work necessary to satisfy the Ph.D. course requirements as specified below, and to prepare for the **Written Qualifying Examination** (WQE). The WQE is an integrative exam. All students are required to take and pass the exam before proceeding to the next stage. During Stage 1, the student is supervised by a member of faculty, and reviewed annually (in spring quarter) by the DPC.

Stage 2: Toward the Oral Qualifying Examination. Upon passing the WQE, the student appoints a doctoral committee, and develops a **proposal** for a dissertation. During this stage, the student is supervised primarily by his/her own doctoral committee, especially by the chair of that committee (who is considered the student's principal advisor), and secondarily by the DPC. The student continues to be reviewed annually by the DPC. The student defends his/her proposal before his/her doctoral committee in the University's **Oral Qualifying Examination** (OQE). The OQE should be completed within one year of passing the WQE.

Stage 3: Toward the Final Oral Examination. Upon passing the OQE, the student is said to be advanced to candidacy. The student writes the **dissertation** and defends it in a **Final Oral Examination** (FOE). During this stage, the student's progress is supervised by his/her dissertation committee.

Time-to-Degree

Students typically complete the Ph.D. program in three to six years, depending in part on the extent of prior qualifications. The guidelines for **normative** time-to-degree are as follows:

From admission to the Written Qualifying Examination (completion of Stage 1)	6 quarters (2 years)
From admission to the Oral Qualifying Examination (defense of the proposal; completion of Stage 2; advancement to candidacy)	9 quarters (3 years)
From admission to the Final Oral Examination (defense of the dissertation; completion of Stage 3)	15 quarters (5 years)

The **maximum** time-to-degree is 24 quarters (8 years). Moreover, the Department receives no funding for students registered after the ninth quarter past advancement to candidacy. Students who have not completed the degree by that time may lose eligibility for further financial aid from the Department. Students remaining in the program beyond this limit may also be required to retake coursework or qualifying exams. Time-to-degree is also considered in the awarding of dissertation year fellowships by the University.

Stage 1: Toward the Written Qualifying Examination

Doctoral students are required to take a minimum of 72 units before advancement to candidacy. At least 60 of these must be taken before participation in the Written Qualifying Examination (WQE). Most of the courses offered by the Department are four-unit courses. If the student takes three four-unit courses each quarter for six quarters (two years), he/she will amass 72 units. At that rate of completion of coursework, the earliest opportunity to take the WQE will fall in spring quarter of the student's second year in the program.

In their first year of the program, doctoral students are required to take six **core** courses in the theory and methodology of information studies. Exceptions to this can only be granted through petition to the Doctoral Program Committee and will only be granted if the student has already taken the same course with the same instructor in an earlier year of study. The student's advisor is not authorized to make exceptions to this rule.

The six core courses are:

- three doctoral seminars in the history, theory, and philosophy of information studies: **IS 291A Theoretical Traditions in Information Studies**, and **IS 291B–291C. Special Topics in the Theory of Information Studies**; and
- three doctoral seminars in methods for information studies: **IS 298A Research Methods and Design**, and **IS 298B–298C Special Topics in the Methodology of Information Studies**.

IS 291B–291C and IS 298B–298C may all be repeated with topic change.

Doctoral students are required to take six **elective** courses. Three of these must be chosen from graduate courses offered in the Department of Information Studies; three more must be chosen from graduate courses offered outside of the Department. It is recommended that these courses are chosen carefully with a view to (a) acquiring the knowledge and skills necessary for designing and implementing a research study in the student's area of interest, and/or (b) exploring a particular cognate area relating to the student's research interests and becoming acquainted with faculty who may serve as external dissertation committee members.

The purpose of the research apprenticeship is for doctoral students to acquire firsthand experience conducting research for an extended period of time under the direction of a faculty member with the goal of generating research products such as peer-reviewed publications. Doctoral students are required to participate in **research apprenticeship** activities by enrolling in IS 596 Directed Individual Study or Research for the three quarters of their second year (four units per quarter) in order to work on their own research. Graduate Student Researchers (GSRs) must enroll for IS 596 to receive proper apprenticeship course credit.

Doctoral students are required to participate in the Department's **research colloquium** by enrolling in IS 290 for the three quarters of their first year (two units per quarter). During subsequent years, doctoral students are strongly encouraged to attend the presentations on research-in-progress that are given by faculty and students, local and visiting, approximately once every two weeks.

Doctoral students will take other courses of choice to fulfill the enrollment requirement of 12 units per quarter.

After completing at least 60 units, including most or all of the required coursework, doctoral students take the **Written Qualifying Examination** (WQE). The WQE is a comprehensive, integrative examination allowing students to demonstrate mastery of the theory and methodology of information studies. Students must pass the WQE before defending their dissertation proposal in an Oral Qualifying Examination (OQE).

Written Qualifying Examination Procedure (as of Fall 2018)

For students admitted to the doctoral program **on or after Fall 2018**, the WQE procedure is as follows:

Students must write and submit two publishable quality papers, each one targeted towards a different peer-reviewed scholarly or professional journal. One paper must present a research design, either proposed or implemented, for a stated research question or issue. That paper must include a justification for why a particular method(s) and epistemological approach was chosen rather than any other way in which the question or issue might have been investigated; state what kind of evidence will be used to make the argument; and what the assessment criteria for outcomes will be. The other paper must be theoretical or conceptual and demonstrate the student's mastery of relevant research literature. Each paper must be a new, original, independent work (i.e., not a repurposed course paper, thesis, or other existing work). Each must address a different topic and draw primarily upon a different body of literature. One of these papers may already be published, but any unpublished paper must be in a form ready to be submitted for publication, and the distinct requirements for the two papers still apply.

WQE papers are to be written during the second year of the student's doctoral studies and must be submitted to the DPC at the same time, together with the targeted journals' scope statement and instructions to authors and a brief statement by the student as to why they selected that journal. The quality of the targeted journals, and the fitness of

the papers for those journals, will be taken into account by the faculty readers, although these will not be deciding factors in their assessment.

The deadlines for submitting the two papers will continue to be either the third week of Spring quarter of the second year of study (the expected examination date) or the third week of Fall quarter of the third year of study. WQE papers will be evaluated by a panel of three faculty readers, to be appointed by DPC on a rotating basis. Academic advisors will be expected to recuse themselves from assessing their own advisees' papers if these are presented for examination when that advisor is a member of the reader panel. The review process will be single-blind only. See below for additional details of the exam evaluation process.

Written Qualifying Examination Procedure (prior to Fall 2018)

Students admitted to the doctoral program **prior to Fall 2018** may choose to follow the WQE procedure outlined above, **or** the previously established exam procedure, which is as follows:

The five-day written take-home examination is administered twice per academic year: during the third week of Fall quarter and third week of Spring quarter. Students are expected to take the WQE in the Spring of their second year of the program. The Fall exam is intended for students who are retaking the WQE, or for students in special circumstances as requested by the student's advisor. Students will receive the exam questions at 8:00 a.m. on Monday, and must turn in their responses by 5:00 p.m. on Friday of the same week. All responses must be in digital form.

The examination has two parts: Part A: one research-design question; and Part B: a choice among two or three questions focusing on theory, concepts, and topics in information studies covered in IS doctoral seminars. The expectation is that students will integrate additional knowledge gained from elective courses and their own research, readings, and professional experiences. Students answer two questions: the one in Part A, and their choice of one from Part B.

Passing written exam responses will demonstrate the student's ability to select and apply relevant and field-specific theoretical frameworks and methods; provide definitions and trace the lineage and evolution of fundamental, canonical, and emerging concepts, theories, or methods; and draw in research and professional literature appropriate to the questions they choose to answer. Responses should also provide coherent arguments that link research-based claims to an appropriate conclusion.

The WQE is a double-blind process where the identities of faculty readers and the doctoral-student takers of the exam are not known by the other party. Students must contact the Student Affairs Officer in advance of the exam date to receive a student number. No names, notes, change tracking, or other information that could potentially identify either the faculty readers or the student should appear on exam questions or responses.

Exam Evaluation Process

The three faculty readers appointed by DPC will read the WQE submissions and individually arrive at a determination for each paper or exam question response: "Pass," "Fail," or "Revise and Resubmit" (see next section). They will also make individual comments on the submission that will subsequently be returned to the student and the academic advisor. When all three readers have arrived at their individual assessments, they will convene to arrive at a consensus determination for each paper from each student. The readers may wish to include additional feedback at this point regarding deficiencies in any WQE submission(s) for the student and advisor. For any paper that the faculty readers determine to be a "Fail" or "Revise and Resubmit," they must provide substantive and specific comments as to the deficiencies of the submission and (for "Revise and Resubmit") specific instructions for amending the paper. The readers should take no longer than two weeks from the date of exam submissions to reach their consensus determinations. The readers will then communicate the results to the Student Affairs Officer, who will then forward them to the students and their faculty advisors.

If they have not already done so, students will be encouraged after the WQEs to work with their advisor to submit their papers to the journals already identified or to other venues appropriate to the student's career goals.

"Revise and Resubmit" Option

In addition to the "Pass" and "Fail" options for WQE assessment, in cases where a specific paper or exam response would not pass in its submitted form, but might be passable with a small number of specific revisions, faculty readers have the option of asking students to re-write it to address those specific shortcomings. For example, a research design may not have included criteria for assessment or measurement, or clearly justified the use of a particular method, while a theoretical/integrative paper may not have indicated sufficient knowledge of the literature in a particular, relevant disciplinary area.

The revised version must be submitted by the student not later than 14 days from receipt of the readers' original evaluation and instructions for revision, and the actual response should not take longer than 2.5 days to write. The faculty readers will individually read the rewritten submission and convene again to arrive at a consensus decision as to whether the revision merits a "Pass" or "Fail" determination.

Re-Taking the WQE

If a student fails one or both parts of the WQE on the first attempt at the exam, then they will retake one or both parts (or submit a new paper or papers) when the exam is next offered. A student does not have to re-take or re-submit for an exam component they have already passed. If the student is only re-taking one part of the exam, they will have 2.5 days, beginning at 8:00 a.m. Monday and ending at 12:30 p.m. on Wednesday, to complete the exam.

If a student fails one or both parts of the WQE on the second attempt, then the advisor must bring the student's case to the DPC to discuss and arrive at a determination as to whether the student should be allowed to re-take the exam one more time (including whether any special accommodation should be made for when and how the exam is administered) or should be dismissed from the doctoral program (i.e., disqualified). The advisor will provide a recommendation to the DPC based upon their assessment of the student's progress, demonstrated academic potential, and any relevant special circumstances that they believe should be taken into consideration.

Stage 2: Toward the Oral Qualifying Examination

After the Written Qualifying Examination (WQE), the second formal requirement of the Ph.D. program is that the student prepare an extensive dissertation proposal, and defend it in an Oral Qualifying Examination (OQE). Students are encouraged to start work on their proposals while taking courses in preparation for the WQE. The proposal should be completed and accepted within one year of passing the WQE.

