School of Information Studies
Syracuse University

M.S. in Library and Information Science

Student Handbook 2017-2018

Contents

I. WHO SHOULD USE THIS GUIDE?

This advising handbook is for all students: campus, online, both full-time and part-time, pursuing the graduate program of study for the Master's of Science in Library and Information Science (M.S.L.I.S.) degree.

The M.S.L.I.S. with School Library Media Specialization (M.S.L.I.S.-SM) students is a teaching certification program accredited by the State of New York. School media students must meet specific competencies, and there are some requirements beyond the M.S.L.I.S., which are explained in the School Media Student Advising Record (SAR). Most information in this guide is the same for school media students with additional information in the SAR.

M.S.L.I.S. students are welcome to enroll in courses designed for other School of Information Studies graduate programs, subject to any required prerequisites or consent of the instructor.

II. LEARNING OUTCOMES OF THE MASTER OF SCIENCE IN LIBRARY AND INFORMATION SCIENCE PROGRAM

The M.S.L.I.S. program's goals and outcomes articulate our vision of quality professional education for library and information science (LIS) professionals. The goals and outcomes are used internally to express our direction and to provide a framework for assessing our achievement. They are used externally to communicate our beliefs in the grounding needed by members of the profession.

Graduates of the iSchool M.S.L.I.S. program:

1. Can apply the skills and attitudes of visioning, entrepreneurship, advocacy, planning, and management to leadership in the information field.

2. Can manage information resources and the information life cycle through the processes of collection development, representation, organization, preservation, curation, access, and dissemination in accordance with physical, virtual, and technical infrastructure and needs.

3. Can apply appropriate pedagogical and learning theory principles in the design, development, implementation, and assessment of library instruction and learning that contribute towards an information- and technology-literate society.

4. Can design and employ policies essential for creating and providing information services and resources guided by the values of patron privacy, equitable access, intellectual freedom, and ethical use of information.

5. Possess the skills to respect, engage, and collaborate with a diverse community in order to advocate for and construct inclusive, meaningful, and participatory library services, programs, and resources.

6. Can perform and assess research-based practices through the application of information literacy, inquiry, and research methods including data discovery, analytics, and qualitative measures.

III. SOURCES OF ADVICE

Sources of advice come in many forms, including:

A. People

We firmly believe that advising is a cooperative and multifaceted process, and we encourage you to seek input from a variety of sources. Many people in the school contribute to advising. Their roles are described briefly below.

Graduate Academic Advisor—The Graduate Academic Advisors , Jose Tavarez (*jltavare@syr.edu*) and Tess Schaufler (*thschauf@syr.edu*), assist students with questions regarding the degree requirements, registration, and graduation paperwork. They also review and provide input on all graduate petitions. They are involved in preliminarily assessing transfer credits, waiving credits, and checking each student's final Program of Study form to ensure all requirements have been met for graduation.

Student Records Specialist—Lora Scarson (*lascarso@syr.edu*) is the Student Records Specialist and is responsible for certification of the graduate degree.

Faculty Advisor—Before the start of the semester/quarter, each student is assigned a faculty advisor. The faculty advisor serves as a mentor for academic and professional development. Students may ask their faculty advisor for questions about specific course content, questions regarding which electives to take to fulfill a specific career goal, etc. Students may change advisors; it is easy to do so. A Change of Advisor form is available from the Student Services Office.

Faculty—The entire faculty of the school, including the faculty emeriti, are potential advisors for any student. Do not think because you are an M.S.L.I.S. student you can't seek advice from someone who teaches in another area. If you are unsure about whether to take a course, you should feel free to speak to the instructor about the emphasis of the course, the types of assignments required, and how the course might fit into your program objectives.

In particular, you should take advantage of the expertise of our excellent adjunct faculty, even if you don't take their courses. Most of them are practitioners, and have first-hand and up-to-date information about the working world.

