

STUDENT HANDBOOK

2011-2012

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Graduate School of Education & Information Studies
University of California, Los Angeles

PREFACE

This Student Handbook has been prepared to provide a readily available summary of information from a variety of sources.

The Department's Website. Provides descriptions of academic programs and courses offered; includes faculty profiles. At <http://is.gseis.ucla.edu/>

UCLA General Catalog. Annual. Provides overview of Graduate Division policies; includes descriptions of academic programs in UCLA departments and schools and courses offered. Available for purchase from ASUCLA student stores; reference copies available in the Lab and Student Services. Electronically available at <http://www.registrar.ucla.edu/catalog/>

GSE&IS Administrative Manual. Updated periodically. Includes IS policies. Reference copies available in the Dean's Suite.

UCLA Schedule of Classes. Quarterly. 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. Electronically available at <http://www.registrar.ucla.edu/schedule/>

Standards and Procedures for Graduate Study at UCLA. Contains policies applicable to graduate students. Electronically available under Publications at <http://www.gdnet.ucla.edu>

Program Requirements for UCLA Graduate Degrees. Provides official description of graduate degree programs. Electronically available at <http://www.gdnet.ucla.edu>

Regulations for Thesis and Dissertation Preparation. Available from the Thesis and Dissertation Advisor (21560 Young Research Library) or from Student and Academic Affairs Office (Graduate Division in Murphy Hall, Room 1255). Electronically available at <http://www.gdnet.ucla.edu>

UCLA Faculty Handbook & Resource Guide (2002). "The Faculty Code of Conduct as Approved by the Assembly of the Academic Senate" (Code of Professional Rights, Responsibilities, and Conduct of University Faculty, and University Disciplinary Procedures). Available online at <http://www.apo.ucla.edu/facultyhandbook/>

Graduate Student Support for Entering Students and Graduate Student Support for Continuing Students. Published by the Academic Support and Information Service Section of the Graduate Division and available in the Graduate Student Support Office or in the Student Services area. Electronically available at <http://www.gdnet.ucla.edu>

Policies and Procedures for Academic Apprentice Personnel. Published by the Graduate Division, available in the Administrative Office (Room 254). Electronically available at <http://www.gdnet.ucla.edu>.

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SECTION 1. GENERAL INFORMATION

1.1 IS CALENDAR, 2011-2012

In general, the Department's calendar is determined by that of the University. Holidays, the beginning and ending dates for each quarter, and administrative deadlines for the University may be found in the [UCLA General Catalog](#) and the [Schedule of Classes](#). Beyond those dates, however, there are some specifically applicable to the School:

1. The hours from 3-5 pm 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. Usually the fourth Thursday of each month from 1:00 to 3:00 pm is reserved for the monthly meeting of the Executive Committee of the faculty. Check the online department calendar for specific dates.
3. MLIS Students intending to graduate in 2011-12 should be aware of the following deadlines:

Quarter	Advancement to Candidacy Petitions due	Intention to Present Portfolio Date	Portfolio Due Date	Date of Portfolio Presentations
Fall	7 October 2011	29 April 2011	7 October 2011	10 Nov 2011
Winter	20 January 2012	28 October 2012	20 January 2012	17 Feb 2012
Spring	13 April 2012	10 February 2012	13 April 2012	4, 10, 18, 24 May 2012
Summer	6 July 2012	N/A	N/A	N/A

1.2 IS ADMINISTRATION

1.2.1 Administrative Structure

The IS administrative structure includes a Dean of the School and a Chair of the Department of Information Studies. Aimée Dorr is Dean of GSE&IS and Gregory H. Leazer is the Chair of the Department of Information Studies.

1.2.2 The Faculty of the Department

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.

1.2.2.1 Committees of the Department

The Faculty governs the Department by means of a set of advisory committees. Although one of those committees (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.

1.2.2.2 Executive Committee

Responsibilities: Governing body of the department. All Academic Senate members are committee members. Emeriti faculty are members; voting privileges are determined by Academic Senate Bylaw 55. Department Chair is chair of the committee.

1.2.2.3 Admissions, Awards, and Recruitment Committee (AARC)

This committee oversees the admissions and recruitment of and awards to, students in the professional program. It makes admissions decisions for the MLIS and Certificate programs.

Responsibilities: The committee will screen admissions and awards files for all degree programs and work with the Office of Student Services on recruitment.

1.2.2.4 Professional Programs Committee (PPC)

This committee oversees the MLIS courses and degrees in a manner parallel to the Doctoral Programs Committee.

Responsibilities: The committee is responsible for overseeing the policies and procedures related to the MLIS program and makes changes as appropriate; reviews MLIS course offerings and makes recommendations for change. All petitions for exceptions to the MLIS program should be addressed to the PPC. Responsibility for the portfolio presentations lie with this committee.

1.2.2.5 Committee to Administer the Interdepartmental Program (CAIDP) Moving Image Archive Studies

Departmental members of this committee are nominated by the Deans of GSE&IS and Theater, Film, and Television and appointed by the Dean of the Graduate Division. The committee comprises of representatives from the UCLA Film & Television Archive, the Department of Film, Television, and Digital Media, and the Department of Information Studies.

Responsibilities: This is the governance committee for the MIAS Inter-Departmental Program (IDP). The committee's principle charge is to provide oversight of academic issues and to coordinate the program's long-term planning and growth.

1.2.2.6 Doctoral Programs Committee (DPC)

This committee oversees the doctoral coursework and degree requirements.

Responsibilities: The committee is responsible for overseeing the policies and procedures related to the PhD program and makes changes as appropriate; reviews PhD course offerings and make recommendations for change; oversees progress of each student; oversees Written Qualifying Examination.

1.2.3 The Information Studies 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 Information Studies; providing advice, data, and other support related to diversity considerations to the Undergraduate, Professional, and Doctoral Program Committees as well as the Admissions, Awards, and Recruitment Committee; and undertaking special initiatives related to diversity concerns (this includes continuation of existing initiatives). The Council may create sub-committees to oversee specific initiatives, such as the current

Diversity Recruitment and Mentoring Sub-Committee. Activities of the Council should take into consideration all programs, activities, and professional areas addressed by the Department.

The Diversity Council will have 2 co-chairs, one of whom will be a faculty member appointed by the Chair of the Department of Information Studies. The other co-chair for the forthcoming academic year will be nominated and elected by the Council as a whole at its first meeting of the academic year. No maximum membership is specified.

1.2.4 The Student Governing Board (SGB)

The Students Governing Board 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. The SGB does, of course, fall under the University regulations, which govern the conduct of all student organizations, and the Chair is the official faculty sponsor. The Student Governing Board (SGB) members are elected by the IS student body. MLIS students on the governing board for 2001-2012 are: Danielle Hontz, Jennifer Pflaumer, Mark Samuels, and Jennifer Shuang. The doctoral representatives are Jason Hewitt and Michael Wartenbe.

1.2.4.1 Other Committees

The Student Governing Board establishes committees as necessary for carrying out its own objectives.

1.3 PROGRAMS SPONSORED BY THE DEPARTMENT

1.3.1 Continuing Education

The Department offers a wide variety of continuing education opportunities. The Program includes Friday Forums, a diverse, on-going series of seminars and workshops, as well as an array of institutes, conferences, extension courses (including regular session courses made available through what is called Open Door or "concurrent enrollment"), public lectures, publications, and summer session courses. The objective is to provide a means by which information professionals at every level, from new graduates to top managers, gain cutting edge knowledge of new trends and practices while enjoying the intellectual stimulation of engaging in a dialog with other information professionals.

1.3.1.1 The Friday Forum Program

The Department offers continuing education opportunities for practicing information professionals at every level, from new graduates to top managers. The Program includes institutes, workshops, conferences, extension courses (including regular session courses made available through what is called Open Door or "concurrent enrollment"), public lectures, publications, and summer session courses. The objective is to provide the means by which the practicing professional can maintain his or her knowledge of the changes in the profession. The Friday Forum workshops are offered throughout each quarter. They are open to our students at a reduced fee.

1.3.2 Undergraduate Offerings

The Department offers a number of 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. See Section 2 Undergraduate Offerings for more information.

1.3.3 The Colloquium Program

The Department's program 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. Students are strongly encouraged to attend.

1.3.3.1 Annual Lecture Series

The colloquia series includes the Frances Clark Sayers Lecture.

1.3.4 Professional Community Involvement

The Department, often in cooperation with professional community groups, encourages informal activities to complement the student's formal curricular education.

1.3.4.1 Student Chapters of Professional Associations

These informal programs include student chapters of state and national professional associations, such as the American Library Association (ALA) and Special Libraries Association (SLA), the Society of American Archivists (SAA), the Association of Moving Image Archivists (AMIA), the American Society of Information Science and Technology (ASSIST), and The Horn Press.

1.3.4.2 Mentoring Groups

1.3.4.2.1 The UCLA/IS Librarians' Mentor Program is designed to make first-year information studies students feel welcome at UCLA and to serve as a resource for professional activities and organizations. The mentor professionals, who are paired with students with similar interests, serve as contacts, friends, and advisors throughout the students' school years. Participation in the Mentor Program both by students and professionals

is voluntary with the hope that the time spent and activities shared will build mutually beneficial relationships. Further information is provided in Fall Quarter.

1.3.4.2.2 REFORMA and CLBC. The Department has had two formal mentor programs: REFORMA/UCLA Mentor Program and California Librarians Black Caucus/IS Mentor Program, launched in 1985 and 1990, respectively. These partnerships emphasized the recruitment and mentoring of Latino, bilingual/bicultural or African American students who wished to pursue the MLIS degree at UCLA. Currently, the Department's Diversity Recruitment and Mentoring Committee <http://www.gseis.ucla.edu/faculty/chu/drmc/>, made up of UCLA faculty, students, staff, and leaders from the local library and information community, actively recruits and mentors culturally diverse students for careers in the library, archives and information fields. Local multicultural library and information organizations have contributed to these efforts. To participate in and/or obtain support from these organizations, see: <http://www.gseis.ucla.edu/faculty/chu/drmc/resources.html>

1.4 IS FACILITIES AND RESOURCES

1.4.1 The Multimedia and Information Technology (MIT) Laboratory

The Department of Information Studies and the Department of Education administer computing labs used by students enrolled in the programs offered within the school. These Labs are located in Moore Hall and the GSE&IS Building. Students enrolled in the degree programs of the Department of Information Studies automatically have accounts in the MIT Lab, and have an additional account to use in ETU-supported Labs.

The MIT Laboratory, commonly referred to as "The Lab", houses a selective print collection, and provides access to electronic instructional resources to support the IS curriculum. Lab collections are exclusively for the use of MLIS, PhD and MIAS students and faculty. Materials include books, periodicals, computer software, and documentation. Additional copies of in-print items and serials may also be located in other libraries on campus. The Lab's print collection is non-circulating, except the books from the Children's Literature collection, which may be checked out. Reserve materials required for class or to supplement IS courses are located in the Lab. Items on reserve for courses are to be used in the Lab and are not available for checkout. A photocopier is available in the Lab using a BruinCard to make copies. Students are expected to reshelve materials when finished using them.

1.4.2 Collection of Children's Literature

The MIT Lab has a collection of children's literature that includes recent and award winning works to support various IS courses. Books from the children's collections must be checked out at the MIT Lab Information Desk. For assistance with the collection, see a member of the MIT Lab staff.

1.4.3 Instructional Computing Facilities

The Lab houses computer equipment, software and documentation to be used for course assignments and projects. All IS students are encouraged to use the resources of the Lab for completion of their coursework. The Lab provides a core level of technology to support coursework and related projects. Lab technology resources complement those offered within GSE&IS and elsewhere on campus.

Lab workstations provide access to various software programs as well as to a number of online systems, bibliographic utilities, and Internet resources. Lab workstations accept USB flash memory keys, as long as no special drivers or software are required. The Lab is not responsible for any loss of data that occurs when students use any form of removable media—USB flash memory, CD's. The Lab does not provide any type of removable storage media. Documentation to support the online catalogs, bibliographic utilities, online databases, and computer software is shelved in the Lab.