If conducting research for the purpose of fulfilling the requirements for a doctoral degree, students should be aware that if the research will entail the use of human subjects (medical procedures, questionnaires, interviews, etc.) in addition to receiving the approval of the doctoral committee, students must also seek the approval of the appropriate Institutional Review Board (IRB) at UCLA, prior to the initiation of the research project. Please see the Office of the Human Research Protection Program site for details, at http://ora.research.ucla.edu/ohrpp/.

Before submitting a proposal, the student must appoint a doctoral committee. The student must submit the names of the members of the committee to the Student Affairs Officer (SAO) at least three weeks before the scheduled oral examination. A "Nomination of Doctoral Committee" form is available in PDF format at https://grad.ucla.edu/gasaa/library/docnomin.pdf.

The proposal must contain (a) an introduction to the problem to be studied and its general context, (b) a review of the relevant literature, (c) a description of the methodology to be used, and (d) a time schedule of the work to be done for completion.

The proposal must be reviewed and formally accepted at an Oral Qualifying Examination (OQE) by the doctoral committee. The chair of the doctoral committee acts as the student's advisor, and chairs the OQE. This examination is open only to the doctoral committee and the student. All members of the committee must be present. The OQE form must be obtained from the SAO before the examination, and returned to the SAO upon completion of the examination.

During the OQE the committee is expected to require the candidate to evaluate the significance of the chosen topic of research, to justify the methodology to be used, to demonstrate the feasibility of completing the research, and to provide criteria for evaluating whether the research has been completed. Furthermore, the committee is expected to test the candidate's knowledge in the specific field chosen for the dissertation research by detailed questions concerning the literature and problem areas within the field.

Each member reports the examination as "passed" or "not passed." A student may not be advanced to candidacy if more than one member votes "not passed." Upon majority vote, the OQE may be repeated once.

After the OQE, the SAO sends the "Report on the Qualifying Examinations for the Ph.D. Degree" to the Graduate Division, which in turn records the results and conveys them to the Registrar. The student will be billed on their BAR account and will formally advance to candidacy. At this point the student submits an approved copy of the dissertation proposal and any required forms to the SAO.

Stage 3: Toward the Final Oral Examination

The third formal requirement of the Ph.D. program is that the student research, write, and defend a **dissertation**. The candidate should work closely with his/her faculty advisor (the chair of the dissertation committee) in doing the dissertation research and writing, and should consult, as necessary, with members of the dissertation committee and other faculty members.

The dissertation must be reviewed and formally accepted by the candidate's dissertation committee in order for the student to earn the Ph.D. A **Final Oral Examination** (FOE) is required of all IS candidates, at which the dissertation committee and other faculty and students require the candidate to defend the dissertation and may test the candidate's knowledge of the field. All committee members must be present.

The FOE is scheduled by the student with the dissertation committee, allowing sufficient lead-time since faculty schedules may be difficult to coordinate. The student is responsible for scheduling a room for the oral defense with the administrative assistant to the faculty. The student must bring the "Result of the Final Oral Examination" form to the exam (obtained from the SAO).

Technology is installed in Rooms 111, 121, 228, and 248 for dissertation defenses. The student must contact the GSE&IS Educational Technology Unit at (310) 825-8365 or etu@gseis.ucla.edu or for information and policies once the defense date has been scheduled.

The dissertation reading copies need not meet the stylistic standards established by Graduate Division for a "perfect copy." (Margins may be incorrect, photocopies are acceptable, etc.) They must, however, be completed in all substantive ways, including chapters, etc. A "perfect copy" must, of course, be prepared and submitted to Graduate Division after the FOE.

The FOE is open to all interested faculty members and students, who are encouraged to attend. The chair of the dissertation committee, in consultation with the doctoral candidate and other members of the committee, will establish the protocol for the defense and announce this protocol at the beginning of the defense. Protocols include, but are not limited to, such procedures as whether or not observers will be allowed to ask questions and, if questions are permitted, when they may be asked, etc. The observers may participate in the examination, as directed by the chair of the dissertation committee, but do not have a vote.

The dissertation committee must decide whether the dissertation (with modifications as needed) is accepted or is not accepted. It selects from its membership, by unanimous agreement, the certifying members who will read, approve, and certify the dissertation. A minimum of three members must be certifying members, two of whom must be from IS and one must be from an "outside" department. The chair of the committee must serve as a certifying member. If a committee has co-chairs, both must serve as certifying members. At least two "inside" and one "outside" certifying members must hold professorial appointments at the University of California.

The certifying members (whether the entire committee or a sub-committee selected by the entire committee) read, approve, and certify the dissertation. There may be one negative vote if all members of the Committee are certifying;

none if fewer than the entire membership are certifying. A negative decision is indicated by refusal to sign the dissertation approval page and by a letter from the chair of the dissertation committee to the Dean of the Graduate Division.

Instructions on the preparation and submission of dissertations and abstracts are available in the Graduate Division publication, *UCLA Thesis and Dissertation Filing Requirements*, available at https://grad.ucla.edu/gasaa/etd/filingrequirements.pdf. Students are responsible for following these instructions and for electronically filing their dissertations by the date specified. The student must notify the SAO upon filing.

Disqualification and Appeal of Disqualification

An IS doctoral student is subject to a recommendation for disqualification for the following reasons:

1. Failure to maintain substantial progress toward completion of the degree. Students normally complete the degree in three to six years; the defined maximum time is 24 quarters (see above). Any student not completing in 24 quarters is subject to a recommendation for disqualification.

2. Failure to achieve a 3.0 GPA for two consecutive quarters, or if the cumulative GPA falls below a 3.0 average.

3. Failure on the Written or Oral Qualifying Examinations after two successive tests. The decision as to whether to recommend to the Graduate Division that a student be disqualified will be made by the Executive Committee of the faculty, based on the advice of the student's faculty advisor and the chair of the DPC. The chair of the Department will notify the student, in writing, of the decision, together with the reasons for it. The student may appeal by submitting, within 30 days of notification, a petition to the faculty that identifies reasons for reconsidering the decision. If so, a review committee will be set up consisting of the faculty advisor, the chair of the Department or his/her designated replacement, and a third department faculty person nominated by the student. Based on the advice of that review committee, the Executive Committee of the faculty will then reconsider its decision within 45 days of receipt of the student's petition. The Chair will then notify, in writing, the student and the Graduate Division of the final decision of the School, and, if disqualification is recommended, the effective date of it.

POST-MASTER'S CERTIFICATE OF SPECIALIZATION

The Post-Master's Certificate of Specialization (PMCS) adds focused, state-of-the-art professional and research skills to the foundation of a prior master's degree. Students can specialize in any of a wide range of areas in information studies, including (but certainly not limited to) academic libraries, archival science, children's and youth services, data science, digital curatorship, digital libraries, digital preservation, knowledge organization, library management, metadata management, public libraries, and systems design.

A minimum of 36 units, i.e., nine courses (in the 100, 200, 400 and 500 series), must be completed, selected from those available in the Department of Information Studies and other departments of the University. This does not preclude students from taking further units to attain greater depth of knowledge in their area of specialization.

Prior to entering the program, students should identify a primary faculty member with whom they wish to work. This faculty member will become the faculty advisor and will be responsible for working with the student to develop an appropriate course of study as well as for approving the topic for the specialization paper or project, and for grading the final version or the paper or project. Where appropriate, an additional faculty member may serve as a co-advisor.

A substantial scholarly or applied research paper or project, bibliographical study, or literature study, appropriate for publication or presentation in a professional or scholarly journal or conference, must be completed by the final quarter of study. Usually students will complete this requirement through enrollment in IS 596 and working closely with their faculty advisor. The specialization paper or project is required even if the student already has an advanced degree in which a thesis or dissertation was a requirement.

Students are encouraged to develop the proposal for their specialization paper or project during their first or second quarter of study. To be eligible to have the proposal approved, the student must have completed six courses and be in good academic standing (with a cumulative GPA above 3.0).

As necessary, any questionnaires or interview forms to be used in the research must be approved by the appropriate Institutional Review Board (IRB) at UCLA (at the same time as the proposal is finalized, or shortly thereafter). See http://ora.research.ucla.edu/ohrpp/Pages/OHRPPHome.aspx for further information about UCLA's Human Research Protection Program (HRPP) and the IRB.

The specialization paper requires substantial coursework. In most cases, it will involve 8 to 12 units of IS 596 Directed Individual Study, or the student's advisor(s) may recommend an additional 4 units in a course from a cognate department related to the topic of the paper or project.

The student must obtain the appropriate Information Studies departmental forms and instructions from the Student Affairs Officer (207 GSE&IS Building).

To complete the program and receive the certificate, the student must receive a grade of B or higher for the specialization paper or project, and must also make a public presentation of his or her work within the Department. The student will work with his or her advisor and the convener of the Information Studies colloquia series to identify an appropriate date for the presentation.

Upon completion of the certificate requirements, the student is responsible for filing a copy of the specialization paper or project in the IS Lab.

MLIS PROGRAM

Overview

This course of study provides basic and specialized competencies leading to a Master of Library and Information Science (MLIS) degree. Persons holding this degree or its equivalent will be prepared for professional practice.

The MLIS is a full-time two-year degree program. Eighteen courses (72 units) are required for graduation from the MLIS program. Full-time students are normally required to enroll in three courses per quarter. A student will normally require two academic years of graduate study to complete the program: 6 quarters × 3 courses per quarter × 4 units per course = 72 units.

The following are the official program requirements for the MLIS program, as specified by UCLA Graduate Division here: https://grad.ucla.edu/programs/school-of-education-and-information-studies/information-studies-department/library-and-information-science/.

> Full-time students are normally required to enroll in three courses per quarter in order to complete the program in six quarters.
>
> Eighteen courses (72 units) are required for graduation from the MLIS program. Students take 16 units of required courses, four units of research methods courses, and 52 units of elective courses.
>
> Course work must provide evidence both of basic professional competencies and of knowledge in a field of specialized competence.
>
> *Basic Professional Competence.* This requirement is met by completing four core courses (Information Studies 211, 212, 260, 270), and one graduate-level research methodology course (such as Information Studies 208, 228, 280, 281, or 282). The graduate adviser can approve courses in other departments that meet the research methods requirement.
>
> *Specialized Competence.* Completion of a course of study is required as evidence of knowledge of a field of specialization. Specializations include Archival Studies, Informatics, Library Studies, Media Archival Studies, and Rare Books, Print and Visual Culture. A faculty adviser must approve the specialized course program. The specialized competence requirement is ordinarily met by the completion of 13 additional courses, which may include internships. Relevant course work in other departments or schools is encouraged. Students may petition to have a limited amount of prior course work applied to their specializations.
>
> During the second year, the student may apply for an internship of one to three quarters either on campus or off at one or more approved internship sites. The internship is a regularly scheduled course, Information Studies 498, and up to 12 units of internship credit may be applied toward course requirements.
>
> No more than eight units of Information Studies 596 may be applied toward the total course requirement. Students who choose the thesis option may apply 12 units of 500-series course work toward the requirements for the degree.
>
> To enroll in any S/U graded course, including 500-series courses, the student must be in good academic standing.