Faculty Internship Supervisor and Program Coordinator—Kathy Benjamin (*kabenjam@syr.edu*) is the Program Coordinator and assists the faculty members who oversee internships. She can also answer student questions about the internship process and the requirements for an internship. Kathy is responsible for managing and processing all paperwork for internships and posts internship opportunities and employment opportunities to the student listservs. Kathy is responsible for CPT and OPT letters for international students. She also assists with employer visits to the iSchool. These people are important contacts for information on current and past sites for practical experience in the form of internships. When planning your Internship, visit the Career Services section of the website at *ischool.syr.edu/careers/ischool-career-center/* and download the Internship Guide. This will lead you through the internship process.

Program Directors —Each degree program in the school has a Program Director. The Program Director acts as a central resource person for questions regarding program requirements. He or she approves petitions for waivers and transfer credit. The Program Director acts as a liaison between individual programs and the school as a whole. In this role, he or she is your advocate for matters concerning policy and procedures, and for special problems that might arise. Caroline Haythornthwaite (*chaythor@syr.edu*) is the M.S.L.I.S. and M.S.L.I.S. School Media Program Director.

Program Manager—The duties of the Program Manager include collecting data on marketing, recruitment, and placement opportunities; recruiting students into the iSchool's M.S.L.I.S. program including School Media Specialization; identifying and communicating with key contacts in all types of library settings; assisting with student application processing, assisting with the placement of graduates in internships and jobs; coordinating curriculum adjustments and scheduling with iSchool faculty members; counseling students on curricular and placement matters; organizing student events; assisting with American Library Association (ALA) Accreditation; serving as liaison with the School of Education, annual reporting, and NY State Education Department requirements; and maintaining contact with alumni. The Program Manager works primarily with Academic Affairs and the relevant academic faculty program director in addition to Enrollment Management, Employer Relations, and Student Services. Blythe Bennett (*babennet@syr.edu*) is the M.S.L.I.S. and M.S.L.I.S. School Media Program Manager.

Other Students—You should not overlook the wealth of informal advising available from fellow students with more experience. Students will tell you what faculty sometimes won't know —the exact content of a course, the style of the professor, and the relevance of the course for a particular area of study. Students know which courses are better to take early in your program and which are better left to the end. Graduate mentors volunteer to help orient and advise new students. Take advantage of their help and become a mentor yourself!

In addition, many M.S.L.I.S. students have already worked in libraries and information centers, or are currently working while pursuing a degree part-time, and can help you connect class content to the profession.

Practitioners—During your program of study you will have the opportunity to meet numerous practitioners. In addition, we have frequent guests, visiting professionals from around the world, and many doctoral students who were librarians and information professionals before they entered the program. You are strongly encouraged to take the initiative to meet with these people, since they can give advice about specific job skills, knowledge, and opportunities. For the same reason as mentioned above, the adjunct faculty is also an exceptionally fine source of advice.

The people listed above are available to meet with you throughout your program. It is important that you take the initiative to meet with some or all of them. The school is small enough to allow one-to-one interaction both in and outside the classroom. We encourage you to take advantage of the opportunities for this interaction. Contact information for any iSchool faculty member, staff, or doctoral student is on the iSchool website.

B. Printed and Online Sources

In addition to the information in this packet, there are University wide and school policies and procedures that you should take into account in planning your program of study. Refer to the following material for supplemental information.

Graduate School Catalog—Refer to the catalog, which is revised yearly, for University rules and regulations. It is your responsibility to be informed about your program requirements, and you should consult your advisor or the Graduate Academic Counselor, if you have any questions or uncertainties. *coursecatalog.syr.edu/*

Course descriptions—Brief course descriptions are listed in the Graduate School Catalog, on the school's website, *ischool.syr.edu*, and in the school's own brochures. Each faculty member is also required to post a copy of the syllabus for each course taught every semester. These syllabi are found on the course schedule page by selecting the specific (or prior) semester and clicking on the individual course at *ischool.syr.edu/classes/*.

Course schedules—Up-to-date information about course offerings for a given semester can be found at *ischool.syr.edu/classes/*. This site contains schedules for the three most recent semesters.