Personal laptops may be used in the Lab with the following caveats. In order to access the Internet students must use the GSE&IS wireless network using a personal UCLA login from Bruin Online. There are no Ethernet ports accessible to students. When using the GSE&IS wireless network, one cannot log into MIT Lab accounts or print. The Lab does not provide any accessories, cables or support for personal laptops, or any other equipment not owned by the MIT Lab.

The school's Educational Technology Unit (ETU) is responsible for GSE&IS classroom technology. Students should contact ETU for policies and procedures regarding use of classroom technology or personal laptops for course presentations, portfolio or thesis presentations.

1.4.4 MIT Lab Policies

- In general, there are to be **no food or beverages** in the Lab. The only exceptions are water bottles, which must be capped, and the UCLA Library Mug, though **neither** is allowed by computer workstations.
- Please use **cellular phones outside** the Lab for your privacy, and as a courtesy to others using the Lab.
- **Each student is responsible for shelving materials** after use.
- **Unauthorized copying of disks and software is prohibited.** Software packages are to be used only within the Lab, and all Lab users must adhere to all copyright and license agreements.
- **Installation of additional software or the modification of existing software on any department workstation is prohibited.**
- **Installation of additional hardware, such as scanners, digital cameras, or external hard drives on any departmental workstation is prohibited. The ONLY exception is USB flash memory keys as long as no software or drivers are required.** Students using any form of removable media --USB flash memory, CDs-- acknowledge that such media is susceptible to failure and the lab is not responsible for any data that may be lost.
- **Cabling attached to any lab workstation must not be unplugged or removed.**
- The Lab's computer resources are to be used for course assignment preparation and/or project development.

1.4.5 IS Student Computer Accounts

IS student computer accounts are automatically created for all new MLIS, PhD, or MIAS students. Passwords expire every 180 days. Forgotten passwords must be reset in the Lab by staff.

All student accounts expire no later than 45 days after academic graduation. After that date, accounts will be inaccessible. Students who separate from the University prior to graduation will lose access to their accounts immediately. Students who are on a leave of absence or who are using the Filing Fee in lieu of registration must contact the Lab.

The Department provides limited personal storage for each enrolled MLIS, PhD, or MIAS student on departmental shared space. This allocation is provided by the department as temporary storage for course related needs. Consequently, students are encouraged to store personal files on removable storage media. Student storage space is limited to 100MB. It is the responsibility of the student to manage his or her own data accordingly. All reasonable effort is taken to insure the security and privacy of student files, however, as it is a public server with shared space, the possibility of security breaches does exist. Students should refrain from storing highly sensitive information, e.g., private research information, social security or account information on **any** networked machine, whether at UCLA or elsewhere.

***Please note:** Any student employed by an IS faculty member must have an account created for work use. This account must be requested by the faculty member. Students should not use their personal account for work purposes.*

1.4.6 Printing Policy

Students who have access to the computer labs in the GSE&IS Building (including MIAS students) may use the laser printers by purchasing pre-paid print credits. Credits can be purchased with a credit card or electronic check.

To access the Print Credits store, you will need to log in with your GSE&IS account name and password (not IS / MIT lab information) to begin the purchase process. Contact the Educational Technology Unit if you have questions about your GSE&IS account - etu@gseis.ucla.edu or 310-825-1911.

To purchase Print Credits go to <http://services.gseis.ucla.edu/print-credits>

Refunds will only be in the form of page credits due to printer malfunction (light and dark text on page, for example) and must be requested from Lab staff on the day of printing. Credits will not be given for accidental printing of pages. Student printing credits expire with the student's Lab account.

1.4.7 Abuse of MIT Lab Resources Policy Statement

The Multimedia & Information Technology Lab houses resources to directly support the curricula of the MLIS, the PhD and the MIAS degree programs offered by the department. The MIT Lab resources are available to students enrolled in the MLIS, the PhD, or the MIAS degree program, and to students enrolled in individual

graduate courses offered by the department in order to complete the necessary coursework required to receive a grade in the class. These resources are finite and the Lab expects cooperation of all students to insure equitable access to resources. It is recognized that in any given quarter variations in resource use occur due to courses offered and required assignments. However, usage by one student or many students which precludes or prevents others from using a lab resource, or incurs unusual costs for the Lab is defined as an abuse of Lab resources.

The professional Lab staff periodically monitors areas potentially vulnerable to misuse, including but not limited to: storage space, online resource access, and downloading or installing unapproved software on MIT Lab workstations.

In the event of abuse of resources by a student or students, the MIT Lab will inform the student or students, and negotiate a remedy which will include a timetable for satisfactory resolution. If said abuse continues, the 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.

1.4.8 Departmental Email Lists

To encourage communication and the exchange of ideas and information among members of our community, the Department of Information Studies maintains several email lists. Each list has a discrete purpose and scope. Not all members of the IS community will be a member of each 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 of Information Studies looks to the *University of California Communications Policy* (<http://www.ucop.edu/ucophome/policies/ec>) as the primary policy document governing the lists and their administration.

Basic principles:

- The lists will encourage thoughtful expression and discussion of ideas and topics as defined in each list's purpose;
- The lists will be unmoderated;
- The faculty via the Chair of the Instructional Services Committee and the MIT Lab Staff will participate in oversight/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 and distinctions of the lists used in the department for communication. These descriptions may be found on the website.

1.4.9 Staff

The MIT Lab is staffed by professional librarians. Questions regarding the Lab should be directed to the professional staff. A schedule is posted at the MIT Lab Information Desk.

1.4.10 Modification of Lab Policies

In certain circumstances these policies may necessarily be amended. Any revisions or amendments to any policies will be communicated prior to taking effect.

1.5 CAMPUS FACILITIES AND RESOURCES

1.5.1 The UCLA Library System

The University Library on the Los Angeles campus consists of the Young Research Library, the College Library, a number of specialized libraries, and extensive special collections. Its collections contain over six million volumes and extensive holdings of government publications, pamphlets, manuscripts, maps, microtext editions, music scores, recordings, and slides. Of the Libraries' holdings, many titles relate to the instructional and research programs of the Department; circulating copies of many of the items in the non-circulating Lab

collection may be located in campus libraries. Several of the 85,000 serial publications currently held by the Library System are directly related to the programs of the Department. For complete information concerning the University Library System and its use, consult the free [UCLA Library Guide](#).

The libraries offer a number of computers; priority is given to UCLA students, faculty, and staff using them for library research. Reference librarians are also available to answer questions. Printing is available on debit-card-operated printers. Consult <http://www.library.ucla.edu/yrl> for information on the services in the Charles E. Young Research Library and <http://www.library.ucla.edu/college/> for College Library.

1.5.2. The Instructional Media Laboratory

Located in PLB 270, the IML is UCLA's central resource for the collection and maintenance of instructional media. The IML primarily serves faculty and departmental personnel who use media in the classroom. The IML has a collection of approximately 8,000 videotapes, laserdiscs, DVDs, CD-ROMs, films and slide/tape modules and houses and maintains several department and study center collections.

1.5.3 Computer Laboratories

Student laboratories are supported through Academic Technology Services (ATS) and the College Library Instructional Computing Commons (CLICC), a collaborative effort between ATS, the Center for the Digital Humanities, Social Sciences Computing, the Office of Instructional Development, and College Library. Some 16 computer laboratories are available throughout the campus, each with computers, peripherals, software, and services that cater to specific areas of study. See <http://www.computerlabs.ucla.edu>. Or phone 310-206-0271.

1.5.4 Computing Resources for Students

Bruin OnLine (BOL) is the main UCLA computer resource for students. Students will receive access to many campus computer labs and web resources. For information on getting a UCLA Logon ID from BOL, changing your password, or for getting additional help, visit <http://www.bol.ucla.edu> or call the BOL consulting helpline at (310) 267-4357. Bruin OnLine services include the opportunity to create a personal website (<http://www.bol.ucla.edu/services/web>), subscriptions to mailing lists, and free and inexpensive software (<http://www.bol.ucla.edu/software>).

1.5.5 ASUCLA Computer Store

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

1.6 STUDENT SUPPORT/SERVICES

1.6.1 Financial Support

1.6.1.1 UCLA Financial Aid (Need-based awards)

Graduate students may apply for financial aid based on need from the Financial Aid Office (FAO), Room A129J Murphy Hall. Depending on the FAO's assessment of your budget and financial statement, FAO will typically award a combination of work/study and loan. While the Financial Aid Office will accept applications throughout the year, priority is given to those applications filed by announced deadlines. In the past, enrolled students seeking financial aid for the next academic year must file in late February or early March. 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.

1.6.1.2 UCLA Merit-Based Awards

UCLA provides support for its graduate students through awards based on merit. Continuing graduate students should complete the "Fellowship and Assistantship Application for Continuing Students" by the campus-wide deadline if they wish to be considered for UCLA's restricted and unrestricted merit-based awards. The application and a list of awards are available electronically to all enrolled students in the Fall Quarter at <http://www.gdnet.ucla.edu>.

The IS Admissions, Awards, and Recruitment Committee (AARC) and/or the Doctoral Programs Committee (DPC) ranks any applicants for restricted awards, then forwards those rankings to the Graduate Division for final selection. The Committee reviews applications for unrestricted fellowships and non-resident tuition waivers and makes 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.

1.6.1.3 Other IS Awards

The Department also makes a variety of other awards, such as the Library Staff Association Scholarship. The Admissions, Awards, and Recruitment Committee announce their availability on the students' listserv throughout the academic year. Notices of awards and scholarships received by the Department are filed in the green binder, "Awards/Scholarships," kept in the Lab.

Students in the department have been very successful in receiving awards from professional and other external groups such as SLA, ALA, SAA, AMIA, MAC, SCA, MAL, AALL, YALSA, etc.

1.6.1.4 Extramural Awards

Generally, IS announces awards from professional organizations, such as those provided by the American Library Association on the student listserv. Award announcements are filed in the green binder. Such awards are also listed in the [Financial Assistance for Library Education Handbook](#). In addition, students may wish to check resource materials in the Graduate Student Support Office (Murphy Hall 1228) or their website at <http://www.gdnet.ucla.edu/asis/infoserv/gflist.htm>.

1.6.1.5 Apprentice Positions

The University identifies Graduate Student Researcher (GSR) and Special Readerships as "Apprentice Positions," with the view that they provide opportunities to learn by doing under the tutelage of faculty members.

Special Readerships are held by doctoral students who have previously taken the course in which they assist. While they are actually working in the position, students enroll in IS 375, Teaching Apprentice Practicum, which carries from 1 to 4 units of credit; while the credit for 375 does not count toward the degree, it does count toward the minimum number of units needed for "full-time status". GSR's usually enroll in IS 596 Directed Individual Study or Research for 1 to 4 units of credit.

Faculty advertise for research assistantship positions on the listserv and on the listserv. Assistantships provide an excellent means to become involved with the teaching and research conducted by IS faculty; in addition, the pay rate is one of the highest for student workers, approximately \$15-23 per hour. Academic apprentice personnel may be eligible for fee remission/health insurance benefits. General eligibility requirements are as follows. For a complete set of requirements, consult the GSE&IS Administrative Office.

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

- have a cumulative GPA of at least 3.0 for all course work taken during the student's period of graduate study at UCLA.
- register no later than the third week of instruction and remain registered for the entire quarter.
- enroll no later than the third week of instruction in at least 12 units and remain enrolled for the entire quarter. (For eligibility for GSR remission, enrollment in 12 units is required.)
- be appointed (and work) at least 25% (10 hours/week) time for the entire quarter.

1.6.1.6 Other Work Possibilities

The UCLA Library is an excellent source of part-time jobs. Students may submit applications to the Personnel Office, first floor University Research Library, between the hours of 9-11 am and 2-4 pm. Students must produce a current registration card and ID. Part-time positions are also posted in the UCLA Placement and Career Planning Center; registration card and ID are required to enter the placement area.

Students looking for jobs should also check the student positions on the Job Listing and Resources page of the website-- <http://is.gseis.ucla.edu/resources/jobs/index.htm>.

1.6.1.7 Emergency Loan Funds

The Department has available to its students the Harriet G. Eddy Emergency Loan fund, which has been set up to meet pressing unexpected needs of students, usually for no more than \$350-\$500. Loans can be made immediately from it, but are expected to be repaid within 90 days. Students may request emergency loan assistance by submitting a letter to the Chair indicating how much money is desired, the reason the loan is being requested, and when the loan will be repaid.