Every incoming student is assigned to a **faculty advisor**, who meets with the student at least once each quarter (typically shortly before enrollment in the next quarter's classes) in order to review the student's academic progress. The student and their faculty advisor together plan a program of study to develop a specialization that meets the student's academic and career objectives. The student is free to change faculty advisors at any point during their period of study, based on their interests and specialization.

Required Courses

Students are required to take four **core** courses (16 units total), normally in their first year, as follows:

- **IS 211 Artifacts and Cultures** (offered in fall 2018)
- **IS 212 Values and Communities** (offered in spring 2019)
- **IS 260 Description and Access** (offered in fall 2018)
- **IS 270 Systems and Infrastructures** (offered in winter 2019)

One course (4 units) in **research methodology** is also required. Several IS classes (e.g., IS 208, 228, 280, 281, 282) meet this requirement, as do certain classes offered in other departments at UCLA; students should talk to their advisor before making their choice.

In addition, it is recommended that students take the class identified as the "**gateway**" course for their chosen area of specialization (e.g., Archival Studies, Informatics, Library Studies, Media Archival Studies, or Rare Books / Print and Visual Culture).

Elective Courses

Normally students will take the majority of their **electives** within the IS Department. Students may choose to take up to two electives outside the Department. Students can take three or more classes offered in non-IS departments *only* if they have obtained permission from the Professional Programs Committee (PPC) *before* enrolling in their third non-IS class. Written justification of how each non-IS course (beyond the second) will apply to a degree in the field of information studies must be submitted by the student and faculty advisor for approval by the PPC.

Students may count a maximum of 12 units of IS 498 **Internship** and IS 497 **Fieldwork** towards the MLIS degree. No more than 8 of these 12 units should be for IS 497 Fieldwork. Students do not normally enroll in IS 497 or 498 before their second year.

Students may count a maximum of 8 units of IS 596 Directed Individual Study or Research (commonly known as "**Independent Study**") towards the MLIS degree.

Culminating Requirements

Students have the option to take either the **Thesis** plan (Plan I), or the **Capstone** plan (Plan II; formerly known as the Comprehensive Examination plan). Students who choose the Capstone plan compile and present a **portfolio** of their work.

Prior Coursework

Students may petition to have **prior coursework** applied to their specialization. Such courses might include historical studies, musicology, legal research and writing, courses in the sciences or in literature, or similar work applicable to particular specializations. To do so, students must have selected an area of specialization, and the petition must clearly show the relationship of the prior coursework to the chosen specialization. Ordinarily, the MLIS degree requirements can be reduced by no more than 8 units in total; and only in unusual cases may credit be allowed for coursework in any aspect of information studies taken elsewhere. Thus, although students with advanced degrees in subject fields may find that their mastery of a specific subject will be a help in the field of information studies, they should not anticipate that their curriculum at IS will be automatically shortened or any part of it omitted. Petitions should be submitted to the Professional Program Committee on the form provided at https://is.gseis.ucla.edu/media/PetitionPPC.pdf. The completed form should be handed in to the Student Affairs Officer (207 GSE&IS Building), at least one quarter prior to completion of the program, together with a copy of the transcript showing the previous work, an official catalog description, and a recommendation from the faculty advisor must be included.

GPA Requirements

MLIS students are required to maintain a B average across the final **grades** for all four core courses in order to demonstrate competency in core areas of the professional program. The performance in the core of any student whose GPA for the core courses falls below a B− (and is thus considered by UCLA Graduate Division to be unsatisfactory) will be reviewed by the faculty members of the Professional Programs Committee (PPC). That committee will make a ruling as to whether the student should satisfactorily complete remedial work for one or more core areas, to be assigned and assessed by the committee, or whether the student should be required to retake any core course in which prior work was graded below a B. Any student receiving an F in a core course must retake that course. No student may graduate from the MLIS program without having satisfactorily completed the MLIS core courses.

Students unable to complete the program in two years must **petition** the Professional Program Committee (PPC) to be allowed to continue beyond the two-year timeframe. Petitions will be granted for exceptional circumstances such as illness, enrollment with the Center for Accessible Education (CAE; formerly the Office of Students with Disabilities, OSD), and family emergency. The PPC reserves the right to review those students who are not making continuous progress—due to, e.g., too many incompletes, coursework extensions, postponing portfolio presentation or thesis defense coursework, or putting off the portfolio presentation or thesis—and recommend dismissal.

Concurrent and Articulated Degree Programs

Established concurrent and articulated degree programs offer the potential of earning two degrees in less time than it would normally take by following the programs separately. Concurrent programs allow a specified amount of credit to apply towards both degrees; articulated programs don't allow any credit overlap. Students wishing to participate in a concurrent or articulated program must be accepted by both programs and complete coursework that satisfies the combined set of requirements.

MLIS / MBA: A concurrent degree program administered jointly by IS and the Anderson School of Management (ASM). Course requirements: Twelve IS courses (48 total IS units), including four core courses, one research methods course, and additional IS electives, plus 21 ASM courses (84 total ASM units). The ASM field study meets the IS specialization paper requirement.

MLIS / MA in Latin American Studies: An articulated degree program administered jointly by IS and Latin American Studies. Course requirements: Eighteen IS courses (72 total IS units), including four core courses, one research methods course, three 200-series courses with a Latin American focus, and additional electives. Four units of IS 596 Directed Individual Study may substitute for one of the 200-series IS courses. In addition to the Information Studies coursework, the student must choose two other fields, completing three courses in each of the two fields to fulfill the Latin American Studies requirements.

MLIS Areas of Specialization

The MLIS program's specializations give students the opportunity to design programs of study tailored to specific career objectives. Independently of their choice of specialization, students can pursue their interests in any type of information-related activity, institution, medium, service, system, etc. Five specializations have been approved:

Archival Studies. Courses in this area explore the full spectrum of archival materials (e.g., paper and electronic records, manuscripts, still and moving images, oral history); the theory that underlies recordkeeping, archival policy development, and memory-making; and the historical roles that recordkeeping, archives, and documentary evidence play in a pluralized and increasingly global society. In addition to covering traditional archives and manuscripts theory and practice, this area of specialization addresses the dramatic expansion of the archival field. Advanced seminars and an outstanding array of internship opportunities prepare students to play leadership roles in archives and manuscripts administration, records management, archival education and training, preservation, digital curatorship, recordkeeping policy development, archival systems design, electronic records management, and digital asset management.

Informatics. The field of informatics is premised on the observation that successful integration of information services into society requires a sophisticated understanding of the ways in which information technologies function as vehicles of power and social action. Students who complete this specialization will be uniquely well equipped to design modern information services, including digital libraries, data repositories, metadata services, and search engines, in a wide variety of institutional contexts such as community archives, cultural heritage, e-commerce, electronic publishing, and government. Courses explore theories of information-seeking behavior and information use; user-centered approaches to information system design; human-computer interaction; database design and management; and information policy, including intellectual property, informational privacy, and internet governance.

Library Studies. Students selecting this specialization learn about the functional activities associated with the profession of librarianship, such as collection development, public services, cataloging and classification, service to children and young adults, and outreach to underserved populations. Students may also take classes that prepare them to work in a particular type of library, such as public, academic, or corporate. The specialization stresses the core values of the profession as articulated by the American Library Association: access; confidentiality and privacy; democracy; education and lifelong learning; intellectual freedom; preservation; the public good; professionalism; service; and social responsibility. When students graduate, not only will they have the basic professional skills expected of all beginning librarians, they will also have an understanding of the dynamic nature of the field that will enable them to develop as leaders for the profession.

Media Archival Studies. The Media Archival Studies (MAS) specialization focuses on the full range of historical, contemporary, and emergent media-making contexts and formats and the unique challenges they pose, from 19th-century optical devices through classical Hollywood cinema and the emerging sound, image, and video formats of today. Students in this specialization explore how theories and concepts of archival practice are most effectively applied to the particular needs and characteristics of all kinds of recorded media. This broad-based approach to media making, description, preservation and management encourages students to develop a highly adaptable professional skill set that allows them to keep pace in an environment of constant technological change. Classes and seminars are complemented with opportunities for practicum and internship experiences at world-class archives, major motion picture studios, and technical service providers in Los Angeles and beyond.

Rare Books / Print and Visual Culture. This specialization provides a foundation in the history of literacy technologies, from early writing and manuscript culture through print and digital format, and addresses contemporary challenges for thinking about digital scholarship and special collections. It engages in active discussion of the ways legacy collections meet diversity initiatives in expanding horizons for scholarship and research. Drawing on archival science, bibliography, digital humanities, and librarianship, courses explore the professional and historical aspects of activities in rare books, print history, and visual resources, including ongoing scholarship about the nature of literacy, cataloging and metadata, intellectual property, the politics of publishing and distribution, and the creation and use of digital and digitized special collections.

MLIS Core Curriculum

The MLIS core curriculum provides a coherent program of study for all MLIS students. Each core course is taught face-to-face by a member of regular faculty; each includes the needs and perspectives of every MLIS specialization, and each addresses issues relating to ethics and values. Every core course is offered every year. Full-time MLIS students are normally expected to complete all of the core courses during their first year.

After completing the MLIS core, students will be able to articulate key concepts, advocate fundamental values, formulate policies, and demonstrate the advanced intellectual, technological, and managerial skills needed to practice, lead, and innovate in the information professions. They will also be able to apply the highest ethical standards in their professional information practice. They will appreciate the needs of diverse communities, and be able to design and provide systems and services that are appropriate in a multicultural society.

Students are required to take four core courses:

IS 211 Artifacts and Cultures. (**4**) Lecture, two hours; discussion, two hours. Exploration of social, cultural, and technical practices through which meanings, memories, ideas, and knowledge-claims are generated. Concepts are recorded, reproduced, mediated, collected, and appropriated; they are sometimes forged, stolen, or subverted and are often shared, juxtaposed, exhibited, communicated, interpreted, remixed, or repurposed. Their formats may be oral and written, verbal and pictorial, aural and visual, and inscriptive and performative. Artifacts are single-medium and multimedia, static and dynamic, numerical and narrative, scholarly and popular, and analog and digital. They constitute documents, records, data sets, and cultural objects through which information and evidence are authored, published, collocated, exchanged, preserved, and accessed. Examination of these artifacts and their properties, types, and relationships: media, formats, genres, materials, states, contents, components, subjects, structures, functions, aesthetic qualities, roles, costs, affordances, and use values. Letter grading.

IS 212 Values and Communities. (**4**) Lecture, two hours; discussion, two hours. Forum to discuss, understand, and critique value systems and power structures embedded in information and work in diverse societies. Exploration of importance of thinking locally, from grassroots, in design, evaluation, and engagement with information institutions and technologies, ranging from archives and libraries to Internet. Aspects of information society that shape and are shaped by cultural, societal, professional, community, and individual values, including exploration of impact of such values on professional practice, decision making, and public policy. Letter grading.