Advising Guides—Advising guides focus in specialized areas such as academic libraries, public service librarianship, and digital libraries. *ischool.syr.edu/academics/advising/handbooks-checksheets/*

Internship Guide—This document contains information, instructions, and sample forms necessary for doing an internship. The manual is available in the Career Services part of the iSchool website at *ischool.syr.edu/careers/internships/*.

Email and Email Lists (Listservs™)—All students are assigned a NetID email address. The school (including your academic advisor, faculty advisor, and instructors) will communicate with you using this address; therefore, it is vital that you check it regularly. If you use an email address OTHER than the one assigned to you at SU, be sure to forward your SU email to the one you check regularly.

The school uses this NetID email address to maintain a listserv for each program offered through the school. Subscribe yourself to the M.S.L.I.S. listserv (ISTLIS) through the school's website or send an email message to *listserv@listserv.syr.edu* and type

subscribe ISTLIS YourFirstName YourLastName.

ischool.syr.edu/academics/advising/email-listservs/

You will also be added to the Library and Information Science Student Association (LISSA) listserv prior to beginning your program. This is a list for current students only and is used for communications from advising staff and the LISSA student leadership team. Both listservs are read-only, for announcements, not intended for discussion.

C. Events

Group advising sessions are held periodically both in person and online. At these sessions, you will be presented with the most up-to-date information. In addition, these sessions provide you with an opportunity to ask questions and to hear the questions and concerns of others.

M.S.L.I.S. Group Advising. All new students attend a group advising session at the start of their program. New online students engage in online advising prior to beginning the program, while new campus students attend their advising session at the start of the fall semester. An additional session is held online in November to plan for spring and summer classes. This meeting is scheduled in the early evening/late afternoon to allow both full-time and part-time working students to attend. It is held early enough before registration to allow you time to set up an appointment with your academic advisor. All M.S.L.I.S. students should try to attend this meeting.

In addition to information about course offerings for the coming semester, some faculty will send emails to the listserv introducing courses that may be of interest to you. Frequently, these are courses that are being offered as "Special Topics" usually in new and emerging areas that draw on the unique expertise of the faculty member offering them. These courses represent a special opportunity for you to broaden your knowledge, and the best way to find out about them is to attend advising sessions.

D. General Recommendations

- Strive for a well-rounded program, balancing between specific and conceptual foundations. This will prepare you for a variety of positions and provide some flexibility and allow you to adapt in the future.
- Prepare yourself for the leadership position in the future, rather than for your first entry-level job.
- Keep an open mind with respect to planning your program of study. Leave a little room for experimenting and discovery with subjects and areas that are new or unfamiliar to you.
- Take advantage of the unique combination of the other masters programs in the school and the diverse faculty that comprises the school.
- Take advantage of technology courses and courses in the management of technology, offered to students in all master's programs.
- Be an active participant in class and choose projects or assignments that you can include in your professional portfolio.
- Try to leave some time each week for "hanging around" the school, especially if you are a part-time student and only come in once or twice a week for evening classes. Join or form study groups, discussion groups, or special-interest groups.
- Get to know the faculty and staff personally. From a practical point of view, a faculty member who knows you as more than just another face in the crowd can write a much more personal and convincing letter of recommendation.
- Online students will want to use their time on campus during their Immersion Experience to get to know the school and its faculty and staff. Use email to introduce yourself and ask questions.
- Choose courses for who is teaching them as well as for the course's content. Expose yourself to different teaching styles and different points of view.
- No matter your location, get involved in the school. Attend guest lectures. Volunteer when there is an opportunity to help out on committees or class activities. Participation in school activities is a great way to stay abreast of opportunities and changes. Ask your advisor, the Program Director, Program Manager, or an Associate Dean for ways in which you can participate.
- As an iSchool student you can become involved with student groups, such as LISSA, the American Library Association/Special Library Association student group. Attend meetings and take an active role. Get to know other students personally, especially students from other countries and other walks of life. Online students are able to attend most meetings via Skype, Adobe Connect, or other online methods.
- Develop communication skills. Take courses that help you improve written and oral communication abilities.
- Volunteer as an assistant on a research project. The school has a lively research life, with faculty and doctoral students involved in an amazingly wide variety of research endeavors. As a professional you will benefit from understanding the research process and how it can affect practice.