Short-term, interest-free emergency loans are available from Student Loan Services, A227 Murphy Hall. A loan of \$100 is available immediately; students must repay within five weeks. Students who can provide a letter verifying employment can borrow up to \$250; students must pay back within two paychecks. Students who are waiting for financial aid (grant or loan) may negotiate higher amounts, typically for payment of registration fees.

1.6.2 International Students

The Office of International Students and Scholars (OISS), located in Room 106, Bradley International Hall, 417 Charles E. Young Drive West, provides international students with information about immigration, employment and other regulations affecting their status, and financial aid.

1.6.3 Student Psychological Services

Student Psychological Services (SPS) is a multi-disciplinary mental health center, offering individual and group counseling and psychotherapy. Typical subjects for groups are assertiveness training, procrastination, and stress management. Any registered UCLA student is eligible for these services at no charge. SPS is located at the John Wooden Center West, 221 Westwood Plaza. The entrance faces the Intramural Field. Students can make an appointment by calling or visiting their office from 8am-5pm, Monday through Friday. Emergency appointments are possible. After-hours help is available from the Helpline, (310) 825-HELP.

1.6.4 Student Legal Services

Students may seek legal assistance from Student Legal Services in 70 Dodd Hall or by calling (310) 825-9894. Although Student Legal Services does not represent students in court, it does offer a variety of counseling services, including assistance or advice on automobile accidents and landlord-tenant relationships.

1.6.5 Professional Placement Services to Graduates

The MIT Lab maintains a *Job Listings Database* of position postings. The listings are located on the IS website at <http://polaris.gseis.ucla.edu/labuse/Jobs/jobs.asp>. Job listings are posted as California Professional, Out-of-State Professional, Student Postings, or Faculty Postings. Users can choose to browse all postings or by listing type. Other resources include the UCLA Career Center at 501 Westwood Plaza.

1.7 OTHER STUDENT FACILITIES

1.7.1 IS Commons

For the convenience of students, the IS Commons (120 GSE&IS Bldg.) is available for meeting, reading, and eating when the Lab is open.

1.7.2 Mailboxes

1.7.2.1 Doctoral Mailboxes

Doctoral mailboxes are located in the lobby of the GSE&IS Building at the staircase. There are two boxes dedicated for doctoral students, A-L and M-Z. See 1.7.4 for key information.

1.7.2.2 Masters' and Certificate Student Folders

Masters and Certificate Student mail folders are located in file cabinets in the IS Commons. Each student has an individual folder marked with his/her name. This includes the students in the Moving Image Archive Studies program.

1.7.3 Lockers

Lockers are available to MLIS students in the GSE&IS Commons, Room 120. The Student Governing Board holds a lottery at the beginning of each quarter for master's student.

Doctoral students' lockers are on the second floor of the GSE&IS Bldg. The Doctoral Student representative to the Doctoral Program Committee is responsible for assigning lockers.

Lockers are also available for rent in the Young Research Library (YRL) at any time except during locker renewal and clearance periods. Locker assignments are made at the Cashier Window in the 1st floor lobby. To obtain a locker, present your registration card and photo ID at the Cashier's Window in URL. Charges: \$8.00 per quarter. Lockers are available on the 2nd, 3rd, 4th, and 5th floors.

1.7.4 PhD Keys

PhD students may request keys to the GSE&IS Building, the Research Computing Laboratory, mailbox keys, and the second floor stairwell from Support Services, Room A036, Moore Hall. There is a \$20 deposit for each key except the mailbox key deposit of \$10.

1.7.5 Office of Student Services

The most commonly used IS and University forms may be obtained from the Student Affairs Officer in 207 GSE&IS Bldg. 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.

1.7.6 Photocopying Services

The closest photocopying machines are available in the Lab and in the Young Research Library. UCLA BruinCards will be used to pay for photocopying and computer and microform printing in YRL and other campus libraries. Students, faculty and staff will 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 on the BruinCard Web site at <http://www.bruincard.ucla.edu> or at a BruinCard transfer station. The Associated Students of UCLA (ASUCLA) offers a photocopying service through FedEx Kinko's on the A-level of Ackerman Student Union Building.

1.7.7 Security

The Campus Escort Service is available from dusk until 1:00 am. The phone number is (310) 825-1493. 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.

1.7.8 Telephones

The University prohibits the use of departmental office telephones by students. Public telephones are available in the front of the GSE&IS Bldg, in the North Campus Facility, and in Young Research

Library. A campus telephone (free access) is located in the main corridor on the first floor of the IS building.

1.8 COMMUNICATION

1.8.1 Electronic Communication

The Department of Information Studies uses e-mail as the primary method of informing the community of important announcements. IS-ANNOUNCE is the Department's primary on-line communication vehicle for major announcements regarding curriculum, policy, special programs, and emergency conditions. All students, staff, and faculty must be subscribed. While all are required to be subscribed to IS-ANNOUNCE, a BruinOnLine (BOL) address is not required. To subscribe to IS-ANNOUNCE, use the automated e-mail list form at http://is.gseis.ucla.edu/resources/mail_lists/list_sub.asp.

1.8.2 Messages

Official IS and emergency messages: Faculty and staff 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 Faculty Administrative Assistant and the Student Affairs Officer will accept telephone messages for students *only in case of emergency*.

1.9 ESSENTIAL IS AND UNIVERSITY POLICIES AND PROCEDURES

Students are strongly encouraged to discuss any academic policies and procedures about which they are concerned with their Faculty Counselors/Advisors, and the Chair.

1.9.1 URSA-University Records System/Grades

The University Records System Access (URSA) enables all UCLA students, and those who have been students within the past 10 years, real-time access to their University academic records. Students can access URSA OnLine at <http://www.ursa.ucla.edu/>. For most students URSA provides the easiest way to enroll in classes and to gain real-time access to academic, financial, and personal records.

Features on URSA allow students to PROCESS CLASS ENROLLMENT, to obtain course confirmation (including day/time, location, instructor name), UCLA grades for any completed term, GPA, completed units, and financial aid information, to confirm registration fee payment, and update or review selected student information (e.g., degree expected term, telephone number, address, privacy release, and security code changes).

URSA is operational Sunday night 6 p.m. through Tuesday 1 a.m. and from Tuesday to Saturday, 6 a.m. to 1 a.m., Pacific Time, including holidays.

Students log in to URSA OnLine with their 9-digit Student ID and a 4-digit security code (PIN). The first time a student logs in URSA OnLine he/she is required to create a new PIN. If a student has logged in before and forgotten his/her PIN, he/she will have to reset it. If he/she has provided a challenge question and response phrase he/she can reset the PIN online by answering his/her security question. If he/she provides the correct response phrase, he/she will be allowed to select a new value for his/her Security Code (PIN).

If he/she has not provided URSA with a challenge question and answer, the PIN cannot be reset online. He/she will need to contact the Registrar's Office (M-F 9:00 a.m. – 5:00 p.m.) and do one of the following: Bring a photo identification to 1113 Murphy Hall; or, Fax an authorization to release his/her security code over the telephone: The fax must include the Student ID number, signature, and photo identification that contains his/her signature. The fax number is (310) 206-4520. After faxing, call (310) 825-1091 (Option 6) for a TEMPORARY PIN.

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.

Grades are available no later than two weeks after the last day of final exams. If grades are not shown on URSA OnLine 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 URSA OnLine.

As needed, a student may obtain a free printout (unofficial transcript) of your grades for the most recent graded term at Academic Record Services, 1134 Murphy Hall, by presenting his/her photo ID.

The GSE&IS grading policies and procedure, follow the University guidelines, and are provided in detail in Appendix A. 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 catalog and regulations in the *Manual of the Academic Senate*, the manual prevails in all cases. Copies of the Senate manual are available for review in the Academic Senate Office, 3125 Murphy Hall.

1.9.2 Student Files

Students may view the contents of their files in the Office of Student Services 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.

1.9.3 Normal Progress/Full-Time Graduate Program

Three courses (or 12 units) per quarter are considered the normal enrollment for graduate students and are required for students not in doctoral candidacy to be counted for full-time standing in the University's official enrollment records. Therefore, students are directed by the department to enroll full time whenever possible.

MLIS students should complete the program within 6 quarters. PhD students should complete the program within 18 quarters. No maximum times have been established for the Certificate of Specialization program.

1.9.4 Continuous Registration

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 re-apply in order to be readmitted.

1.9.5 Leave of Absence

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 on-going, 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.

Note: The University will not give approval for a leave of absence if the student's cumulative grade point average is below the required 3.0.

Circumstances Warranting a Leave of Absence: A leave of absence may only be granted under the following circumstances:

- A student's research requires that s/he reside outside of the seven Southern California counties for no less than 12 weeks (this type of leave will generally only be granted to doctoral students who are advanced to candidacy and are working on dissertation research);
- Maternity or paternity leave for the birth or adoption of a baby;
- Family care and medical leave to attend to the serious health condition of the student or a family member;
- Other unanticipated emergencies including, but not limited to, a sudden change in the student's or family member's employment status, which leads to a drastic change in financial status. A leave of absence based on such "hardship" cases may be granted only after the student has made a serious effort to secure financial aid and/or loans. (Students are encouraged to seek assistance from the Office of Student Services and their faculty advisors in finding aid or loans.)

Students will not be granted a leave of absence when studying for a doctoral examination. (Students should enroll in IS 597: Directed Studies for Ph.D. Qualifying Examinations, or other appropriate department courses for a total of 12 units.)

If a student anticipates using as much as 12 or more hours of University facilities and/or faculty time (excluding the library) per quarter, the student is not eligible for a leave of absence or an extension of a leave of absence and must register. A student who has accumulated as much as 12 or more hours of use of University facilities and/or faculty time (excluding the library) since last being registered is not eligible for a leave of absence and must register in the next quarter. Any use of faculty time is to be considered, including reading and suggesting revisions to drafts of theses and dissertations.

Procedures for Obtaining a Leave: A student applying for a leave or an extension of a leave must complete a UCLA leave of absence form and a Department of Information Studies leave of absence petition. Both are available from the Student Affairs Officer (207 GSE&IS Bldg.). In order for a leave to be granted, the Department petition must be signed by the student's advisor. Doctoral students must also obtain the signature of the head of the Doctoral Program Committee.

Signatures for the UCLA petition include the dissertation committee chair (when applicable). The signature of the Department Chair is also required on the UCLA petition if the leave of absence is retroactive. International students must also obtain a signature from the office of International Student Services. The Graduate Student Support Office must clear all leave applications before submission to the Student Affairs Officer.

Parameters of Student Leaves: If approved, a leave is normally granted for periods of one to three quarters. Leaves may be extended for a total of two years (six quarters). 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.

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. 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.

Also, 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.

1.9.6 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 review cases of any students in scholastic difficulty 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. 498, 596).

1.9.7 Change of Name/Address

Students who change their names must file a change of name petition with the Registrar in Murphy Hall. Address changes may be made on URSA at any time. Students should also notify the Student

Affairs Officer of changes in name, address, and telephone. International Students must also inform the Office of International Students & Scholars.

1.9.8 Registration and Enrollment

Students should observe all deadlines for payment of fees (registration) and enrollment in classes to avoid late penalties (see www.registrar.ucla.edu/calendar/ for deadlines). Campus-wide deadlines are published and in the UCLA Online Schedule of Classes (www.registrar.ucla.edu/schedule/). *Students* are responsible for checking their study lists to make sure they are correctly enrolled.

Each quarter students are expected to meet with their Faculty Advisors and plan a program of study appropriate to their areas of specialization.

1.9.9 Residence for Tuition Purposes

Students who intend to establish residency in California should read the Registrar's information on obtaining residency at <http://www.registrar.ucla.edu/FAQ/residence.htm> and consult the Campus Residence Deputy in 1113 Murphy Hall (310/825-3447) as soon as possible. Legal residents of California do not pay nonresident tuition fees.

1.9.10 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 the [UCLA General Catalog](#), which is available in the Lab and the Student Services Center. Included in the [UCLA General Catalog](#) are the appropriate campus offices to contact if students have inquiries regarding compliance or complaints related to these policies. Students may want to discuss matters covered by UCLA policy with their Faculty Counselors/Advisors, the Chair, and/or the Dean, who can help identify appropriate mechanisms, informal and formal, responsive to student concerns.