IS 260 Description and Access. (**4**) Lecture, three and one half hours. Social, cultural, and technical practices—formal and informal, institutional and personal—through which documents, records, and other forms of information are organized and represented. Design, development, and evaluation of techniques and tools, including data models, metadata schemata, search engines, and management systems in support of curatorship, stewardship, discovery, and use. Letter grading.

IS 270 Systems and Infrastructures. (**4**) Lecture, four hours. Social, cultural, and technical practices through which information and media infrastructures—networks, systems, technologies, algorithms, interfaces, standards, institutions, bureaucracies, markets—are designed, built, maintained, and evaluated. Ways in which information infrastructures both shape and are shaped by governmental policy, institutional decision making, socioeconomic trends, labor movements, technical advances, and professional and personal value systems, at levels ranging from local to global. S/U or letter grading.

Research Methodology Requirement

Information professionals are frequently called upon to perform or make use of original research as part of their work. Research methods are the tools we use to collect reliable data from empirical observation, and to find trustworthy answers to the questions we ask about the world around us. Such methods may be quantitative, qualitative, or mixed; some research methods may be more commonly used than others in specific disciplines and areas of study. Public librarians may survey users to determine the impact of their programs and services; archivists may use sampling methods to estimate condition and preservation needs for their collections; information architects may conduct testing for functionality and usability of web-based applications. Understanding and being able to select and apply appropriate methods in research design is an important professional competency, and therefore a requirement of the MLIS curriculum.

Students should consider which research methods are likely to be of greatest relevance to their research interests and career goals, and they are encouraged to consult with their faculty advisor and other appropriate individuals such as professional mentors when identifying which methods course(s) to take. The IS requirement for research methodology may be met in any of the following ways.

1. Students may complete a 4-unit IS course designated as meeting the requirement. (See the non-exhaustive list below.)

2. The student may complete a graduate level course in research methods from another UCLA department. The student's faculty advisor must approve the course on the Research Methods Requirement Approval form, which can be found on the Department's website.

3. If the student has an official record of having already completed as graduate-level course in research methods (comparable to a course in the IS cluster, or one that is directly applicable to the student's area of specialization), the research methods requirement will be met, and the student may substitute an additional elective for a research methods course. Again, the student's faculty advisor must approve the course that is used to meet the requirement on the Research Methods Requirement Approval form.

4. If the student believes that some combination of their academic and/or employment background meets the research methodology requirement, they may petition the Professional Programs Committee to count that prior experience as meeting the research methods requirement. Such a petition should include clear substantiation of the student's knowledge of and ability to apply specific research methods (including, but not limited to, examples of previously published research.) If approved, the student may substitute an additional elective for a research methods course.

IS classes that satisfy the research methodology requirement include the following:

IS 208 Scholarly Communication and Bibliometrics. (4) Lecture, four hours. Preparation: one inferential statistics course. Survey of current theory, method, and empirical studies at intersection of scholarly communication and bibliometrics, seeking to understand flow of ideas through published record, whether in print, electronic form, or other media. Letter grading.

IS 228 Assessment, Measurement, and Evaluation of Information Organizations and Services. (4) Lecture, four hours. Introduction to assessment and evaluation as formal processes of inquiry with individual components. Demonstration of use of evidence gathered for planning, decision making, and accountability in information organizations. Review and implementation of various methods appropriate to design of assessment and evaluation studies. Letter grading.

IS 280 Social Science Research Methodology for Information Studies. (4) Lecture, four hours. Understanding of nature, uses, and practice of research appropriate to information studies. Identification of research problems and design and evaluation of research. Social science quantitative and qualitative methods. Emphasis on inquiry methodology and empirical research. S/U or letter grading.

IS 281 Historical Methodology for Information Studies. (4) Lecture, four hours. Introduction to historical research as it relates to library and information science. Identification of key primary and secondary source material for writing history in the field. Critical analysis of selected histories of various areas in the profession. Problem-oriented approach. Letter grading.

IS 282 Design as Research Method. (4) Seminar, three and one half hours. Theories, principles, and application of design as methods for discovery, exploration, and evaluation of user requirements, functionality, values, and system structure. S/U or letter grading.

Many students opt to take research methods courses in other departments at UCLA. Students should consult the Curricula and Courses section of the General Catalog for course offerings campus-wide that might meet their needs: http://catalog.registrar.ucla.edu/ucla-catalog18-19-271.html. (Given that these offerings vary from quarter to quarter, we cannot maintain within the IS department a master list of all courses offered that will meet the methods requirement.) In general, to meet the research methods requirement for the MLIS, a class should (a) be a graduate-level course offering, and (b) cover specific principles of research design as well as techniques for data collection and analysis.

Internship and Fieldwork

The purposes of an internship or fieldwork experience are to acquire specialized competency through supervised work at the professional level, and to test basic professional competencies, as well as the capacity to meet professional-level performance requirements.

MLIS and PhD students are eligible to enroll in **IS 498 Internship** or **IS 497 Fieldwork** as part of their academic program only once they have completed 36 units, including all core courses. (These courses are also available to Post Master's Certificate Program students.) Some internship and fieldwork sites may require completion of specialized courses before the student can start an internship or fieldwork experience. Students should discuss with their faculty advisors the benefits of an internship or fieldwork experience vs. enrolling in specialized coursework. All internship and fieldwork experiences must be approved by the student's faculty advisor *before* enrolling in IS 498 or IS 497.

The IS **Internship Coordinator** is the instructor of record for IS 498 and meets with interns regularly in class meetings and individual conferences each quarter, visits the sites as needed, and helps students identify appropriate sites to pursue. Each intern works under the supervision of an **internship site supervisor**, who organizes, directs, and evaluates the intern's performance of professional-level work assignments. The internship site supervisor must be an information professional who has an MLIS. A **fieldwork supervisor** must be a professional whose education and training corresponds to the type of experience offered.

Internship and fieldwork **sites** must be selected from a list of sites approved by the Department. Contact the Internship Coordinator for information. Students may meet with the Internship Coordinator to discuss possible opportunities for internship or fieldwork by making an appointment.

Students should note the following when planning for an internship (IS 498):

- Only four units of internship credit may be taken in one quarter.
- For four units of credit, 120 hours of work at the internship site are required.
- A maximum of three quarters (12 units) of internship, or 12 units of internship and fieldwork combined, may be counted toward the MLIS degree.

Fieldwork (IS 497) is distinguished from internship in several respects:

- Fieldwork is appropriate when the location of the site is too far from UCLA to permit attendance in the classroom component, or when the student will participate in executive opportunities, special technical projects, or other experiences which are outside the parameters of an IS 498 internship experience.

- Fieldwork may be taken for either four or eight units in one quarter. For each four units of credit, 120 hours of work at the fieldwork site are required.
- A maximum of eight units of fieldwork may be counted toward the MLIS degree.
- The instructor of record for the course is a relevant ladder faculty member of the IS Department.
- Enrollment in IS 497 is through an individualized course requested by the sponsoring faculty member—consult the Administrative Assistant for details.

In special circumstances, a student may take an internship (IS 498) and a fieldwork experience (IS 497) in the same quarter. To do this, the student must first obtain the consent of his or her faculty advisor, *and* the consent of the ladder faculty member supervising the fieldwork experience, *and* the consent of the Internship Coordinator—all *before* enrolling in both courses.

Independent Study

IS 596 Directed Individual Study or Research. (2 to 8) Tutorial, to be arranged. S/U grading. MLIS, Certificate Program, and PhD students, with the consent of a qualified instructor, may pursue independent study under that instructor's guidance. Any IS faculty member (full- or part-time) may offer IS 596. The purpose of the course is to provide an opportunity for independent research in a field covered by an approved course that is not being taught, or on a specialized topic.

Students may repeat IS 596 without limitation, but no more than 8 units of IS 596 may count toward the MLIS degree. A maximum of 8 units of IS 596 may be used for work on the major paper requirement or thesis; however, enrollment in IS 596 for the paper or thesis is limited to 4 units in a given quarter. Students defending a thesis must remember that only 8 units of 596 may be allowed toward the degree.

Students may enroll in IS 596 in conjunction with appointment as a Graduate Student Researcher (GSR) and receive academic credit commensurate with the percentage of time employed, providing the faculty member approves. Approval forms are given to GSRs at the time they are put on the payroll.

> 20 hours = 4 units
> 15 hours = 3 units
> 10 hours = 2 units

IS 597 Directed Study for PhD Qualifying Examinations. (2 to 12) Tutorial, to be arranged. S/U grading. PhD students enroll in this course when preparing for either the Written or the Oral Qualifying Examinations.

IS 598 MLIS Thesis Research and Writing. (2 to 8) Tutorial, to be arranged. S/U grading. MLIS students enroll in this course when conducting supervised independent research for an MLIS thesis. Students may use only 4 units of IS 598 (in addition to up to 8 units of IS 596) to complete their thesis. Should students need more supervised study, they may do so as an overload; in that case, the additional units cannot count toward the MLIS degree.

IS 599 PhD Research and Writing. (2 to 12) Tutorial, to be arranged. S/U grading. PhD students enroll in this course when writing the dissertation.

CULMINATING REQUIREMENTS

MLIS Thesis (Plan I)

The MLIS thesis plan gives the student the opportunity to write a thesis on a topic of their choice; see https://grad.ucla.edu/programs/school-of-education-and-information-studies/information-studies-department/library-and-information-science/:

> Every master's degree thesis plan requires the completion of an approved thesis that demonstrates the student's ability to perform original, independent research.
>
> Students who choose this option must submit a thesis reporting on results of their original investigation of a problem. While the problem may be one of only limited scope, the thesis must show a significant style, organization, and depth of understanding of the subject.
>
> Students normally indicate their interest in this plan by the end of Spring Quarter of the first year. If the thesis option is approved, a thesis committee of at least three faculty members is established. Most students complete 12 units of related course work under the direction of the committee. The committee approves the subject and plan of the thesis, provides guidance in research, and approves the completed manuscript. Approval must be unanimous among committee members. After acceptance of the thesis, subject, and plan, there is an oral examination on the thesis.
>
> There is no written examination or portfolio requirement under the thesis plan.

Students should anticipate that it will likely take approximately 14 months to develop and complete an MLIS thesis. Students should meet with their advisor, or else with the faculty member who they would like to chair their thesis committee, to discuss possible thesis topics in early spring quarter of the first year of study and ask the faculty member if s/he will chair the committee. The committee chair will also serve as the student's academic advisor from that point forward. The student should advise the Student Affairs Officer (SAO) in the same spring quarter of his or her intent to write a thesis and, if necessary, the change of advisor.