IV. ABOUT THE SCHOOL OF INFORMATION STUDIES AND THE M.S.L.I.S. PROGRAM

A. The Structure of the iSchool

The School of Information Studies is one of several schools at Syracuse University and has a unique blend of programs. Each program has a director, requirements, and matriculated students. The faculty and the courses in the school, however, are not divided up into discrete departments. Thus, all graduate students (including doctoral students) and some qualified undergraduate students may enroll in any 500-level or higher course, provided they fulfill course prerequisites. This means that as an M.S.L.I.S. student there will be many courses in which your classmates will be a mix of M.S.L.I.S. and other students. Although some courses are more clearly geared to one or another of the programs, you are free to design your program of study with your own goals in mind, providing you meet the basic requirements of the M.S.L.I.S. program.

This integration of disciplines provides you with many opportunities for expanding your course options beyond the traditional M.S.L.I.S. curriculum. In addition, it allows you to learn from students pursuing other professional education. While providing diversity in terms of coursework and faculty expertise, a common thread ties all the courses together to create the well-respected hallmark: the technologically competent, person-oriented, creative information professional.

B. Formats for Course Delivery

Campus-Based Courses: These courses meet 1-2 times per week throughout the semester. A class that meets once per week will meet during a three-hour block of time. On-campus courses are taught both during the day and evening.

Online Courses: Some courses are offered completely online and can be taken from your home or office without ever traveling to the main campus. The online courses have both synchronous and asynchronous components. *ischool.syr.edu/academics/online-learning/*

Online Teaching and Learning Environment (iLMS) (Blackboard) and 2SU Platforms
Many elective courses in the M.S.L.I.S. curriculum use the SU learning management system (iLMS). Students are encouraged to check the technical requirements for accessing the environment at the school's website. Among other goals, these courses use the online environment to achieve the following:
- to provide an integrated environment for faculty and student communications outside of class;
- to provide an integrated environment for the distribution of course materials such as the syllabus, supplemental readings, self-paced examinations, and skills exercises; and the online posting of shared student assignments;
- for the private distribution of student grades and grade statistics;
- to provide private discussion forums for group-based assignments and exercises; and
- to deliver distance (online) learning courses.

In a number of instances, faculty may designate the iLMS environment as the official communications mechanism for their courses. When iLMS is used in an on-campus course, faculty teaching the course will advise students of the role of iLMS in the course and the balance of electronic and classroom activities.

The online sections of all LIS core courses and all school media courses will be in the quarter format on the 2SU platform by the end of the 2017-8 academic year. When scheduling courses, be attentive to the day of the week/time of the synchronous portion of the courses.

V. MASTER OF SCIENCE IN LIBRARY AND INFORMATION SCIENCE: CURRICULUM

The purpose of the M.S.L.I.S. program is to educate students who will become leaders in the library and information profession. We prepare students for their first job and for the career that will follow.

A. M.S.L.I.S. Core Knowledge and Skills

The M.S.L.I.S. curriculum is designed to prepare librarians who have the broad range of knowledge and skills needed for exemplary practice in the library and information profession.

Three themes run through the M.S.L.I.S. curriculum:

- **focus on the users of library and information services:** Keeping the needs of users—and potential users—of library and information services in the foreground is a fundamental value of librarianship.
- **use of technology to provide exemplary library and information services:** Librarians need to be able to use technology effectively to provide quality library and information services.
- **management of information services and systems:** Librarians must be competent managers of information, capable of innovation, efficiency, and leadership to meet the needs of their clientele.