1.10 PROGRAMMATIC INFORMATION RELEVANT TO ALL IS STUDENTS

1.10.1 IS Faculty

The following pages list the faculty of the Department and identify the courses and areas of specialization for which they are each responsible:

PROFESSOR	COURSES AND TITLES		SPECIALIZATION AREA OF RESEARCH
MURTHA BACA (Adjunct)	IS-463 IS-464	Indexing and Thesaurus Construction Metadata	
MARCIA BATES (Emerita)			Search Strategy; Subject access; Information retrieval system design
STUART BIEGEL	IS-205 IS-289	Cyberspace Law and Policy Information Technology & the Law	
JEAN-FRANÇOIS BLANCHETTE	IS-240 IS-270 IS-274 IS 289	Management of Digital Records Introduction to Information Technology Database Management Systems Doctoral Seminar: Information as Evidence Digital Preservation	Authenticity of electronic information; Social and political dimensions of information security; Digital preservation; Sociology of mathematics; Privacy and data retention

CHRISTINE BORGMAN	CS-156 IS-204 IS-208 IS-272 IS-289 IS 291-B IS-293 IS-473	Human-Computer Communication Electronic Publishing Scholarly Communication & Bibliometrics Human/Computer Interaction Seminar: Special Issues in Information Studies PhD Seminar: Research Methods & Design PhD Seminar: Information Retrieval Information Technology and Libraries	Human-computer interaction; Interface design for information retrieval systems; Information seeking behavior; Scholarly communication; Bibliometrics
KERI BOTELLO	IS-498	Internship	
LYNN BOYDEN	IS-279 IS-	Seminar in Information Systems Information Architecture (approval pend.)	
CHRIS CHANDLER	IS 279 IS-	Seminar in Information Systems Information Architecture (approval pend.)	
RACHEL DELGADILLO	IS 430	Collection Development and Acquisition of Library Materials	
JOHANNA DRUCKER			History of the book; arts of the book; information visualization
JONATHAN FURNER	IS 208 IS-260 IS-289 IS-289 IS-291A IS-462	Scholarly Communication & Bibliometrics Information Structures Museum Informatics Visual Resources Theoretical Traditions in Information Studies Subject Cataloging and Classification	Cultural infomatics; History and philosophy of information studies; Knowledge organization; Bibliometrics.
LORETTA GAFFNEY	IS-426	Young Adult Literature	
MAHNAZ GHAZNAVI	IS-233	Records & Information Resources Management	
ANNE GILLILAND	IS-19 IS-180 IS-240 IS-292 IS-431 IS-438	Fiat Lux Seminar Special Topics in Information Studies Management of Digital Records Doctoral Seminar: Information as Evidence American Archives & Manuscripts Seminar: Advanced Issues in Archival Science	Archival information systems design and evaluation; Electronic recordkeeping; Use of primary sources in K-12 and undergraduate education: Archival education and research
ESTHER GRASSIAN	IS-448	Information Literacy Instruction: Theory & Technique	

ROBERT M. HAYES (Emeritus)	IS-270 IS-289	Introduction to Information Technology Libraries and National Information Economy	Information science; Library management; Bibliography and literature of science, engineering and technology
JOAN KAPLOWITZ	IS-448	Information Literacy Instruction: Theory & Technique	
CHRISTOPHER KELTY	IS-180 IS-289	Special Topics in Information Studies	
GREGORY LEAZER	IS-260 IS-270 IS-293 IS-400 IS-461 IS-462	Information Structures Introduction to Information Technologies Doctoral Seminar: Information Retrieval Professional Development and Portfolio Design Descriptive Cataloging Subject Cataloging	Organization of information; Cataloging; classification; Bibliographic control
LEAH LIEVROUW	IS-30 IS-180 IS-209 IS-289 IS-291A IS-295	Information Technology & Society Special Topics in Information Studies Seminar: Information Policy & Issues Seminar: Information & Communication Technology PhD Seminar: Theoretical Traditions Doctoral Seminar: Information Seeking	Communication theory & research
BEVERLY P. LYNCH	IS-203 IS-228 IS-410 IS-422	Seminar: Intellectual Freedom & Information Policy Issues Measurement and Evaluation of Information Systems and Services Management Theory and Practice for Information Professionals College, University & Research Libraries	Complex organizations; Influence of technology on organizational design and structures
MARY NILES MAACK (Emerita)	IS-207 IS-245 IS-250 IS-281 IS-297 IS-423	International Issues and Comparative Research in Library and Information Science Information Access Techniques and Issues in Information Access Historical Methodology of Information Studies Doctoral Seminar: Information Institutions and Professions Public Libraries	Comparative librarianship with special emphasis on France, the United States & Africa; Library history; Gender issues; Literacy as an information policy issue
STACEY MCKEEVER	IS-425	Computer-based Information Resources	
CYNTHIA MEDIAVILLA	IS-400 IS-410 IS-430	Professional Development and Portfolio Design Management Theory and Practice for Information Professionals Collection Development & Acquisition of Library Material	

LUIS MENDES	IS-461 IS-462	Descriptive Cataloging Subject Cataloging and Classification	
TERESA OMIDSALAR	IS-250	Techniques and Issues in Information Access	
ELLEN PEARLSTEIN	M238 IS-432	Environmental Protection for Collections Issues and Problems in Preservation of Heritage Materials	Conservation of archaeological and ethnographic objects; effects of environmental agents on ethnographic and natural history materials
JOHN RICHARDSON	IS-19 IS-245 IS-280	Fiat Lux Seminar Information Access Social Science Research Methodology for Information Studies	Knowledge-based expert intelligent systems for reference work; Government information policy; Historical analysis of professionalism in Reference Service
RAMESH SRINIVASAN	IS-180 IS-200 IS-227 IS-275 IS-438A	Special Topics Information in Society Information Services in Culturally Diverse Communities Development of Cultural Information Sources Using Digital Multimedia Archival Appraisal	Design and development of archives within culturally-differentiated communities, especially indigenous communities; the 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
VIRGINIA WALTER (Emerita)	IS-201 IS-234 IS-424 IS-425	Ethics, Diversity, & Change Contemporary Children's Literature Storytelling Library Services & Programs for Children	Citizen participation in libraries; voluntarism; Children's use of library & information resources; Sociology of childhood reading; Literacy; Evaluation of public library services

1.10.2 Entrance Requirements

MLIS students must satisfy two entrance requirements: computer programming and statistics. PhD students must satisfy a statistics requirement.

When must entrance requirements be met?

Entering MLIS students must have completed one of the two entrance requirements prior to the fall quarter. The other must be completed by the end of the Fall term. PhD students are encouraged to satisfy any outstanding requirements in the first year of residence. Failure to complete both requirements by the end of the first quarter will result in a recommendation of termination of student status.

The expected course load is three IS courses (12 units) per term. We encourage students to have the entrance requirements completed before entering each fall. One entrance requirement may be completed in fall quarter if absolutely necessary. Any entrance requirement taken in fall quarter will put the student one course behind the acceptable three IS course load. The grade for any course taken as a graduate student will reflect on the graduate transcript, whether or not it fulfills a program requirement.

Where can entrance requirements be met?

At UCLA or at any other accredited college or university.

Note: While the University of California does offer correspondence college-level courses through Extension, students should be advised that a single course frequently requires one year to complete. UCLA Extension courses are offered each quarter. There is a possibility of taking some courses online.

Are grades earned in entrance requirements calculated in the GPA?

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 be aware of the fact 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 School'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.

What are the requirements for each program?

For MLIS students the School requires:

1. Any undergraduate or above course in statistics (three semester units or four quarter units) taken within the last five years with a minimum grade of "C". The course must have covered descriptive and inferential statistics. In exceptional circumstances it is possible to meet this requirement by passing a competency examination in statistics administered by IS.
 2. A computer programming requirement, met either by completing an undergraduate or above course (three semester units or four quarter units) taken within the last five years with a minimum grade of "C". Most standard languages, such as BASIC, C++, PASCAL, Java, or Perl are acceptable. At least one-third of the course grade should be based on programming assignments. In exceptional circumstances it is possible to meet this requirement by passing a competency examination in computer programming administered by IS. The Department offers an Intensive Technology Workshop that also satisfies this requirement. The workshop is typically offered prior to the fall quarter.
2. PhD students, entering Fall 1997 and after, must satisfy one requirement:
1. A statistics requirement, satisfied by completing a college-level course (three semester units or four quarter units) taken within the last five years with a minimum grade of "C". The course must have covered descriptive and inferential statistics.

Recommended:

Applicants should have general knowledge about and basic experience using computers (e.g., for word processing, statistics, online searches, spreadsheets, graphics, or Web browsing). There is no specific programming requirement for doctoral students. However, the Department strongly recommends that admitted students attend a Lab Orientation to familiarize themselves with Department, School-wide, and UCLA platforms and applications.

How can the computer programming requirement be satisfied?

Students should select a computer-related course that meets the following criteria:

- The course must be equivalent to a minimum of 3-semester or 4-quarter units, taken at the college level.
- At least one third of the instruction time of the course must be concerned with programming concepts and languages and one third of the course grade must be based upon programming assignments by the student, using a higher-level language package.
- Upon completion of the course, the student should be able to do the following: create a record description; read a fixed-format file provided by an "outside" source (e.g., a library, or a course instructor); make changes in record content, both individually and collectively; sort records according to various criteria; carry out iterative processing operations (i.e., execute "do-loops" of the DO-WHILE variety); retrieve, format and print records according to different specifications.

If the student has had a great deal of programming experience but no formal course work, then he or she may satisfy the requirement by the successful completion of a competency test administered by a faculty member of the School. The test will include the operations spelled out in part one above and should be taken during the first quarter of study at IS. This test may require several days to complete, depending upon individual skills.

The School does not recommend that students attempt to fulfill the requirement in this fashion unless they are experienced programmers.

Entering students are advised that other useful skills include: the use of word-processing and database management software and communications packages; basic operations on IBM compatible microcomputers; and experience in the use of computer networks for accessing remote databases.

How can the statistics requirement be satisfied?

The college-level course used to satisfy the statistics requirement must cover descriptive and inferential statistics. Research methods courses do not satisfy the requirement. UCLA courses frequently taken by IS students include:

- Education 230A
- Political Science 6
- Sociology 20
- Statistics 10, 11,12, 13, 14

The Student Affairs Officer has a notebook listing courses in *other institutions*, which have been approved.

1.10.3 Internship and Fieldwork Experiences

Second- year MLIS, post Master's Certificate Program, and PhD students may enroll in an internship or a fieldwork experience as part of their academic program. Internship sites and fieldwork experience sites must be selected from the sites approved by the Department. To enroll in either Internship (IS 498) or Fieldwork (IS 497), students must first complete 36-quarter units, which include a minimum of four core courses. Additionally, as required for other courses graded S/U (Satisfactory/Unsatisfactory), only students who are in good academic standing (not on probation or with outstanding incompletes) may enroll. For some internship experiences, there may be additional required electives to be completed prior to an internship or fieldwork experience. For example *American Archives and Manuscripts (IS 431)* is required before beginning an archival internship, as is *Issues and Problems in Preservation of Heritage Materials (IS 432)* for a preservation internship. In some cases, an internship or fieldwork site may require specialized coursework. Students must petition the Professional Programs Committee to waive the 36-unit requirement.

Consent of the student's faculty advisor and the site supervisor are required for enrollment in either IS 498 or IS 497. Students should discuss with their advisors the benefits of an internship or a fieldwork experience over enrolling in specialized course work. Only four (4) units of internship may be taken in one quarter. 120 hours of work at either the internship or fieldwork site are required for each four units of credit. A maximum of three quarters (12 units) of internship, eight (8) units of fieldwork credit, or, a total 12 units of internship and fieldwork combined, may count towards the MLIS degree or Certificate of Specialization.

The purpose of an internship (IS 498) is to acquire specialized competency through supervised work at the professional level in a site approved by the Department, and to test basic professional competencies as well as the capacity to meet professional level performance requirements. The Internship site supervisor is an information professional who has a Masters of Library Science, Masters of Library and Information Science, or equivalent degree. The supervisor will organize, direct, and evaluate the intern's performance of professional level work assignments. The IS Internship Coordinator is the instructor of record 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.