Between spring quarter of the first year and the end of winter quarter of the second year, the student should nominate a committee using the form available here: http://www.gdnet.ucla.edu/gasaa/library/masnomin.pdf. (To complete the form correctly, the student should enter the following information: Department—Information Studies; Major—509 Library and Information Science; Degree—MLIS.) Three regular ladder faculty members, or other experts pre-approved as eligible to serve by Graduate Division, are required to form a committee, but not all of those faculty members need to be drawn from the Department of Information Studies. The committee nomination form should be submitted to the SAO in the quarter *before* the one in which the student intends to present the thesis.

To be eligible to submit the thesis proposal, the student *must*: (a) have met all the IS entrance requirements; (b) have taken, or be completing in the current quarter, the required core and research methods courses; (c) be in good academic standing (i.e., have a cumulative GPA above 3.0); and (d) have completed all incompletes.

The student is allowed to enroll in up to three courses (12 units) of independent coursework (IS 596, 598) to develop his or her thesis. The thesis does not need to include original research, but it must offer an original approach to, or insights into the chosen topic. It often grows out of a paper already written for another course. Its length will depend upon the topic selected and the approach used to examine it. Most theses, however, tend to be in the range of 60–90 double-spaced pages. If collecting any data from human subjects, or using restricted datasets or records, the student must have the research approved by the UCLA Institutional Review Board (IRB) using the WebIRB application process: https://webirb.research.ucla.edu/.

It is highly recommended that the student attend a meeting presenting information on University regulations governing manuscript preparation and completion of degree requirements. The Graduate Division and the University Archivist hold meetings at the beginning of each academic quarter; see https://grad.ucla.edu/academics/calendar/thesis-dissertation-filing-deadlines-and-workshops/.

The student should check the filing date for the quarter in which s/he expects to file. The student should also provide the thesis committee chair with a draft of the complete thesis with sufficient time to respond to his or her comments before sending out the final draft to the entire committee, and schedule the oral presentation in advance of the filing date, leaving enough time for any corrections required by the committee to be made to the manuscript. The student is responsible for scheduling a date, time, and room for the oral presentation with the Department's Administrative Assistant.

The presentation of the thesis is not a formal defense; however, students should anticipate that it will take up to two hours, within which time the student will present his or her work and respond to questions and comments from the committee. Note: It is frequently difficult to get the committee together. Give faculty members several dates and times at least a month ahead. Also make sure you know how far ahead faculty members wish to receive the final draft of the thesis. They may request to receive it up to four weeks in advance of the presentation.

MLIS Portfolio (Plan II)

Since the 1990s, students in the MLIS program who choose Plan II have been required to pass a comprehensive examination (now known as a **capstone**) that consists of two components: a basic component, and a specialization component.

The basic component is a **portfolio**, which is defined as "a presentation of its author's professional self as developed in the MLIS program" (see https://grad.ucla.edu/programs/school-of-education-and-information-studies/information-studies-department/library-and-information-science/).

The intention is that the portfolio serve as a **basic component** of a comprehensive exam by requiring students

- to assess and integrate their learning throughout the core courses of the program,
- to relate the advanced work done in specialty courses to their career goals,
- to identify learning objectives and describe the degree to which those objectives have been met,
- to select key papers written during the program, and
- to describe a plan for continuing education and professional involvement.

Each portfolio consists of a number of distinct elements—specified in detail below—including a paper of approximately 2,500 words (not including notes and citations) on a significant issue in the LIS field. After preparing these components, the student submits the whole as a coherent, persistent package. This may be in hard copy or in digital form (a.k.a., the "digital portfolio") such as a simple website. Following submission of the portfolio, the student gives a public, in-person presentation to a three-person panel, consisting of two ladder-faculty members of the IS department and an external professional reviewer. The presentation is made in either the second-to-last or the last quarter of enrollment, either after or during the quarter in which the 18 required MLIS courses are completed. Other prerequisites are: (1) all outstanding entrance requirements completed; (2) all courses completed to the level required for good academic standing (i.e., a grade-point average of 3.0 or higher); and (3) all Incomplete grades removed. Failure in any part of the portfolio may lead to only one opportunity to re-submit the recorded version and/or to make the in-person presentation again.

The **specialization component** is a major paper produced in an elective course—"normally in the student's area of specialization," and not the same course that has been used to satisfy the research methods requirement—in which a grade of B or better has been earned. Students include their major paper in their portfolio; in practice, then, the specialization component of the exam can be considered as being part of the basic component.

Goals of the Portfolio

A central element of the portfolio is a 2,500-word issue paper in which the student (with the assistance of faculty, other students, and the student's growing professional network) articulates a significant issue for the field. Articulating a significant issue is valuable for several reasons. It provides students with a structure for identifying

their interests, for thinking about their career directions, for becoming involved in the intellectual life of the department and the field, for building their professional networks, for developing their professional identities, and for beginning or strengthening their involvement in professional activities and continuing education.

One goal of the portfolio is for assessors to determine whether, in their 2,500-word issue paper, the student has been able to identify a significant issue in the field and has shown the ability to articulate that issue and advocate for change, innovation, or a creative extension of a given service.

A second goal of the portfolio is for students to demonstrate leadership by suggesting ways that they would attempt to implement innovations or improvements to existing practices or services. Being the president of an organization or professional society is far from the only way to demonstrate leadership. We are looking for evidence that the student has taken the initiative to define an agenda for their field or profession.

A third goal of the portfolio is to challenge students to reflect on their career goals and to present a selection of their best work in a polished, professional format. In the best portfolios, students are able to express their unique voice and demonstrate their learning and growth during the MLIS program. This culminating exercise functions as a demonstration of basic competencies for information professionals, including use of web publishing platforms and organization of information and resources. It is also preparation for presenting professional dossiers or portfolios which are required by many employers at the time of application or for promotional reviews.

Compiling the Portfolio

All portfolios should contain the following eight elements:

1. A 50-word summary of the student's chosen issue. This summary should be submitted to the student's advisor at the beginning of the second year of study, and should be the basis of a discussion with the advisor regarding the topic's significance and suitability as a portfolio issue. A copy of the 50-word summary should also be sent at this time to the Student Affairs Officer by electronic mail. When the final portfolio is submitted, the 50-word statement should be included, immediately preceding a 2,500-word paper (see element #2) that explains the issue to a professional audience.

2. Am issue paper of approximately 2,500 words. This paper should place the issue described in the 50-word statement within its appropriate social, ethical, institutional, and professional contexts. The paper might include: a statement of the issue and its importance; what major changes in the world are making it important now; who the major actors and stakeholders are; what effects the issue may have on the work and reasoning of professionals in the future; what new opportunities for service the issue brings to the field; which specific professionals are already doing relevant work, and what knowledge they have gained as a result; what kinds of role professional organizations, institutions, or government might play in realizing the changes that the student is advocating; and an agenda for future conferences and/or other professional activities. It is expected that students will cite relevant literature in their issue paper, will be conversant with the ethical considerations that directly affect implementation of the ideas they are espousing, and will be able to answer questions about how their issue is now being dealt with in the field and how their ideas might be implemented.

3. A professional development statement outlining the student's career goals and future activities in the profession, including the kind of continuing education that might enhance the student's knowledge in the career path that he or she has chosen. This statement should be about 1,000 to 1,200 words, and should demonstrate the student's ability to integrate learning from the classroom and the field, as well as demonstrating knowledge of, and involvement in, one or two key professional associations in the student's area of specialization.

4. Examples of coursework, including the following:

- The **major** paper (also sometimes known as the **specialization** paper). The major paper requirement is met by completing a paper that counts for at least 40% of the course grade in an elective course that is taught by a member of the GSE&IS ladder faculty, and in which the students earns a letter grade of B or better. Normally the paper will be in the student's area of specialization. Students may not use the same course to satisfy both this major paper requirement and the research methods requirement.

- One or more further examples of work from **elective** courses in the area of specialization.

- One or more examples of work from a **core** course.

5. A list of courses taken or in progress (both number and name).

6. A record of the student's advising history. This should include the name(s) of the student's advisor(s) and a record of the form and content of meetings between the student and their advisor during the student's time in the program. It should also include details of any additional advising, formal or informal, undertaken by other faculty members or professional mentors.

7. A professional résumé or curriculum vitae.

8. Any other supporting documentation that the student wishes to present. Because panelists will be reading numerous portfolios, students are encouraged to add additional materials sparingly. Students should consult with their advisor if they wish to submit additional materials, and should only select items that represent their best work.

In addition, **digital portfolios should also include a short (250–500-word) accessibility statement and downloadable version(s) of the portfolio**. The downloadable version of the portfolio should be in widely used and easily printed file format(s), such as .pdf, .rtf., .doc(x), etc. In the accessibility statement, students should address the ways in which they have considered and incorporated principles of accessible design into their digital portfolio, as well as any ways in which the printable portfolio might differ substantially from the digital version.

Getting Help with the Portfolio

Since the portfolio should demonstrate the growth and reflection of the student during the MLIS program, it is highly advisable to anticipate this project from as early as possible in the program. In this process, the student's **faculty advisor** should be an important source of information and mentoring. The student should discuss potential issues with their advisor, with other faculty, and with an ever-widening circle of other professionals in the student's network. In particular, in order to promote such discussions, the student is required to provide their advisor and the Student Affairs Officer with the 50-word summary of their chosen issue at the beginning of the student's second year in the program.

The Professional Development course (**IS 400**) is designed to help students articulate their significant issues. It is not a required course, but it is offered every year for those students who wish to take it. Whether or not a student enrolls in IS 400, they should schedule regular meetings with their advisor as they develop their 10-page issue paper. In particular, before they submit their written portfolio, the student should show it to their advisor in advance, in order to get any desired feedback. If the advisory relationship is ever not fulfilling the student's needs, the student should consult with other faculty and/or change advisors.

Scheduling the Portfolio Presentation

Portfolio presentations may be made at designated times in the Fall, Winter, and Spring quarters only. Students normally make presentations in their final quarter in the program.

Students wishing to present their portfolio must make sure that they meet these eligibility requirements before the date scheduled for presentation:

- all entrance requirements completed;
- at least one year of academic residency completed;
- in good academic standing, i.e., having a minimum cumulative GPA of 3.0;
- all core classes completed (or being taken in the quarter in which the student is presenting their portfolio)
- the research methods requirement completed (or being taken in the quarter in which the student is presenting their portfolio); and

- all Incomplete grades removed.

Students must submit a completed **Declaration of Intent to Present the Portfolio** (DIPP) form to the Student Affairs Officer (207 GSE&IS Bldg) no later than the Friday of the fifth week of the quarter before the one in which they intend to present, so that the appropriate review panels can be scheduled.

Quarter in which you intend to present	Deadline for submission of DIPP form
Fall 2018	Friday, May 4, 2018
Winter 2019	Friday, November 2, 2018
Spring 2019	Friday, February 8, 2019

The declaration form must be signed by the faculty advisor, and a draft of the student's 2,500-word issue paper should be presented to the advisor when the signature is requested.