M.S.L.I.S. core courses provide a solid grounding in the knowledge, skills, and values of the library and information profession. The 18-credit M.S.L.I.S. core has three parts:

1. Introductory Courses (3 credits)

Class #	Course Title
IST 511	Introduction to the Library and Information Profession (3 credits)

2. Information Resources Courses (9 credits)

Class #	Course Title
IST 605	Reference and Information Literacy Services (3 credits) (offered in the fall on campus)
IST 613	Library Planning, Marketing, and Assessment (3 credits) (offered in the spring on campus)
IST 616	Information Resources: Organization and Access (3 credits) (offered in the fall on campus)

3. Management and Policy Courses (6 credits)

Class #	Course Title
IST 614	Management Principles for Information Professionals (3 credits) (offered in fall and spring on campus)—or
	(for school library media students) IST 661 Managing a School Library (3 credits)
IST 618	Information Policy (3 credits) (offered in fall and spring on campus)

The online sections of the LIS core courses should follow this course rotation:

Class #	Course Title
511	all quarters
605	April and October quarters
613	July and January quarters
614	all quarters
616	July and January quarters
618	all quarters

Electives (15 credits) for M.S.L.I.S.

Electives allow students to extend their core knowledge and skills in directions of their choice.

See the Certificates of Advanced Studies (CAS) and Advising Guides for areas of focus as a guide to help students select courses more easily. Elective courses examine the tools, principles, and practices necessary to be an effective intermediary between information resources and a client's information needs. They include theoretical concepts, systems, and practices for organizing information in order to facilitate access and retrieval in a wide range of approaches to the organization and retrieval of information, from the established to the innovative and experimental. Electives also include theoretical concepts and models, tools, skills, and standards necessary to the design, implementation, and management of information systems in general.

Graduate Immersion Milestone

Students are required to attend a minimum of one Immersion Seminar during the course of their program. The iSchool Seminar and Graduate Immersion Milestone is an on-campus, two- to three-day event that allows on-campus and online students, iSchool alumni, and area practitioners to gather at the iSchool to take a deep dive into a subject area and learn from the iSchool's best teachers and professors. There are two iSchool seminars offered every academic year. *ischool.syr.edu/academics/experiential-learning/graduate-immersion-seminar/*

Exit Requirement: Internship or Independent Study (3 credits)

There are two ways to fulfill the exit requirement:

1. Internship (IST 971)

There are two ways to approach a decision about this most important part of the program. The first is to choose an internship that will directly match career goals and provide an excellent source of work experience and recommendations from practitioners who have had an opportunity to see your work first hand. The second approach, for those undecided about career goals, even towards the end of the program, is to try something new. Using this approach, the internship is a way of "testing the water" to see if you like a particular environment. Some students do two internships: one in direct preparation for a career, and one to explore and compare.

At the very least, the student should be explicit about what the objectives of this practical experience will be: management skills, technical skills, more practice working with patrons, learning new technologies first hand, and so on. The internship is treated as another course in terms of the intensity and depth of the knowledge sought. It is a waste of time and of an opportunity to seek an internship or a job that you already know.

An internship comprises 150 hours of work on site for three credits. The student must be under the supervision of a professional librarian or information manager, although this does not mean that the student can't work with non-professionals as part of the experience. Most internships involve some general orientation, some work practice, and a special project. Each experience is different and the student designs the internship contract in cooperation with the site supervisor and the faculty internship supervisor. An internship may be paid or unpaid.

Internships can be done locally in the Syracuse area, nationally, and even internationally. Students have worked at sites in all types of libraries and organizations, doing many very new and interesting projects. The more specific your requirements either in terms of the type of library/organization or the location, the earlier you should start planning for arranging it.

Internships can be suggested by the iSchool Career Services staff and faculty members, or the student can pursue sites on his or her own initiative. Once a contact is made, however, the internship must be arranged through the school in order to qualify. To start the internship process, review the Internship Guide available on the Careers area of the school's website *ischool.syr.edu/careers/ischool-career-center/* .

Students should note that the School of Information Studies cannot guarantee a paid internship arrangement. Internships are competitive and are available nationally and sometimes internationally, implying the student must be willing to relocate.

2. Independent Study

Students who already possess significant professional-level work experience in libraries or information centers may elect to do a culminating project as an independent study (IST 690) in place of an internship. No more than 12 credits of a student's program can be taken as independent study or internship. Students who are interested in this option should discuss it with the M.S.L.I.S. Program Director.