The purpose of fieldwork (IS 497) is to acquire specialized competence through directed work at the professional level, and to test basic professional competencies as well as the capacity to meet professional level performance requirements. Fieldwork is distinguished from internship in several respects: (1) Fieldwork is appropriate when the location of the site is too far from UCLA to permit attendance in the classroom component, or the student will participate in executive opportunities, special technical projects, or other experiences which are outside the parameters of an IS 498 internship experience. (2) Fieldwork may be taken for either four (4) or eight (8) units in one quarter. 120 hours of work at a fieldwork site is required for each four units of credit. (3) The instructor of record for the course is a relevant ladder faculty member of the Department of Information Studies. (4) Enrollment in IS 497 is not through URSA, but through an individualized course requested by the sponsoring faculty member.

In special circumstances, a student may take an internship (IS 498) and a fieldwork experience (IS 497) in the same quarter. 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 internship program coordinator before enrolling in both courses.

Students wanting more information should consult the Internship Coordinator and/or the Student Affairs Officer or refer to the *Directory of Internship Sites*, or the internship files available in the MIT Lab. Required forms for Internship (IS 498) and Fieldwork (IS 497) are available from the Internship Coordinator or from the IS website.

1.10.4 Independent Study

IS 596, Directed Individual Study or Research (2-8 units). 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 596. The purpose of the course is to provide an opportunity for independent research in a field covered by an approved course not being taught, or on a specialized topic.

Students may repeat 596 without limitation, but no more than 8 units of 596 may count toward the MLIS degree. A maximum of 8 units of 596 may be used for work on the major paper requirement or thesis; however, enrollment in 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 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 (2-12 units) May be repeated. S/U grading. PhD students enroll in this course when preparing for either the Written or Oral Qualifying Examinations.

IS 598, MLIS Thesis Research and Writing (2-8 unit) Supervised independent research for candidates in MLIS thesis option. S/U grading.

Students may use only 4 units of 598 (in addition to the 596) to complete their thesis. Should students need more supervised study, they may do so as an overload. These units do not meet the degree requirement.

IS 599, PhD Research and Writing (2-12 units). May be repeated. S/U grading. PhD students enroll in this course when writing the dissertation.

1.10.5 Short Title List of Courses

- 10 Fundamentals of Information Searching and Evaluation
- 19 Fiat Lux Freshman Seminars
- 20 Introduction to Information Studies
- 30 Internet and Society
- 89 Honors Seminars
- 99 Student Research Program

- 139 Letterpress Laboratory
- 180 Special Topics in Information Studies
- 199 Directed Research in Information Studies

- 200 Information in Society
- 201 Ethics, Diversity, and Change in Information Professions
- 203 Seminar: Intellectual Freedom and Information Policy Issues
- 204 Electronic Publishing
- 205 Cyberspace Law and Policy
- 207 International Issues and Comparative Research in Library and Information Science
- 208 Scholarly Communication and Bibliometrics

- 209 Seminar in Information Policy and Issues
- M225 Latin American Research Resources
- 227 Information Services in Culturally Diverse Communities
- 228 Measurement and Evaluation of Information Systems and Services
- M229B Africana Bibliography and Research Methods
- M229C Introduction to Slavic Bibliography
- 233 Records and Information Resources Management
- 234 Contemporary Children's Literature
- 237 Analytical Bibliography
- M238 Environmental Protection of Collections
- 239 Letterpress Laboratory
- 240 Management of Digital Records
- 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 Information Structures
- 269 Seminar: Information Structures
- 270 Introduction to Information Technology
- 272 Human/Computer Interaction
- 274 Database Management Systems
- 275 Development of Cultural Information Sources Using Digital Multimedia
- 276 Information Retrieval Systems: Structures and Algorithms
- 277 Information Retrieval Systems: Use-Centered Design
- 279 Seminar in Information Systems
- 280 Social Science Research Methodology for Information Studies
- 281 Historical Methodology of Information Studies
- 282 Principles of Information Systems Analysis and Design
- 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-C Special Topics in Theory of Information Studies
- 298A Doctoral Seminar: Research Methods and Design
- 298B-C Special Topics in Methodology of Information Studies
- M299 Research Resources for European 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 Programs for Youth

- 430 Collection Development and Acquisition of Library Materials
- 431 American Archives and Manuscripts
- 432 Issues and Problems in Preservation of Heritage Materials
- 438A Seminar: Advanced Issues in Archival Science – Archival Appraisal
- 438B Seminar: Advanced Issues in Archival Science – Archival Description and Access Systems

- 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

- 497 Fieldwork in Libraries or Information Organizations
- 498 Internship

- 501 Cooperative Program

- 596 Directed Individual Study or Research
- 597 Directed Studies for Ph.D. Qualifying Examinations
- 598 MLIS Thesis Research and Writing
- 599 Ph.D. Research and Writing

1.11 OPPORTUNITIES FOR PUBLICATION

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, of course, indicate to students when work is of publishable quality and suggest avenues of publication. In addition, students should be aware of the following publishing mechanisms.

InterActions: UCLA Journal of Education and Information Studies is a peer-reviewed electronic journal [<http://www.interactions.gseis.ucla.edu/>] that is committed to the promotion of scholarly work that examines areas of education and information studies via interdisciplinary and critical frameworks. A critical framework is any approach that expands our notion of traditional analyses of problems and issues. The journal seeks to link diverse theoretical and practical projects, as well as provides a space to record the voices of emerging scholars (graduate students and postdoctoral fellows), activists, and practitioners.

University Microfilms International will list and print the abstract of doctoral dissertations in Dissertation Abstracts International at no charge to the graduate. (UMI will file the application for copyright registration for \$25.) Instructions on the preparation and submission of dissertations and abstracts are available in the Graduate Division publication, Regulations for Thesis and Dissertation Preparation, which may be obtained from the Thesis and Dissertation Advisor, PLB 390. UCLA dissertations in the field of library and information science are housed on the 4th floor of the University Research Library.

University Microfilms International will list and print the abstract of master's papers in Masters Abstracts International for a fee to the graduate of \$25. (If the author wishes to register copyright with the Library of Congress, an additional fee of \$25 is charged.) Questions regarding copyright and publication can be directed to: Copyright Information and Registration Forms, Copyright Office, Library of Congress, Washington, D.C. 20559.

1.12 COMMENCEMENT

The Graduate School of Education & Information Studies holds a Commencement in spring honoring graduates from all degree programs. Representatives from the Student Governing Board assist in the planning of the

ceremony. PhD students may wish to participate in the University's hooding ceremony, held in Spring Quarter as well. Notices on IS-ANNOUNCE provide information to students about these two important events.

SECTION 2. UNDERGRADUATE OFFERINGS

The Information Studies Department offers the following Undergraduate courses.

An * next to the course number indicates that this course has been approved as a GE credit course and satisfies the Society and Culture GE requirement for the College of Letters and Science.

- IS 10 Fundamentals of Information Searching and Evaluation (5) Lecture, one hour; discussion, one hour; laboratory, two hours. Designed for first-year undergraduate students.

Introduction to bibliographic and information resources that encompass both general and specialized materials. Students will be asked to consider how information (generally speaking) is created, distributed, and interpreted within our complex global society. Our investigation of this process will include historical orientation and we will compare how different media (print, moving image, digital etc.) generate, control and distribute information. This course is specifically designed to facilitate knowledgeable use of UCLA libraries and efficient retrieval of information and will include discussion as well as a variety of practical exercises. Letter grading.

- IS 19 Fiat Lux Seminars

During the year, the Information Studies Department offers several Fiat Lux Seminars. The seminars focus on specific issues and current topics of importance taught by Information Studies faculty members in their areas of expertise. P/NP grading. Upcoming seminars include:

Asians in Latin America: Constructing and Representing Community and Identity.
Voices of Color in Children's Literature. Just Google It.

- *IS 20 Introduction to Information Studies (5). Lecture, five hours

Satisfies the Society and Culture GE requirement for the College of Letters and Science.

This course introduces undergraduate students to the field of information studies. It is a survey course of the nature and structure of information, information in culture, communities and organizations; information institutions, industries and markets; and, economic and political roles of information and information technology. This course introduces students to various forms and types of information and how information is disseminated in the humanities, physical and social sciences. The course also has a hands-on laboratory component that teaches students how to search for and retrieve information from digital and print sources and how to evaluate information. Letter grading.

- *IS 30 Internet and Society. (5) Lecture, five hours.

Satisfies the Society and Culture GE requirement for the College of Letters and Science.

Designed for undergraduate students, this course is an introduction to the ways in which the Internet and related technologies are helping to reorganize a wide variety of relationships in society. Topics include access to information, information technology in organizations and workplaces, electronic politics and education, uses of the Web by the media, the origins of the Internet, and new

uses of wireless technology by the military. The course has no prerequisites and assumes no technical background beyond e-mail and the Web. Letter grading.

IS 139 Letterpress Laboratory (1)

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. 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. Current offerings include:

The Alternative and Activist Internet - Major media firms and cultural institutions have been challenged in recent years by activists, artists, and citizen groups using new media technologies to resist, "talk back," or otherwise challenge the prevailing culture. This course focuses on five major types of these alternative and activist Internet projects: culture jamming, alternative computing, mediated mobilization, indymedia, and folksonomy. The key characteristics of these projects are discussed and example cases presented.

The Social and Historical Study of Information, Software and Networks – Introduction to the critical study of information technology, software and networks. Thematic focus on the history of software, operating systems and networks, fee/open source software, standards, intellectual property and telecommunications regulations. Theoretical focus on publics and public spheres, network theories, theories of information society. Particular attention on the relationship of information technology to scientific and engineering practices and the life sciences.

Information Ecology & Ecological Informatics - A systematic examination of the complex interdependencies of information users with content and context. By drawing on the language of ecology, a critical examination of five major information habitats and the distribution and abundance of information objects such as comic books as well as fiction/non-fiction books, magazines and journals, movies, music, newspapers, software, and technical reports.

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 contact required. Letter grading.

SECTION 3. THE MLIS PROGRAM

This course of study provides basic and specialized competencies leading to a Master of Library and Information Science (MLIS) degree. A student will normally require a minimum of two academic years (72 quarter units/18 courses) of graduate study to complete the program; part-time students typically complete the program in three years (maximum: 10 quarters). Persons holding this degree or its equivalent should be prepared for professional practice.

The MLIS is a full-time two-year degree program. Students who will not be able to complete the program in two years must petition the PPC to be allowed to continue beyond the two-year timeframe. Petitions will be granted for exceptional circumstances such as illness, being enrolled with the Office of Students with Disabilities, and family emergency. The PPC reserves the right to review those students who are not making continuous progress e.g., because of too many incompletes, extending their coursework, putting off the portfolio presentation or thesis and recommend dismissal.

3.1 COOPERATIVE DEGREE PROGRAMS

There are several cooperative degree programs between the department and other schools and departments of the University through which the student may be able to obtain two degrees in a shorter period of time than would be possible otherwise. Students wishing to participate in a cooperative degree program must be accepted by both degree programs and complete course work that satisfies the combined set of requirements.

1. MLIS/MA Latin American Studies.

An articulated degree program between the Department and Latin American Studies.

Course requirements: eighteen IS courses (72 total IS units): the core, one research methods, three 200-series courses with a Latin American focus, and additional electives. A 596 (independent 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. Check the UCLA General Catalog for specific language requirements.

2. MLIS/MBA.

A concurrent degree program of the Department and the Anderson Graduate School of Management.

Course requirements: twelve IS courses (48 total IS units), including the core, one research methods course, and additional IS electives; 21 AGSM courses (84 units). The AGSM field study meets the IS specialization paper requirement.

3.2 COURSES

The required courses provide basic professional competencies for work in the field. In addition students must complete elective courses focusing on an area of specialization.

Students entering fall '04 and after are required to complete six core courses: IS 200, IS 201, IS 245, IS 260, IS 270, and IS 410. To fulfill the course requirement the student will take a total of 18 courses, which must include one course in research methodology, and may include internship/fieldwork (12 units) and independent study (8 units).

3.2.1 Research Methodology Requirement

The IS requirement for research methodology may be met in any of the following ways. Whichever method is used to meet the requirement, the student should consult with the faculty advisor and any other appropriate individuals.