The Department sets dates for portfolio presentations in advance of the academic year. These dates may range over several weeks from the middle to the end of the quarter. Presentations are normally scheduled for the first or second Friday of November in the Fall quarter and the second or third Friday of February in the Winter quarter. Because of the larger number of portfolios scheduled during the Spring quarter, students intending to present during that term should block out all Thursdays and Fridays in May until their scheduled time has been set.

Submitting the Portfolio

In organizing the portfolio, regardless of format, students should consider the principles of user-centered design and accessibility. Digital portfolios may include samples of work products in any form, including images, video, audio, and downloadable files. Site navigation should be straightforward, and it should be readily evident to viewers that all of the required components of the portfolio are present. Students should also demonstrate basic working knowledge of copyright, fair use, and professional ethics, such as by properly citing sources for any images used. Students may also choose to password-protect individual papers or other work products included in a digital portfolio that contain confidential or proprietary information. Students may also password-protect the site as a whole if they prefer not to make their portfolio publicly accessible online at time of submission.

Whether or not multimedia components are included, the final digital portfolio submission must include a downloadable printer- and screen-reader-friendly version (a.k.a., the "printable version"), as well as a short (250–500-word) accessibility statement noting or summarizing significant differences between the web version and the printable version. As with the digital portfolio site navigation, the design and layout of paper portfolios and printable versions of digital portfolios should be clear and effective, including a complete table of contents with page numbers for each portfolio component, and section or page breaks inserted where appropriate.

Students should submit portfolios as a single digital file upload or URL (along with password information for any non-public components) to the Portfolio Submissions site on CCLE by Friday of the second week of the quarter in which the portfolio is to be presented. Students wishing to submit in hard copy should turn in three copies (printed double-sided on letter-sized paper, and bound using any type of binding or cover) to the Administrative Assistant by Friday of the second week of the quarter in which the portfolio is to be presented.

Quarter in which you intend to present	*Deadline for submission of portfolio*
Fall 2018	Friday, October 12, 2018
Winter 2019	Friday, January 18, 2019
Spring 2019	Friday, April 12, 2019

Presenting the Portfolio

The Department assembles review panels consisting of two IS faculty members (including each student's faculty advisor) and one practitioner from the field. The practitioner must have an MLIS (or equivalent level of education and experience, to be determined by the faculty). Review panel members will receive URLs for digital portfolios by email, and paper portfolios by mail or campus delivery, in advance of the presentation date. Panelists may choose to download printable versions of digital portfolios for reviewing, or to have on hand for their own reference during the portfolio presentation. Paper copies of digital portfolios will be provided by the IS department only if requested at least two weeks in advance of the presentation date.

The presentations are open to other Information Studies students, who should sign up in advance for the panels that they wish to attend. The presentation should be a polished account of the student's issue and the student should prepare as if for a job interview. The presentation may take the form of a PowerPoint presentation, but other modes of presentation are welcome as well.

Each portfolio presentation is scheduled for a total of 30 minutes. The first 15 minutes are for the presentation to the panel, and the final 15 minutes are for discussion. It is the obligation of the student to limit the presentation to the allotted time. Up to five presentations will be scheduled in blocks, typically with the same panel of reviewers participating in several presentations in a row. After each block, the panel discusses all of the presentations in camera.

Students who are presenting their portfolios within a particular block and those attending the presentations are expected to remain in the presentation room for the entire session. Drinks are allowed, but no food may be brought into the presentation room or consumed during the session. No computers are allowed other than those needed for the presentations, and all cell phones and other electronic devices must be turned off during the entire session. All of these regulations apply to both students and reviewers.

Only the panelists and the presenter will engage in discussion during the question-and-answer period. The review panel will question the student mainly about his/her chosen issue, but might also initiate a general constructive discussion of the student's career plans or ask questions about work included in the portfolio.

Regarding technical support for presentations, technology is installed in Rooms 111, 121, 228, and 245 of the GSE&IS Building for student presentations. For information and policies contact the Educational Technology Unit at (310) 825-1911 or etu@gseis.ucla.edu once the date of your presentation has been set.

Evaluating the Portfolio

Following the last portfolio presentation of each block, panel members will prepare a written evaluation on the performance of each student. The members of the review panel evaluate the portfolio and presentation based on the following criteria:

- how well students have been able to articulate and advocate for the issues they have chosen;
- how knowledgeable they are in the area they have designated as their specialization;
- how well they have been able to demonstrate a synthesis of learning from coursework, work experience, and/or internship(s); and

- how well they are able to respond to questions regarding ethical issues, such as service to diverse populations.

The panel will assign one of two grades, Pass or Fail, or alternatively, may defer their decision with stipulations on work to be completed in order to pass. For those who do not pass, the panel must clearly specify in their written evaluation what aspects of the written work and/or oral presentation need to be corrected. All students will receive a copy of the completed evaluation form in a sealed envelope placed in their folder in the student commons on the day of the presentation. The original evaluation form with the signatures of the panel members will be submitted to the Student Affairs Officer; in the case of students who did not pass, a copy of the form will also be given to the student's advisor and to the Chair of the Professional Programs Committee (PPC). The Department will officially notify the student in writing within two weeks of the portfolio presentation.

Students whose presentations are especially meritorious (designated as "Showcase") may be invited to repeat their presentations at a public event that the department organizes for its alumni, industry associates, and others. Copies of the Showcase portfolios will be made available for consultation in the IS Lab.

Students who do not pass must correct the problems indicated by the members of their review panel and make a successful portfolio presentation in order to graduate. If the sources of failure are modest, the panel will recommend revisions and will suggest that the student present again during the same quarter. Students in this situation should be sure that they understand what is expected of them, and should work with their advisor on the revisions designated by the panel. Make-up panels will be held at the end of the quarter on a date following all of the scheduled presentations. Students presenting again in the same quarter will not present to the same members of the panel to whom they presented earlier in the term.

In instances where the review panel has determined that the written work is not up to a professional standard, the panel may decide that the student does not need to do a second oral presentation, but must complete a modest amount of additional written work for the portfolio to be passed. In such cases, the written evaluation from the panel should make clear what the student needs to do make the portfolio acceptable, and a deadline for completion should be set. The members of the student's review panel will then determine whether the work has been completed in a satisfactory way. In some cases, the chair of the panel may be delegated to review the additional work and, once such work has been satisfactorily completed, the panel chair will sign the evaluation form, which will then be submitted to the Student Affairs Officer.

If the sources of failure are major, or if a student with modest problems wishes to work beyond the end of the current quarter to revise the portfolio, then the student must enroll in the next quarter or pay a filing fee, and present the portfolio again in the normal scheduled time period for presentations during that quarter. The student must present again within one year of his or her advancement to candidacy, and preferably in the quarter following their first presentation. A student who is not enrolled and has not requested a leave of absence is considered to have withdrawn from the program. Anyone who wishes to present after having withdrawn from the program will have to apply for readmission to the department; if more than two years have elapsed, the student may be required to do additional coursework at the time of readmission.

In the rare event that a student fails to pass the portfolio requirement a second time, the Executive Committee of the Professional Programs Committee (PPC) will review that student's entire transcript as well as the portfolio, and will consider how the student might remedy the problems that led to a second failure. On the basis of this review and the advice of the student's faculty advisor, the committee will either require the student to complete additional written work, or recommend to Graduate Division that the student be disqualified. In the latter case, the chair of the Department will notify the student, in writing, of the decision to disqualify, together with the reasons for it. The student may appeal by submitting, within 30 days of notification, a petition to the IS faculty Executive Committee that identifies reasons for reconsidering the decision. If the faculty is willing, a review committee will be set up consisting of the faculty advisor, the chair of the Department or his/her designated replacement, and a third faculty person from within the department of Information Studies nominated by the chair and the advisor. Based on the advice of that review committee, the Executive Committee of the faculty will then reconsider its decision within 45 days of receipt of the student's petition. The Chair will then notify, in writing, the student and the Graduate Division of the final decision of the Department, and, if disqualification is recommended, the effective date of it.

INDICATIVE MLIS PATHWAYS

Each of the following pathways shows just one of the several ways in which you can navigate through the program, given an interest in a particular area of specialization. Each pathway allows you to complete all four core courses, as well as the gateway course in your area of interest and a methods course, in your first year; and to take the portfolio design course and three internships in your second year. Other pathways are possible, and the electives shown (in bold) are merely indicative of the kinds of selections that may be made.

Archival Studies

Hyunjin K. is a student on the Archival Studies track. She's particularly interested in access and description issues for multilingual, multimedia archival collections. In the winter quarter of her first year, she takes a course on Archival Description & Access. Her final paper for the class, on implementation of multilingual search capabilities in Asian-American oral history collections, inspires her to propose a thesis focused more broadly on cross-language searching and online access to oral histories and other media in archive collections. She also decides, based on summer course offerings and an opportunity to do a paid internship with the LAPL's Asian Pacific Resource Center, to enroll full-time over the summer and finish her course requirements early, presenting her thesis project in the first week of the spring quarter under the Filing Fee option.

Year 1
fall 2018
211 Artifacts & Cultures -- *CORE*
260 Description & Access -- *CORE*
431 Archives, Records, & Memory -- *GATEWAY*

winter 2019
270 Systems & Infrastructures -- *CORE*
281 Historical Methodology of Information Studies -- *METHODS*
438B Archival Description & Access

spring 2019
212 Values & Communities -- *CORE*
433 Community-Based Archiving
438A Archival Appraisal

summer 2019
Hyunjin takes a full 12-unit courseload, including an internship and an independent study with her academic advisor, during which she conducts an initial literature review and drafts the proposal for her thesis project.
289 Home Movies
498 Internship
596 Directed Individual Study

Year 2
fall 2019
289 Archives & Art Making
484 Sound Technologies & Society
596 Directed Individual Study

winter 2020
434 Archival Use & Users
480 Introduction to Media Archiving & Preservation
598 Thesis Research and Writing

Informatics

Lourdes G. has equally strong interests in technology, social justice, archives, access to information, and sustainability, so choosing a specialization is tough—but she ultimately settles on Informatics. She takes the Portfolio class in the fall of her second year to help hone her presentation skills and more clearly define her specific research and career interests. She also supplements her introductory courses in Metadata, Content Management Systems, and User Experience Design with self-study and extracurricular activities, taking online tutorials through Lynda.com and participating in local hackathons with a social justice focus. By the end of her second year, she's developed a strong technical skill set, a great network of contacts in the local software development and UX communities, and is already doing freelance web and app development work for local nonprofits.

Year 1
fall 2018
211 Artifacts & Cultures -- *CORE*
260 Description & Access -- *CORE*
279 User Experience Design

winter 2019
270 Systems & Infrastructures -- *CORE*
272 Human–Computer Interaction -- *GATEWAY*
282 Design as Research Method -- *METHODS*

spring 2019
212 Values & Communities -- *CORE*
289 Content Management Systems
464 Metadata

summer 2019
Lourdes works part-time for the company that was her client site during the User Experience Design in the fall quarter, and coordinates several activities for the summer and upcoming school year with the two student groups (Books Beyond Bars and ASIS&T) for which she is an elected officer.