B. Programs of Study for Specific Types of Libraries or Library Positions

The generalist core provides a solid grounding in the knowledge and skills of librarianship. Most electives are designed to provide conceptual and practical knowledge and skills that apply across types of libraries. For students wishing to prepare for a specific type of library or position, there are many ways to tailor your program of study to these interests. These include:

1. choosing topics pertaining to your areas of interest for papers and projects in core and elective courses;
2. choosing electives that are particularly appropriate for a particular type of library or position;
4. developing an internship that gives you practical experience in your area of interest; or
5. taking an independent study in your area of interest.

Your advisor can work with you to plan a program of study that will prepare you for positions in your area of interest while also providing you with a solid generalist knowledge that will allow you to take advantage of unexpected opportunities. Also refer to the CASs and Advising Guides.

Those students who are interested in working in a K-12 school library should pursue the MS in Library and Information Science degree with school library media specialization. This is a special 36-credit-hour program leading to preparation for New York State certification. All courses in the MS/Library and Information Science/School Media Program are mandated by NYS and are **required** for New York State Certification. See the website for details on the school library media programs. *ischool.syr.edu/academics/graduate/masters-degrees/lis-school-media-certification/*

C. Waiver for Prior Work Experience

According to guidelines set by our accrediting agency, the American Library Association, credit cannot be waived for prior or current work or life experience. However, your prior or current work experience should guide the choice of courses and electives.

D. Change of Program Format

Students may petition the associate dean to change the primary delivery format of their degree program. On-campus students may apply for admission to the online learning program, given extenuating circumstances that prevent them from continuing in the full- or part-time on-campus program. Since online learning students may always take campus-based courses, they do not frequently request a change of program format.

VI. IMPORTANT FORMS FOR GRADUATION

Program of Study Form

Students are required to file a Program of Study form with the School of Information Studies Student Services office before the last semester of registration. These dates are announced on the program listservs and on the website. This form must be approved and signed by the Graduate Academic Advisor. Please include any copies of petitions for transfer credit with the Program of Study form. This form is available in the Student Services office and on the website at *ischool.syr.edu/academics/advising/advising-forms/*. The Program of Study form is required for certification of the graduate degree.

Diploma Request

The Diploma Request must be filed in MySlice before the last semester of registration. This important form is used by the Registrar's Office for four purposes:

- to enter your name for an anticipated degree date;
- to provide an audit of your academic program information;
- to allow you to indicate special instructions for mailing and imprinting your diploma; and
- to insure your receipt of Commencement information.

The School of Information Studies uses this form to insure that your name appears on the Program at Convocation. This form is available on your MySlice account and must be filled out and submitted online.

VII. SYRACUSE UNIVERSITY RULES AND REGULATIONS, AND OTHER INFORMATION

A. Academic Honesty

Academic Integrity

Syracuse University's Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the policy and know that it is their responsibility to learn about course-specific expectations, as well as about university policy. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first offense by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of Academic Integrity Policy. The standard sanction for a first offense by a graduate student is suspension or expulsion.

For more information and the complete policy, see *class.syr.edu/academic-integrity/*.

Turnitin

Some iSchool faculty use Turnitin, a plagiarism prevention system. The ease of using the Internet has made it very easy for students to "cut and paste" material into papers that they are writing without proper citation. Student papers are submitted to Turnitin, a service that identifies "matched text." Note that all submitted papers will be included as source documents in the *Turnitin.com* reference database, solely for the purpose of detecting plagiarism of such papers.

B. Adding and/or Dropping Courses

After registration, students may adjust their schedules by adding or dropping courses upon receiving the necessary approvals. Schedule adjustment may be conducted on the web through MySlice registration. Please consult the Academic Calendar *www.syracuse.edu/ academics/calendars/* on Syracuse University's website for deadline dates for schedule adjustment. If you have missed the deadline for schedule adjustment, you must complete an add/drop form available from the Student Services Office or communicate with the Graduate Advisor. The signature of the instructor or the associate dean, as well as a school approval stamp, are required.