1. Students entering Fall '04 and after (and those entering Fall '03 if they so choose) may complete a 4-unit IS course designated as meeting the requirement. The approved courses include: IS 208 Scholarly Communication and Bibliometrics, IS 228 Measurement of Evaluation of Information Systems and Services, IS 280 Social Science Research Methodology for Information Studies, IS 281 Historical Methodology for Information Studies, and IS 282 Principles of Information Systems Analysis and Design,
2. The student may complete a graduate level course in research methods from another UCLA department; for example, a student in the joint MLIS/MA in History program might want to take one of the

historiography courses offered by the History Department. The Faculty Advisor must approve the course on the Research Methods Requirement Approval form.

3. If the student has official record of having completed a graduate level course in research methods (comparable to a course in the IS cluster) or directly applicable to the student's area of specialization, the research methods requirement will be met and that student may substitute an additional elective for a research methods course. The Faculty Advisor must approve the course on the Research Methods Requirement Approval form.
4. If the student believes that some combination of her/his academic and/or employment background meets this requirement, that student may petition the faculty through the Faculty Advisor to count that prior experience as meeting the research methods requirement and that student may substitute an additional elective for a research methods course.

3.3 COURSE OPTIONS

In addition to the formal coursework in the Department or in other schools and departments, as specified above, the student has the following options.

Credit for Prior Coursework, Degrees, or Competencies: 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. 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. **Ordinarily the degree requirements are reduced by no more than 8-units.**

Petitions must be submitted to the Professional Program Committee on the form provided at <http://is.gseis.ucla.edu/students/PetitionPPC.pdf>, a copy of the transcript showing the previous work, an official catalog description, and a recommendation from the faculty advisor must be included. The petition should be handed in to the Student Affairs Officer, 207 GSE&IS Bldg. at least one quarter prior to completion of the program.

Only in unusual cases may credit be allowed for library, archival, information science or informatics coursework taken elsewhere.

Electives: Normally a student will take the majority of electives within the department. Students may choose to take up to two electives outside the department. Written justification of each "outside" course, beyond those two, as to how the course 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 before enrolling.

3.4 FACULTY ADVISOR

An incoming student is assigned to a Faculty Advisor, who meets with the student at least once each quarter in order to review academic progress and program of study.

The student and the Faculty Advisor together plan a program of study to develop a specialization that meets the student's academic and career objectives. Every quarter the student meets with the Faculty Advisor at least once, typically shortly before enrollment occurs.

The Faculty Advisor has responsibility for approving the specialization. Therefore, it is essential that students meet regularly with their Faculty Advisors in planning a program of study.

3.5 SPECIALIZATION AREAS

3.5.1 Specialization Areas

Three specializations have been approved for students for MLIS programs.

3.5.1.1 Library Studies Specialization

Libraries exist to provide access to recorded information and knowledge in all of its formats. To accomplish this mission, librarians acquire materials-- including books, audio and visual recordings, digital resources, and periodicals--and organize them for ease of access. They educate library users in strategies for finding needed information. Librarians encourage reading for pleasure, education, information, and inspiration; and they facilitate the creation of communities of readers. Librarians are strong advocates for all people's right to read and to inform themselves. A library can serve as an intellectual commons for a particular community, enabling people to come together around areas of mutual interest. In fact, libraries serve as the focal points for communities of many kinds--imagined communities as well as ones that are geographically determined (national, state and public library service areas) or institutionally based (in school, academic and corporate settings).

The library studies specialization at UCLA stresses the development of leaders for the profession and a commitment to the core values of the profession as articulated by the American Library Association:

- **Access**
- **Confidentiality/Privacy**
- **Democracy**
- **Education and Lifelong Learning**
- **Intellectual Freedom**
- **Preservation**
- **The Public Good**
- **Professionalism**
- **Service**
- **Social Responsibility**

In addition to learning about values and ethics, this specialization also enables students to gain the competencies recommended by other professional associations, such as the Special Libraries Association and the California Library Association, and to begin to engage in activities of professional associations, emphasizing regional, ethnic, national and other concerns. UCLA supports strong student chapters of the American Library Association and the Special Libraries Association, and has its own Activist Librarians and Educators group and Diversity Recruitment and Mentoring Committee.

Within the library studies specialization, students learn the functional activities associated with the profession 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. When they graduate they will have the basic professional skills expected of all beginning librarians as well as an understanding of the dynamic nature of the field and the challenges and opportunities it presents.

Faculty research interests and information on their ongoing research projects relative to this area can be found on their respective websites. The following lists a broad array of student interests within this specialization:

- Services to children and youth in multicultural communities
- Information literacy instruction
- Preservation of library materials in all formats
- Digital reference services including the creation of electronic resources as well as email and chat reference
- Design of library collections and services to meet intergenerational needs and the needs of specific communities including people with disabilities.
- Ethical and legal issues, such as copyright, intellectual freedom, Implications of the USA PATRIOT Act
- History of the book and bibliography
- People's information needs and information-seeking behavior
- Library partnerships and collaborations
- The libraries role in bridging the digital divide
- Design of library buildings
- Library partnerships and collaborations

Students specializing in Library Studies complete a course of study which combines core courses, elective courses, and practical experiences such as internships, fieldwork and research opportunities. Students are required to take a minimum of one research methods course such as systems analysis, historical methods, or social science research methods; students wishing to pursue more in-depth research may take independent study

courses or write a thesis.

To better prepare themselves for positions of leadership, many students choose to culminate the program by preparing a portfolio instead of writing a thesis.

Students are strongly encouraged to take advantage of the internship and field experience opportunities available at the more than 250 departmental approved sites in southern California including local academic and public libraries and libraries in special settings such as law firms, the Henry E. Huntington Library in San Marino or the Ninth Circuit Court of Appeals in Pasadena. Other internships include national or international sites such as the Congressional Research Service (through the University of California in the District of Columbia) or St. Petersburg State University of Culture. These associations offer many opportunities for participation in the life of the Information Studies Department and the broader professional community. In addition, students are encouraged to take cognate courses outside the department in the humanities as well as the social and physical or life sciences, which will prepare them to serve particular communities, manage specific organizational settings or work with particular subject content.

The master's program in library and information studies has held continuous accreditation from the American Library Association (ALA) since 1961. ALA accreditation assures the educational community, the general public, and other agencies or organizations that an institution or program (a) has clearly defined and educationally appropriate objectives, (b) maintains conditions under which their achievement can reasonably be expected, (c) is in fact accomplishing them substantially, and (d) can be expected to continue to do so. <http://www.ala.org/ala/accreditation/accredstandards/standards.htm>

3.5.1.2 Archival Studies Specialization

Archives play a critically important role in many aspects of society. As repositories of a culture's unique documents, records and other texts, archives serve as basic tools for social accountability, the preservation and dissemination of historical memory, and the development of a richer understanding of cultural, social and political forces in an increasingly digital and networked world.

In addition to covering traditional archives and manuscripts theory and practice, this area of specialization addresses the dramatic expansion of the archival field. It charts how accelerating technological developments have changed both the form of the record and methods for its dissemination and preservation. It responds to shifting social and political conditions as well as the increased codification of archival practice through local and international standards development. It actively engages debates about archival theory and societal roles in diverse archival and cultural jurisdictions.

The specialization comprises a range of courses, experiential components, and research opportunities. Courses 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. All students in Archival Studies are required to take IS 431 American Archives and Manuscripts as a foundation course for the specialization. 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. Students will also be expected to take research methods and statistics, and the core requirements for the M.L.I.S. degree. Students may select additional electives from Information Studies and/or from the following areas: American Law, Anthropology, History of Science, Moving Image Archival Studies, Management, Museum Studies, Sociology, History, and inter-disciplinary studies programs that are offered in other UCLA departments and schools. Dual master's degrees are available with the Anderson School of Management, Latin American Studies and Asian American Studies (pending).

Students are strongly encouraged to avail themselves of internship and field experience opportunities available at over 250 approved sites in the southern California area. Internship sites include archives, museums, libraries, and information centers in such prestigious organizations as Cedars-Sinai Medical Center, RAND Corp., the Getty Center for the History of Art and the Humanities, the Ronald Reagan Presidential Library, the L.A. County Museum of Art, DreamWorks SKG, Walt Disney Imagineering, the Japanese American National Museum, the University of Southern California, and the Henry E. Huntington Library. Many internships are also available within UCLA, including UCLA Special Collections, Mayor Tom Bradley Collection, UCLA Film and Television Archive, the UCLA Ethnomusicology Archive, and the UCLA Oral History Program. Students are also able to participate in additional internship programs both nationally and internationally.

Archival students may also choose to complement their coursework with research experience. Information Studies faculty associated with the Archival Studies specialization have obtained funding from many prestigious research agencies including the National Endowment for the Humanities, the U.S. Department of Education, the National Historical Publications and Records Commission, the National Science Foundation, the Institute for Museum and Library Services, the Australian Research Council, the Centre national de la recherche scientifique (CNRS - France), the Commission on Library and Information Resources, and Intel Corporation for projects as diverse as curricular innovation in archival education, use of primary sources in elementary and undergraduate science education, preservation of electronic records and digital music composition, new paradigms for educational access to archival resources, evaluation of online archives and museum resources, and the development of prototypes for digital retrieval of archival film. See: <http://is.gseis.ucla.edu/research/index.htm> as well as the Center for Information as Evidence <http://gseis.ucla.edu/cie/index.htm> for further information on ongoing research initiatives relating to the Archival Studies specialization.

Examples of student emphases within the Archival Studies specialization include:

- Appraisal and collection-building
- Preservation of traditional and digital materials in a range of media
- Development of new methods for providing access based on the needs of diverse and non-traditional constituencies
- Design and development of automated records creation and recordkeeping systems
- Design and development of archival information systems, metadata including, inventories, finding aids and specialized indexes
- Curatorship of both site-specific and virtual exhibits
- Development, evaluation, and advocacy of archival and recordkeeping law and policy
- Scholarly research on comparative archival traditions
- Use of archival content in K-12 education
- Intellectual property management and digital licensing of primary sources
- Archival administration: from staff development to grant writing
- Providing reference and outreach services
- Management of special collections, archives, and manuscript repositories
- Design and supervision of digitization initiatives

Graduates may work in both the private and public sectors in a number of roles, and are likely to work closely with others such as records creators, historical researchers, technologists, public officials, journalists, lawyers, and non-traditional users of archives.

In addition to promoting the highest professional standards in archival activities, students are challenged to provide leadership within their own field and to advocate for archives and records concerns to the wider community. They will be challenged to investigate common orthodoxies in order to encourage innovation and to re-think traditional models of archival organization and service to address the rapidly changing needs of the field and the increasingly diverse populations of records creators and users.

UCLA also supports strong student chapters of the Society of American Archivists and the Association of Moving Image Archivists.

3.5.1.3 Informatics Specialization

Informatics is the emerging discipline that envisions information technology design and use in terms that include its larger institutional, social, cultural, and cognitive dimensions. As information technology is applied to an ever-widening variety of contexts, including work, home, shopping, and public spaces, these new applications require a corresponding shift in the ability of information professionals to design, manage and evaluate information services.

Informatics is premised on the observation that successful design and integration of information technologies into society requires a sophisticated understanding of information seeking and use, metadata, user-centered design, electronic information genres, and how information technologies function as vehicles of power and social action. Students who complete the Informatics specialization will thus be well equipped to design modern information services, including digital libraries and repositories, metadata services, user training and relations, technical information retrieval, in a wide variety of institutional contexts, whether that be within

libraries, archives, electronic media and publishing, cultural heritage institutions, standardization organizations, government, non-profits, or online businesses.

The Informatics specialization integrates educational offerings with both practical, in-the-field components and research opportunities. Courses explore theories of information-seeking behavior and information use; theoretical foundations and diverse approaches (e.g., ethnographic, participatory, user-centered) to information system design; human-computer interaction; design of metadata schemas for the provision of electronic services; database design and management; and information policy, including intellectual property, informational privacy and internet governance.