Year 2
fall 2019
271 Introduction to Computer Systems & Programming
400 Professional Development & Portfolio Design
498 Internship

winter 2020
210 Global Media & Information
262A Data Management & Practice
498 Internship

spring 2020
278 Museums in the Digital Age
289 Applied Artificial Intelligence
498 Internship

Library Studies

Doug J. is on the Library Studies track. He came into the program immediately after finishing his law degree, and plans to pursue a career as a law librarian in an academic setting. He is also interested in technology use in law libraries, so he's sampling a few courses in the Informatics track, as his schedule permits. In his final quarter, he does an internship with the UCLA Law Library. The Collection Development, Academic Libraries, and Intellectual Property classes he takes all help shape the issue paper in his final portfolio, which discusses the ethical implications of restricted access to law library collections.

Year 1
fall 2018
211 Artifacts & Cultures -- *CORE*
260 Description & Access -- *CORE*
430 Library Collection Development

winter 2019
270 Systems & Infrastructures -- *CORE*
280 Social Science Research Methods -- *METHODS*
422 College, University, & Research Libraries

spring 2019
212 Values & Communities -- *CORE*
213 Current Issues in Librarianship -- *GATEWAY*
448 Information Literacy Instruction

summer 2019
Doug returns to the big law firm where he worked as a summer associate during law school, taking over temporarily for their librarian while she is on leave.

Year 2
fall 2019
289 Intellectual Property
400 Professional Development & Portfolio Design
498 Internship

winter 2020
272 Human/Computer Interaction
461 Descriptive Cataloging
498 Internship

spring 2020
279 User Experience Design
462 Subject Cataloging
498 Internship

Media Archival Studies

Brett B. chooses the Media Archival Studies specialization in order to build on his strong background in performance history and media studies. He's particularly interested in the history and preservation of stand-up comedy and other forms of live performance. As part of his culminating requirements, he compiles a digital portfolio, taking advantage of the format to showcase a significant amount of multimedia alongside his papers and class projects. Working with his advisor, he selects courses in the MAS track and other electives to build a comprehensive media preservation skill set that will complement his subject-area expertise.

Year 1
<u>fall 2018</u>
211 Artifacts & Cultures -- *CORE*
260 Description & Access -- *CORE*
431 Archives, Records, & Memory

<u>winter 2019</u>
270 Systems & Infrastructures -- *CORE*
480 Introduction to Media Archiving & Preservation -- *GATEWAY*
481 Moving Image Technology

<u>spring 2019</u>
212 Values & Communities -- *CORE*
482 Media Description & Access
485 Moving Image Preservation & Restoration

<u>summer 2019</u>
Brett works part-time with the Academy Film Archive's Oral History Project, and also starts a volunteer project on the side with the Comedy & Magic Club in Santa Monica, helping to create a digital catalog for their 40-year collection of live stand-up recordings. He continues to work on this project a few hours a week during his second year, and discusses the challenges and opportunities posed by the collection as part of the issue paper in his portfolio.

Year 2
<u>fall 2019</u>
400 Professional Development & Portfolio Design
484 Sound Technologies & Society
498 Internship

<u>winter 2020</u>
ETHNO C200 Audiovisual Archives in the 21st Century
289 Feminist Research Methods -- *METHODS*
498 Internship

<u>spring 2020</u>
289 Digital Asset Management
289 Museums in the Digital Age
498 Internship

Rare Books / Print & Visual Culture

Cecilia P. is a Rare Books / Print and Visual Culture student. She's particularly interested in preservation and curation issues for collections of late-20th-century artists' books. Her goal after graduation is to work in a university or museum library with a major collection of contemporary artists' books, but she's prepared to work her way into such a position through an entry-level job in a special collections department. Working closely with her advisor, she selects courses that will make her a strong candidate for academic library positions, along with electives that focus on her area of special research interest. During her second year in the program, she pursues internships at Otis College (working with their artists' books collection) and the Huntington Library, while researching and writing a thesis on the surviving works of a California-based book artist who was active in the 1980s and 1990s.

Year 1
fall 2018
211 Artifacts & Cultures -- *CORE*
260 Description & Access -- *CORE*
432 Issues & Problems in Preservation of Heritage Materials

winter 2019
270 Systems & Infrastructures – *CORE*
281 Historical Methodology of Information Studies -- *METHODS*
439 Introduction to Special Collections Librarianship -- *GATEWAY*

spring 2019
212 Values & Communities -- *CORE*
M238 Environmental Protection of Collections for Museums, Libraries, and Archives
289 History of the Book Arts

summer 2019
Cecilia receives scholarship support to attend two courses in the California Rare Book School, and volunteers for a community arts organization, leading book- and paper-making workshops.

Year 2
fall 2019
431 Archives, Records, & Memory
498 Internship
596 Directed Individual Study

winter 2020
202 History of the Book & Literacy Technologies
498 Internship
596 Directed Individual Study

spring 2020
213 Current Issues in Librarianship
278 Information & Visualization
598 Thesis Research & Writing

UNDERGRADUATE COURSES

The IS Department offers several courses that provide undergraduate students with a blend of conceptual and theoretical knowledge and practical, hands-on laboratory experiences. In the laboratory environment, students have opportunities to apply their theoretical insights and practical skills to real world problems and situations. The following undergraduate courses are offered on a regular basis. IS 10, 20, and 30 have been approved for General Education credit; they satisfy the Society and Culture GE requirement for the College of Letters and Science.

IS 10 Information and Power. (5) Lecture, five hours. Designed for undergraduate students. Introduction to core concepts of information and power and relation between them in range of social, economic, political, cultural, technological, and institutional contexts. Topics include information markets and economies; power of culture and media institutions; state interests in information; information, conflict, and warfare; information organization, classification, and access; power and information technology infrastructure; and intellectual freedom. Letter grading.

IS 20 Digital Cultures and Societies. (5) Lecture, five hours. Examination of social and cultural contexts of global spread of digital networks and systems. Exploration of ethical, infrastructural, and political questions raised at intersection of technologies and cultures. Topics include social media revolutions, indigenous and non-Western uses of technology, cross-cultural design, digital media literacies, and more. Letter grading.

IS 30 Internet and Society. (5) Lecture, five hours. Designed for undergraduate students. Examination of information technology in society, including Internet, World Wide Web, search engines (e.g., Google, Yahoo, Lycos), retrieval systems, electronic publishing, and distribution of media, including newspapers, books, and music. Exploration of many of these technologies, social, cultural, and political context in which they exist, and how social relationships are changing. Letter grading.

IS 139 Letterpress Laboratory. (1) Laboratory, one hour. Hands-on printing experience in letterpress shop designed to give students in information studies, design, or other disciplines an understanding of the printing process. Basic instruction is provided, and students work on group projects for the duration of the term. May be repeated twice. P/NP grading.

IS 180 Special Topics in Information Studies. (4) Lecture, three hours; discussion, one hour. Designed for juniors/seniors. Selected topics or issues related to social, cultural, economic, or political aspects of information and information systems. Consult "Schedule of Classes" for topics and instructors. May be repeated once for credit with topic change. P/NP or letter grading.

The following classes may also occasionally be offered.

IS 19 Fiat Lux Freshman Seminars. (1) Seminar, one hour. Discussion of and critical thinking about topics of current intellectual importance, taught by faculty members in their areas of expertise and illuminating many paths of discovery at UCLA. P/NP grading.

IS 97 Variable Topics in Information Studies. (4) Seminar, four hours. Designed for freshmen/sophomores, but open to all undergraduate students. Exploration of changing set of basic concepts and issues in study of information, information technology, and society and culture at introductory level. May be repeated for credit with consent of instructor. Letter grading.

IS 180 Special Topics in Information Studies. (4) Lecture, three hours; discussion, one hour. Designed for juniors/seniors. Selected topics or issues related to social, cultural, economic, or political aspects of information and information systems. Consult "Schedule of Classes" for topics and instructors. May be repeated once for credit with topic change. P/NP or letter grading.

IS 199 Directed Research in Information Studies. (2 to 4) Tutorial, one hour. Limited to juniors/seniors. Supervised individual research or investigation under the guidance of a faculty mentor. Culminating paper or project required. May be repeated for credit. Individual contract required. Letter grading.

SHORT TITLE LIST OF IS COURSES

See http://www.registrar.ucla.edu/Academics/Course-Descriptions/ for full course descriptions.

Lower Division Undergraduate Courses

10	Information and Power
19	Fiat Lux Freshman Seminars
20	Digital Cultures and Societies
30	Internet and Society
89	Honors Seminars
97	Variable Topics in Information Studies
99	Student Research Program

Upper Division Undergraduate Courses

139	Letterpress Laboratory
180	Special Topics in Information Studies
188SA	Individual Studies for USIE Facilitators
188SB	Individual Studies for USIE Facilitators
188SC	Individual Studies for USIE Facilitators
189	Advanced Honors Seminars
199	Directed Research in Information Studies

Graduate Courses

200	Information in Society
201	Ethics, Diversity, and Change in Information Professions
202	History of Books and Literacy Technologies
203	Seminar: Intellectual Freedom and Information Policy Issues
204	Scholarly Communication and Publishing
205	Cyberspace Law and Policy
206	Introduction to Economics of Information
207	International Issues and Comparative Research in Library and Information Studies
208	Scholarly Communication and Bibliometrics
209	Perspectives on Information Societies
210	Global Media and Information
211	Artifacts and Cultures
212	Values and Communities in Information Professions
213	Current Issues in Librarianship
214	Informatics: Principles and Practices
227	Information Services in Culturally Diverse Communities
228	Assessment, Measurement, and Evaluation of Information Organizations and Services
M229C	Introduction to Slavic Bibliography
233	Records and Information Resources Management
234	Contemporary Children's Literature
236	Approaches to Materialities of Texts and Media
237	Analytical Bibliography
M238	Environmental Protection of Collections for Museums, Libraries, and Archives
239	Letterpress Laboratory
240	Management of Digital Records
241	Digital Preservation
245	Information Access
246	Information-Seeking Behavior
250	Techniques and Issues in Information Access