Some courses within the Informatics specialization may require that students have completed a computer programming course. Informatics students will be expected to take as their research methods requirement IS 282, "Principles of Information Systems Analysis and Design" as well as other core requirements and recommended electives in Library and Archival Studies. In addition, students will be encouraged to take cognate courses outside the Department, in Moving Image Archival Studies, Computer Science, Electrical Engineering, Law, Music, Biology, Geography, Cybernetics, Economics, Psychology, Anthropology, Ethnic studies, Management and/or any program which may usefully complement informatics training with a focus on particular communities, organizational settings, or subject content.

Students in the informatics specialization are strongly encouraged to avail themselves of departmentally approved internship and field experience opportunities available at over 250 internships in the Southern California area. Internship sites include high-tech firms, information service providers, libraries, archives, and information centers in a wide array of organizations including the Metropolitan Transportation Authority, the NASA Jet Propulsion Laboratory, DreamWorks SKG, Symantec, the Getty Research Institute, Amgen, Infotrieve, the Superior Court of Los Angeles County, the Center for Nonprofit Management, and the Cedars-Sinai Information Center. Several internships are also available within UCLA, including the Fowler Museum for Cultural History, the California Center for Population Research, the Social Science Data Archive, and others. Students also are able to participate in other internship programs, nationally and internationally.

Informatics students may also choose to complement their coursework with research experience. IS faculty associated with the Informatics specialization have obtained funding from prestigious agencies, including the National Science Foundation, the National Historical Publications and Records Commission, France's Centre National de la Recherche Scientifique, and others, to conduct research in the areas of digital preservation of authentic records (www.gseis.ucla.edu/us-interpares), digital library design, implementation and evaluation (is.gseis.ucla.edu/adept), information as evidence (www.gseis.ucla.edu/cie), and embedded networked sensing (www.cens.ucla.edu).

Examples of student emphases within the Informatics specialization include:

- Information architecture
- Community and social informatics
- Digital preservation
- Electronic commerce strategies
- Electronic delivery of government services
- Digital asset management
- Design, management and optimization of metadata for information services
- Participatory and ethnographic methods for user research and system design
- Human-computer interaction, Web usability and interface design
- Database design, management, and evaluation
- Data warehousing and mining
- Standardization processes, Internet governance and information policy
- Ontology engineering, infrastructure and applications for the Semantic Web
- Design and evaluation of information metrics
- Geographical Information Systems
- Information retrieval
- Electronic publishing and scholarly communication services

In each of those areas, students will be challenged to identify new emerging relationships between information, information users, and the technologies that support information use, as well as how to steer those relationships in ways mindful of cultural diversity and social equity. Students of the Informatics specialization will thus be

not only well-prepared to operate effectively in an area characterized by rapid technological and institutional change, but also, to provide the intellectual and professional leadership necessary in such times of transition.

UCLA also support an award-winning chapter of the American Society for Information Science and Technology (ASIST).

3.6 CORE COURSES

3.6.1 Core Curriculum

REQUIRED CORE COURSES:

IS 200 INFORMATION IN SOCIETY

Examination of the processes by which information and knowledge are created, integrated, disseminated, organized, used and preserved. Topics include history of communication technologies, evolution of literacy, development of the information professions, and social issues relating to information access.

IS 201 ETHICS, DIVERSITY, AND CHANGE IN INFORMATION PROFESSIONS

Service learning course that serves as a forum to discuss, learn, and understand ethical challenges of multicultural information society that shape societal, professional community, and individual views and impact professional practice, decision making, and public policy.

IS 245 INFORMATION ACCESS

Provides fundamental knowledge and skills enabling information professionals to link users with information. Overview of: the structure of the literature in different fields; information seeking behavior of user groups; communication with users; development of search strategies using print and electronic sources.

IS 260 INFORMATION STRUCTURES

Introduction to the various systems and tools used to organize materials and provide access to them. Emphasizes generic concepts of organization, classification, hierarchy, arrangement and display of records. Provides the background for beginning and advanced studies in cataloging, reference, information retrieval and database management.

IS 270 INTRODUCTION TO INFORMATION TECHNOLOGY

Introduction to theories and principles of information technologies. Topics include social issues of information technologies and design and development of information systems. Background for further studies in information retrieval and design and maintenance of information systems.

IS 410 MANAGEMENT ISSUES IN LIBRARIES AND OTHER INFORMATION AGENCIES

Principles of management, emphasizing management techniques applicable to libraries of various types and to library systems. Special attention to the management of human as well as technical resources.

ONE RESEARCH METHODS COURSE FROM THE FOLLOWING OPTIONS (for alternate methods see 3.2.1):

IS 208 SCHOLARLY COMMUNICATION AND BIBLIOMETRICS

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.

IS 228 MEASUREMENT AND EVALUATION OF INFORMATION SYSTEMS AND SERVICES

Preparation: one research methods course. Recommended: one library automation course. Information systems and services from points of view of their cost and effectiveness in meeting desired objectives. Review of principles of costing. Study of literature in which measures have been developed to evaluate effectiveness of document collections, reference and information retrieval services, document delivery systems, networking, and technical services, including circulation, acquisitions, and document description.

IS 281 HISTORICAL METHODOLOGY FOR INFORMATION STUDIES

Prerequisite: IS 200. 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 the various areas in the profession. Problem-oriented approach.

IS 282 PRINCIPLES OF INFORMATION SYSTEMS ANALYSIS AND DESIGN

Theories and principles of special systems development, including determination of requirements, technical design and evaluation, and internal organization.

IS 280 SOCIAL SCIENCE RESEARCH METHODOLOGY FOR INFORMATION STUDIES

Role of research in bibliography, librarianship, and information science. Identification and design of research problems. Historical, statistical, analytical, and descriptive techniques.

NOTE: Students choosing the Archival Studies area of specialization are required to take IS 431 before enrolling in an archival internship.

A total of 72-quarter units (18 courses) are required to complete the MLIS degree.

All students entering the MLIS program have the option of preparing a portfolio or writing a thesis for their culminating project.

3.7 THESIS OPTION (Plan 1)**3.7.1 Department Guidelines**

1. 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
2. Between spring quarter of the first year and the end of winter quarter of the second year, the student should nominate a committee <http://www.gdnet.ucla.edu/gasaa/library/masnomn.pdf> [Department of 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 (GSE&IS Room 207) in the quarter before the student intends to present the thesis.
3. To be eligible to submit the thesis proposal, the student must:
 - a. be in good academic standing (cumulative GPA above 3.0)
 - b. have met all the IS entrance requirements, and
 - c. have taken, or be completing in the current quarter the required core and research methods courses.
 - d. have completed all incompletes.
4. The student is allowed to enroll in up to 3 courses (12 units) of independent coursework (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 research must be approved by the UCLA Institutional Review Board (IRB) using the WebIRB application process (<http://ohrpp.research.ucla.edu/>).
5. It is highly recommended that the student attend a meeting presenting information on University regulations governing manuscript preparation and completion of degree requirements. Meetings are held by the Graduate Division and the University Archivist at the beginning of each academic quarter (<http://www.gdnet.ucla.edu/gasaa/library/thesismtg.htm>).

6. 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/room/time for the oral presentation with the Department's Administrative Assistant

7. 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/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 4 weeks in advance of the presentation.

3.8 THE PORTFOLIO ASSESSMENT REQUIREMENT (Plan 2)

3.8.1 Department Guidelines

The portfolio preparation and presentation is to be a culminating experience for the years in the MLIS program, comparable to a comprehensive examination or thesis. The portfolio is to be a presentation of its author's professional self, as developed in the MLIS program. The student submits the recorded form of the portfolio in advance, then gives an in-person presentation to a panel of three.

Students wishing to write a thesis should consult with their advisors to make appropriate arrangements.

The portfolio assessment is required for those not writing a thesis.

3.8.1.1 Goal of the Portfolio

One goal of the portfolio assessment is to determine whether 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. The issue should be placed within its appropriate social, ethical, institutional and professional context. It is expected that students will cite relevant literature 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. In their statement, students should discuss who the major actors and stakeholders would be; they should also consider what role professional organizations, institutions, or government might play in realizing the changes that they are advocating. Finally, students should be conversant with the ethical considerations that directly affect implementation of the ideas they are espousing.

A second goal of the portfolio is for the student to *demonstrate leadership* by suggesting ways that s/he would attempt to implement innovations or improvements to existing practices or services. By "leadership" we do not mean that the student will necessarily become the president of an organization or professional society. Instead, we mean that the student has taken the initiative to define an agenda for the field. To this end, the student will (with the assistance of faculty, other students, and the student's growing professional network) articulate a significant issue for the field by writing and speaking about it. Articulating a significant issue is valuable for several reasons. It provides students with a structure for: identifying their interests, thinking about their career directions, becoming involved in the intellectual life of the department and the field, building their professional networks developing professional identities, and beginning or strengthening their involvement in professional activities and continuing education.

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 is also preparation for presenting professional dossiers or portfolios which are required by many employers at the time of application or for promotional reviews.

3.8.1.2 Portfolio Preparation

3.8.1.2.1 Role of the Advisor

As 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. The student should discuss

potential issues with his/her advisor, with other faculty, and with an ever-widening circle of other professionals in the student's network. In particular, to promote such discussions, the student is required to provide his or her advisor and the Student Affairs Officer with a 50-word draft of an issue at the end of the student's first year in the program. In this process, the advisor should be an important source of information and mentoring. If the advisory relationship is not fulfilling this need, the student should consult with other faculty and/or change advisors. The student should show the portfolio in advance to the advisor, in order to get any needed feedback.

3.8.1.2.2 Professional Development Course

The Professional Development course (IS 400) is designed to help students articulate their significant issues. It is not a required course, but it will be offered each year for those students who wish to take it. Whether or not students enroll in IS 400, they should schedule regular meetings with their advisor as they develop their initial statement and their ten-page issue paper.

3.8.1.3 Portfolio Components

3.8.1.3.1 Portfolio Format

The portfolio should be assembled on paper, printed double-sided and bound (any type of binding). In organizing the portfolio, students should consider the principles of user-centered design. The table of contents must be complete, with titles and page numbers of all papers. Students should consider designing an effective layout by using blank pages, dividers, and tabs as appropriate. All portfolios must be small enough to fit into a 4.25"x20" durable, padded mailer.

If material in digital form (e.g., a website or database created by the student as part of a course) is referenced in the printed portfolio, students should include the URL where that material can be found on the Web.

3.8.1.3.2 Portfolio Elements

The portfolio should contain the following elements:

1. A 50-word summary of the issue and a 10 page issue paper. (This summary, along with the student's name and e-mail address, should also be sent to the Student Affairs Officer by electronic mail so that it can be included in public representations of the work of the graduating class.) This short statement should precede the ten-page paper explaining a significant issue to a professional audience. The paper might include: a statement of the issue and its importance, major changes in the world that make it important now, the effect it may have on the work and reasoning of professionals in the future, new opportunities for service this issue brings to the field, which specific professionals are already doing relevant work and what knowledge they have gained as a result, and an agenda for future conferences and/or other professional activities.

2. A 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 at least 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 area of concentration.

3. Examples of work:

- One or more examples of *work from a core course*
- One or more examples of *work from an elective course in the area of specialization* (not the major paper or thesis)
- *The major paper.* The major paper requirement is met by completing a major paper in an elective course. The course must be taught by a member of the GSE&IS ladder faculty, and must count for at least 40% of the course grade. A letter grade of B or better must be earned in this course. Normally the paper will be in the student's area of specialization. Students may NOT use the same course to satisfy both the major paper and the research methods requirement. See the Major Paper FAQ for more information.

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

5. A record of the student's advising history. This should not be limited to one or two sentences merely stating that name(s) of the advisor(s) and the number of meetings during the program.

6. A professional curriculum vitae.

7. 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.

3.8.1.4 Portfolio Submission

3.8.1.4.1 Eligibility Requirements

Students wishing to present their portfolio must meet these requirements:

- * Both prerequisites for the program completed.
- * One year of academic residency completed.
- * Must be in good academic standing, i.e., minimum cumulative GPA = 3.0.
- * Must have finished or be in the process of taking that quarter the core classes and the research methods requirement.
- * All incompletes completed.

3.8.1.4.2 Deadline

Three copies of the portfolio are due to the Administrative Assistant of the Faculty by Friday of the second week of the term in which the portfolio is to be presented.