251	Seminar: Specialized Literatures
M253	Medical Knowledge Representation
M254	Medical Information Infrastructures and Internet Technologies
M255	Medical Decision Making
256	Information Resources for Business
258	Legal Information Resources and Libraries
259	Seminar: Information Access
260	Description and Access
262A	Data Management and Practice
262B	Data Curation and Policy
269	Seminar: Information Structures
270	Systems and Infrastructures
271	Introduction to Computing Systems and Programming
272	Human/Computer Interaction
273	Communities, Information and Civic Life
274	Database Management Systems
275	Community Media and Design
276	Information Retrieval Systems: Structures and Algorithms
277	Information Retrieval Systems: User-Centered Design
278	Information and Visualization
279	User Experience Design
280	Social Science Research Methodology for Information Studies
281	Historical Methodology of Information Studies
282	Design as Research Method
288	Research Apprenticeship Course
289	Seminar: Special Issues in Information Studies
290	Research Seminar: Information Studies
291A	Doctoral Seminar: Theoretical Traditions in Information Studies
291B	Special Topics in Theory of Information Studies
291C	Special Topics in Theory of Information Studies
298A	Doctoral Seminar: Research Methods and Design
298B	Special Topics in Methodology of Information Studies
298B	Special Topics in Methodology of Information Studies
375	Teaching Apprentice Practicum
400	Professional Development and Portfolio Design
410	Management Theory and Practice for Information Professionals
421	Special Libraries and Information Centers
422	College, University, and Research Libraries
423	Public Libraries
424	Storytelling
425	Library Services and Programs for Children
426	Library Services and Literature for Youth
427	Young Adult Services
430	Library Collection Development
431	Archives, Records, and Memory
432	Issues and Problems in Preservation of Heritage Materials
433	Community-Based Archiving
434	Archival Use and Users
438A	Seminar: Advanced Issues in Archival Science – Archival Appraisal
438B	Seminar: Advanced Issues in Archival Science – Archival Description and Access Systems
439	Seminar: Special Collections
447	Computer-Based Information Resources (Online Searching)
448	Information Literacy Instruction: Theory and Technique
455	Government Information

457	Health Sciences Librarianship
461	Descriptive Cataloging
462	Subject Cataloging and Classification
463	Indexing and Thesaurus Construction
464	Metadata
473	Information Technology and Libraries
480	Introduction to Media Archiving and Preservation
481*	History of Media Technologies
482*	Media Description and Access
483*	Media Collections Management
484*	Sound Technologies and Society
485*	Media Preservation and Restoration
495	Teaching Assistant Training Seminar
497	Fieldwork in Libraries or Information Organizations
498	Internship
501	Cooperative Program
596	Directed Individual Study or Research
597	Directed Studies for PhD Qualifying Examinations
598	MLIS Thesis Research and Writing
599	PhD Research and Writing

* Subject to Graduate Division approval.

IS CALENDAR, 2018–19

In general, the Department's calendar is determined by that of the University. Details of holidays, the beginning and ending dates for each quarter, and administrative deadlines for the University may be found at the UCLA Registrar's Office Calendars page: https://www.registrar.ucla.edu/Calendars/Overview. Beyond those dates, there are some that are specifically applicable to the Department:

1. The hours from 3:00 to 5:00 p.m. on Thursday have been set aside, free from scheduled classes, to permit the scheduling of formal and informal meetings. These include general convocations (meetings of the entire Department, its students, faculty, and staff), colloquia at which distinguished persons are invited to speak, meetings of the Student Governing Board, etc.

2. One Thursday of each month from 1:00 to 3:00 p.m. is reserved for the monthly meeting of the Executive Committee of the Department's faculty. In 2018–19, those dates are as follows: October 4, November 1, December 6, January 17, February 14, March 7, April 4, May 2, and June 6.

Applying to Use a Filing Fee

The last day for students to submit a Filing Fee application for the Fall, Winter, and Spring academic terms is Tuesday of Week 1 of the quarter of Filing Fee Usage. The last day for students to submit a Filing Fee application for the Summer term is 8 business days prior to the last day of Summer Session C. A student must submit a completed application with all necessary approvals by 5:00 p.m. Pacific Time. See https://grad.ucla.edu/ucla/gasaa/filingfeedeadlines.pdf.

Quarter of Filing Fee Usage	*Filing Fee Application Deadline*
Fall 2018	Oct 2, 2018
Winter 2019	Jan 8, 2019
Spring 2019	Apr 2, 2019
Summer 2019	Sep 3, 2019

Calendar for MLIS Students Intending to Present a Portfolio

MLIS students intending to present a portfolio should be aware of the following deadlines. Students should submit a completed "Declaration of Intent to Present the Portfolio" (DIPP) by Friday of the fifth week of class in the quarter immediately prior to the quarter in which they intend to present; they should submit a completed "Petition for Advancement to Candidacy" (PAC), together with a completed IS Graduation Form, by Friday of the first week of class in the quarter in which they intend to present; and they should submit their portfolio by Friday of the second week of the quarter in which they intend to present.

Effective Fall 2018, both (a) registered students who are paying full tuition and fees, and (b) students who pay a Filing Fee instead of registering for classes, have until the last day of the quarter to complete degree requirements. Portfolio presentations are scheduled so that faculty reviewers have time for assessment and grading, and so that students have time for any revisions if necessary. All portfolios must be graded and grades reported to the Graduate Division by the filing deadline, 5:00 p.m. (Pacific Time) on the last day of the quarter.

Quarter of Portfolio Presentation	Declaration of Intent to Present the Portfolio Deadline	Petition for Advancement to Candidacy Deadline	Portfolio Submission Deadline	Portfolio Presentations	Filing Deadline
Fall 2018	May 4, 2018	Oct 5, 2018	Oct 12, 2018	Nov 8, 2018	Dec 14, 2018
Winter 2019	Nov 2, 2018	Jan 11, 2019	Jan 18, 2019	Feb 14, 2019	Mar 22, 2019
Spring 2019	Feb 8, 2019	Apr 5, 2019	Apr 12, 2019	May 2019	Jun 14, 2019
Summer 2019	n/a	Jul 5, 2019	n/a	n/a	Sep 13, 2019

IS SCHEDULE OF CLASSES, 2018–19

Fall 2018

Classes for PhD Students
290 Colloquium (Research Seminar: Information Studies)—Gilliland
      Thursday, 3:00–5:00 p.m., GSE&IS 111
291B Introduction to Information Studies (Theory of Information Studies)—Furner
      Thursday, 9:00–12:30 p.m., GSE&IS 228
298B Academic Work (Methods of Information Studies)—Blanchette
      Monday, 9:00–12:30 p.m., GSE&IS 228

Classes for MLIS Students
CORE
211 Artifacts & Cultures—Drucker
      Tuesday, 9:00 a.m.–12:30 p.m., GSE&IS 111
260 Description & Access—Leazer
      section 1: Monday, 9:00 a.m.–12:30 p.m., GSE&IS 111
      section 2: Wednesday, 9:00 a.m.–12:30 p.m., GSE&IS 111

GATEWAY
431 Archives, Records, & Memory—Gilliland
      Friday, 9:00 a.m.–4:00 p.m., GSE&IS 111
      Class meets only seven times: Sep 28, Oct 5, 12, 19, Nov 2, 9, Dec 7

METHODS
289-2 Digital Methods for Research & Scholarship (Special Issues in Information Studies)—Drucker
      Monday, 1:30–5:00 p.m., GSE&IS 111

ELECTIVE
239 Letterpress Laboratory—Molina / Drucker
      Thursday, 3:30–4:30 p.m., Broad 4257
240 Management of Digital Records—Blanchette
      Tuesday, 1:30–5:00 p.m., GSE&IS 121
M254 Medical Information Infrastructures & Internet Technologies—Bui
      Tuesday / Thursday, 10:00–11:50 a.m., Off campus
279 User Experience Design—Boyden
      Monday, 5:30–9:00 p.m., GSE&IS 111
289-1 Digital Asset Management (Special Issues in Information Studies)—Tadic
      Tuesday, 5:30–9:00 p.m., GSE&IS 121
289-3 Intellectual Property (Special Issues in Information Studies)—Conway
      Wednesday, 5:30–9:00 p.m., GSE&IS 121
289-4 Readers' Advisory (Special Issues in Information Studies)—Elliott
      Monday, 9:0–12:30 p.m., GSE&IS 121
400 Professional Development & Portfolio Design—Becker
      Wednesday, 9:00–12:30 p.m., GSE&IS 121
425 Library Services & Programs for Children—Kelly
      Thursday, 5:30–9:00 p.m., GSE&IS 121

430 Library Collection Development—Gosart
      Thursday, 9:00 a.m.–12:30 p.m., GSE&IS 121
432 Issues & Problems in Preservation of Heritage Materials—Pearlstein
      Wednesday, 1:30–5:00 p.m., GSE&IS 111
484 (289-5 in fall 2018) **Sound Technologies & Society**—VanCour
      Wednesday, 1:30–5:00 p.m., GSE&IS 121
498 Internship—Becker
      Thursday, 1:00–3:00 p.m., GSE&IS 111

Classes for Undergraduates
30 Internet & Society—VanCour / Eadon
      Tuesday, 1:30–5:00 p.m., GSE&IS 111
139 Letterpress Laboratory—Molina / Drucker
      Thursday, 1:30–3:30 p.m., Broad 4257

Winter 2019

Spring 2019

TENTATIVE SCHEDULE OF MLIS CLASSES, 2019–20

Fall 2019

CORE
IS 211 Artifacts & Cultures
IS 260 Description & Access

GATEWAY
IS 431 Archives, Records, & Memory

METHODS
IS 280 Social Science Research Methods

ELECTIVE
IS 271 Introduction to Computer Systems & Programming
IS 289 Archives & Art Making (Special Issues in Information Studies)
IS 289 Intellectual Property (Special Issues in Information Studies)
IS 289 Privacy & IT Policy (Special Issues in Information Studies)
IS 400 Professional Development & Portfolio Design
IS 423 Public Libraries
IS 424 Storytelling
IS 430 Collection Development
IS 432 Issues & Problems in Preservation of Heritage Materials
IS 484 Sound Technologies & Society
IS 498 Internship

Winter 2020

CORE
IS 270 Systems & Infrastructures

METHODS
IS 289 Feminist Research Methods

GATEWAY
IS 202 History of the Book & Literacy Technologies
IS 272 Human/Computer Interaction
IS 480 Introduction to Media Archiving & Preservation

ELECTIVE
IS 210 Global Media & Information
IS 262A Data Management & Practice
IS 289 Protection of Traditional Knowledge (Special Issues in Information Studies)
IS 289 Public Health Informatics (Special Issues in Information Studies)
IS 289 Theory & Politics of Collecting (Special Issues in Information Studies)

IS 410 Management Theory & Practice
IS 422 College, University, & Research Libraries
IS 434 Archival Use & Users
IS 438B Archival Description & Access
IS 461 Descriptive Cataloging
IS 481 Moving Image Technology
IS 498 Internship

Spring 2020

CORE
IS 212 Values & Communities

METHODS
IS 281 Historical Methodology of Information Studies

GATEWAY
IS 213 Current Issues in Librarianship

ELECTIVE
IS M238 Environmental Protection of Collections
IS 262B Data Curation & Policy
IS 278 Information & Visualization
IS 279 User Experience Design
IS 289 Analog Gaming in Libraries (Special Issues in Information Studies)
IS 289 Applied Artificial Intelligence (Special Issues in Information Studies)
IS 289 Digital Asset Management (Special Issues in Information Studies)
IS 289 Museums in the Digital Age (Special Issues in Information Studies)
IS 427 Young Adult Services
IS 433 Community-Based Archiving
IS 438A Archival Appraisal
IS 448 Information Literacy Instruction
IS 462 Subject Cataloging
IS 464 Metadata
IS 498 Internship