3.8.1.5 Portfolio Presentation

3.8.1.5.1 Scheduling

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 must submit a completed Declaration of Intent to Present the Portfolio Form to Student Services (207 GSEIS Bldg.) no later than the fifth week of the quarter BEFORE the one in which they intend to present, so that the appropriate review panels can be scheduled. The declaration form must be signed by the faculty advisor and a draft of the student's 10-page issue statement 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 may range over several weeks from the middle to the end of the quarter. Oral portfolio 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 Fridays in May until their scheduled time has been set.

3.8.1.5.2 Logistics

Portfolio copies are given in advance to the members of the review panel. The Department assembles review panels consisting of two IS faculty members and one practitioner from the field. The practitioner must have a MLIS or equivalent level of education and experience, to be determined by the faculty.

The presentations are open to other Information Studies students who must sign up in advance for the panels that they wish to attend. 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 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. The review panel will question the student mainly about his/her chosen issue, but might also commence a general constructive discussion of the student's career plans or ask questions about work included in the portfolio.

3.8.1.5.3 Technical Support

Regarding technical support for presentations, technology is installed in Rooms 111, 121, and 245 for student presentations. For information and policies contact the Educational Technology Unit at etu@gseis.ucla.edu or (310) 825-8365 once your presentation date has been assigned.

3.8.1.6 Portfolio Evaluation

The members of the review panels 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 concentration
- * how well they have been able to demonstrate a synthesis of learning from coursework, work experience and/or internship(s)
- * how well they are able to respond to questions regarding sensitive topics such as ethical issues and service to diverse populations.

The panel will assign one of two grades: Pass or Fail. Following the last portfolio presentation of each block, panel members will prepare a written evaluation on the performance of each student. For those who do not pass, the panel must clearly specify 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 Graduate Advisor; 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 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. 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. Copies of the Showcase portfolios will be made available for consultation in the MIT 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. For students who do not pass, 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 Graduate Advisor.

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, but preferably during the following quarter. 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 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. Additional written work may be required or the committee may suggest that the student be disqualified (see below).

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 PROFESSIONAL PROGRAMS COMMITTEE, based on the advice of the student's faculty advisor AS WELL AS THE REVIEW OF THE STUDENT'S WORK.

The chair of the Department will notify the student, in writing, of the decision THAT THE STUDENT BE DISQUALIFIED, together with the reasons for it. The student may appeal by submitting, within 30 days of notification, a petition to the 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.

3.9 DISQUALIFICATION AND APPEAL OF DISQUALIFICATION

Termination of graduate status may be recommended if students fail to maintain substantial progress toward completion of the degree; or if the cumulative grade-point average falls below a 3.0 or, if the work in any two consecutive quarters falls below a 3.0 average, or by failure of the comprehensive examination on two successive tests. Such a recommendation is made by the Executive Committee of the Faculty based on the advice of the faculty adviser and the Chair. The Chair will notify the student in writing of the decision together with the reasons for it. Students may appeal such action by formal petition to the faculty.

SECTION 4. INTERDEPARTMENTAL DEGREE PROGRAM – Moving Image Archive Studies

The Master of Arts (MA) in Moving Image Archive Studies (MIAS) is a two-year professional program. The goal is to give a broad education grounded in the historical, critical, and theoretical with practical on-site training and apprenticeships (internships). It is a synthesis of media studies and information studies, drawing from the Departments of Film & Television and Information Studies and the UCLA Film Archive.

The areas from Information Studies are archival appraisal, conservation, archival arrangement/description, cataloging standards, and information systems and accessibility. From Film & Television come the historical, aesthetics, and industrial modes of production, and research methods.

Students must complete courses for 72-quarter units in this full-time two-year program. See www.mias.ucla.edu for details.

SECTION 5. THE POST-MASTERS CERTIFICATE OF SPECIALIZATION

The Post-Masters Certificate of Specialization Program meets the need for the development of specialized or state-of-the-art professional and research skills in a range of areas in Information Studies, including public libraries, academic libraries, children's and youth services, library management, archival studies, digital preservation, digital libraries and metadata development and management. A minimum of nine courses (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.

1. Students should identify a primary faculty member with whom they wish to work while they are in the program. 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 of the paper or project. Where appropriate, an additional faculty member may serve as a co-advisor.
2. 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 course 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.
3. 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 (cumulative GPA above 3.0).
4. As necessary, any questionnaires or interview forms to be used in the research must be approved by the appropriate Human Subjects Protection Committee (HSPC) at UCLA (at the same time as the proposal is finalized, or shortly thereafter).
5. The specialization paper required substantial coursework. In most cases, it will involve 8 to 12 units of directed study 596, of the student's advisor(s) may recommend an additional four units in a course from a cognate department related to the topic of the paper or project.
6. The student must obtain the appropriate Information Studies departmental forms and instructions from the Student Affairs Office (207 GSE&IS Building).
7. To complete the program and receive the certificate, the student must receive a 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 to identify an appropriate date for the presentation.
8. Upon completion of the certificate requirements, the student is responsible for filing a copy of the specialization paper or project in the MIT Lab.

SECTION 6. THE DOCTORAL PROGRAM IN INFORMATION STUDIES

6.1 GENERAL DESCRIPTION

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. 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 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.

6.2 THE DOCTORAL PROGRAM COMMITTEE

The Ph.D. program in the Department of Information Studies is administered by the Department's Doctoral Program Committee (DPC). This committee makes recommendations to the Department Chair on courses to be offered. It makes admissions decisions, conducts annual reviews of doctoral students, and makes decisions on student petitions related to the doctoral degree. The committee administers the doctoral exams, with the assistance of the Office of Student Services. The committee has primary responsibility for overseeing the selection, assignment, and supervision of Special Readers. The committee is responsible for identifying, applying for, and overseeing new and continuing grants for student support for the doctoral program, with the assistance of the Office of Student Services.

6.3 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 (see Section 6.5.1), and to prepare for the **Written Qualifying Examination** (WQE; see Section 6.5.2). 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; see Section 6.6.1). 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; see Section 6.7.2). During this stage, the student's progress is supervised by his/her dissertation committee.

6.4 ACADEMIC RESIDENCE, REGISTRATION AND ENROLLMENT, AND TIME-TO-DEGREE REQUIREMENTS

6.4.1 Academic Residence

Doctoral students 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.

6.4.2 Registration and Enrollment

Like other doctoral programs at UCLA, the Ph.D. in the Department of Information Studies is a full-time graduate program. Students are required to be registered and enrolled full-time throughout each quarter that they are in residence in the program.

According to the University catalog, **three courses (or 12 units) per term are considered the normal enrollment for graduate students and are required for a student not in doctoral candidacy to be counted for full-time status in the University's official enrollment. Therefore, a student is directed by the department to enroll full time whenever possible.**

“Special Readers (SRs) and graduate student researchers (GSRs) are required to be registered and enrolled in at least twelve-quarter 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.

“Graduate students holding fellowships must be enrolled in at least twelve units, both before and after advancement to candidacy. The twelve units required per quarter may include, among others, courses in the 500 series (individual study or research).

“Veterans are required to make normal progress toward the degree as stated by the major department. Information on Department of Veterans Affairs regulations is available from the Veterans Affairs coordinator, 1113 Murphy Hall.

“Although UCLA is a full-time educational institution, it recognizes the need for part-time study in special circumstances. 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 for the minimum number of units (usually 12) no later than the second week of classes each quarter. The University provides no funding to the Department for students who enroll after the second-week deadline.

Students holding appointments as teaching assistants or special readers are referred to the Department's *TA/SR Guidelines* for a complete description of the responsibilities and requirements for TAs and SRs.

Students should consult the University catalog for a complete description of the University's registration and enrollment requirements. All students are expected to understand and abide by these requirements. The catalog is available online at <http://www.registrar.ucla.edu/catalog/>.

6.4.3 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 maximum 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)	12 quarters (4 years)

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.

6.5 STAGE ONE: TOWARD THE WRITTEN QUALIFYING EXAMINATION

6.5.1 Course Requirements

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). For a full list of courses offered by the Department, please see Section 1.10.5. Most of these 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.

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).

6.5.1.1 For Students Entering in Fall 2009 and After

6.5.1.1.1 Core Courses (24 units)

In their first year of the program, doctoral students are required to take six core courses in the theory and methodology of information studies:

- 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** (formerly IS 291B), and **IS 298B-298C. Special Topics in the Methodology of Information Studies**.

NB. In 2009-2010 only, IS 298A. Research Methods and Design is numbered IS 291B; and IS 291B-291C. Special Topics in the Theory of Information Studies and IS 298B-298C. Special Topics in the Methodology of Information Studies are all numbered IS 289.

IS 291B-291C and IS 298B-298C (as well as IS 289) may all be repeated with topic change.

6.5.1.1.2 Elective Courses (24 units)

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.

6.5.1.1.3 Research Apprenticeship (12 units)

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), and working either on an advisor's research project as an unpaid assistant, or on a funded project as a paid Graduate Student Researcher (GSR). GSRs must enroll for IS 596 to receive proper apprenticeship course credit.

6.5.1.1.4 Research Colloquium (6 units)

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 highly encouraged to attend the presentations on research-in-progress that are given by faculty and students, local and visiting, approximately once every two weeks.

6.4.1.1.5 Other Coursework to Complete Unit Requirement (10 or more units)

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

6.5.1.2 For Students Entering Before Fall 2009

Doctoral students who entered the program before fall 2009 are required to choose between the "new system" of requirements (described in Section 6.5.1.1, above) and the "old system" of requirements (described on pp. 43-44 of the *Student Handbook: 2008-2009*). Continuing students who choose the new system can use up to four classes from the IS 292-293-294-295-296-297 series to meet the new core course requirements; similarly, continuing students who choose the old system can use up to three classes from the IS 291B-291C and IS 298B-298C series to meet the old core course requirements.

6.5.2 Written Qualifying Examination

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).

The examination has two parts:

- Part A: one research-design question; and
- Part B: two or three specialization questions.

Students answer two questions: the one in Part A, and one from Part B.

The WQE is a double-blind process where the readers and takers of the exam are anonymous. It is offered twice per year, during the third week of the fall and spring quarters. Students are expected to take the WQE in the spring of their second year in 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.

6.6 STAGE TWO: TOWARD THE ORAL QUALIFYING EXAMINATION

6.6.1 The Dissertation Proposal and 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 for Protection of Research Subjects' site for details, at <http://www.oprs.ucla.edu/>.

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 at least three weeks before the scheduled oral examination. A "Nomination of Doctoral Committee" form is available in PDF format at <http://www.gdnet.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 Student Affairs Officer (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.

6.6.2 Advancement to Candidacy

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. At this point the student submits an approved copy of the dissertation proposal and any required forms to the SAO.

6.7 STAGE THREE: TOWARD THE FINAL ORAL EXAMINATION

6.7.1 Dissertation Research

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.

6.7.2 Final Oral Examination (Oral Defense)

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, and 245 for dissertation defenses. The student must contact the GSE&IS Educational Technology Unit at etu@gseis.ucla.edu or (310) 825-8365 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.

6.7.3 Dissertation and Abstract

Instructions on the preparation and submission of dissertations and abstracts are available in the Graduate Division publication, “Policies and Procedures for Thesis and Dissertation Preparation and Filing,” available at <http://www.gdnet.ucla.edu/gasaa/library/thesis.pdf>. Students are responsible for following these instructions and for filing their dissertations by the date specified. The student must notify the SAO upon filing.

6.8 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 in sections 6.3-6.7 of the handbook), (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.

6.9 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 18 quarters (see Section 6.5.3). Any student not completing in 18 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 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.

APPENDIX A. POLICY AND PROCEDURE NO. 127: GRADING

The Department follows Graduate Division policy. Each student can access a copy of the Standards and Procedures for Graduate Study at UCLA at Convocation. It may also be accessed online at <http://www.gdnet.ucla.edu>

BASIC POLICY

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 misrecording 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 that fundamental principle is the process of formal review by the Academic Senate Committee on Privilege and Tenure, as a result of an appeal by a student, to assure that the faculty member in assigning a grade applied appropriate academic criteria.

There may be operational situations, such as the death of the faculty member that would necessitate substitution with evaluation by an appropriate alternative responsible person- another faculty member in the same field, as a last resort, the Chair.