C. Auditing Courses

Students auditing courses are not responsible for fulfilling the academic requirements of the course, and, therefore, do not receive academic credit for audited courses. Students may audit courses with the approval of the appropriate department and subject to the restrictions made by the instructor. See the Graduate Catalog for transcript and tuition information on audited courses. The audit fee is 60 percent of tuition for the class. The University's registration policy prohibits students from attending, being evaluated, auditing, or otherwise participating in courses without being officially enrolled. Instructors may not allow students to attend classes and/or submit work unless they appear on the official class list or are attending with the instructor's approval for the purpose of making up an Incomplete (I) grade.

D. Grading and Student Standing

Students should refer to the syllabi for their classes in order to understand the grading policies of their instructors.

At the time of graduation, the minimum grade point average for graduate level courses taken at Syracuse University in a student's degree program is 3.0. In addition, a student must have a minimum of a 2.8 overall average for all graduate-level coursework taken at the University to earn a degree. After completing four courses at the University toward the M.S.L.I.S. degree, a student must maintain a 2.5 average on the 4.0 scale to remain matriculated in the program.

E. Incomplete Grades

An incomplete (I) may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. Illness or other exceptional circumstances are the usual basis for consideration.

To receive an incomplete, a student must complete the Request for Incomplete form before the instructor turns in grades for the semester. This form is a contract between the student and the faculty member, specifying the reasons for granting an incomplete and the conditions and time limit for removing it. An incomplete is calculated immediately as an F in the grade point average. When the specified coursework has been completed or the time limit has expired, the incomplete grade is replaced with a final grade awarded by the faculty member.

An M.S.L.I.S. student may have no more than two incomplete grades on his or her record at the time of registration unless a petition to allow registration has been approved by the associate dean. Incomplete grades, as mentioned in this handbook, are granted only when extenuating circumstances prevent the completion of a course. A student may graduate with incomplete grades on his or her transcript if those courses are not part of the M.S.L.I.S. program. However, incomplete grades are calculated as 0 points, equivalent to an F, which affects the overall grade point average.

F. Time to Degree

Students must complete their degree requirements for the M.S.L.I.S. within seven years of their first registration in the program. Any courses taken elsewhere and transferred in (transfer credits) must also be taken within those seven years.

G. Non-Matriculated Students

Non-matriculated students may register for no more than 6 credit hours of coursework before admission to the School. Students who have completed 6 hours of coursework and have not been formally admitted to the School of Information Studies will not be allowed to register for iSchool courses without special permission, by petition, from the associate dean for academic affairs' office. Graduates of master's degree programs from the school or similar programs may take courses for continuing education purposes beyond the 6-credit limit.

H. Maintaining Registration Status

If you plan to take a semester off for any reason, register for GRD 998, "Degree in Progress." Registration for GRD 998 is also required for access to campus resources such as the library and computing services.

I. International Students

TOEFL or IELTS scores are required for all international applicants. Applicants who are citizens from the following English-speaking countries are not required to submit TOEFL testing scores: Australia, Bahamas, Barbados, Canada, Fiji, Ghana, Ireland, Jamaica, New Zealand, Trinidad & Tobago, and the United Kingdom.

International students who have attended an accredited educational institution in the United States and graduated are not required to submit language assessments. Admission application reviewers may opt to accept a writing sample and interview in lieu of a language assessment exam.

The iSchool desires for the applicant to have a score of 100 for the TOEFL with no section less than 20 or an IELTS of 7.0 with no section less than 6.0. Occasionally, students who exhibit strong academic potential will be admitted with a condition. If the TOEFL score is between 90-99, then the student would be required to take an additional course, IST 679 Communications for Information Professionals; this course does not count towards degree requirements and is at no cost to the student. f the TOEFL is less than 90, then the applicant could be conditionally admitted to the English Language Institute and be required to complete level 4 prior to starting the academic program. This is at the expense of the student. All international students at the university who receive a TOEFL of less than 100 receive another language assessment test through the Slutzker Center for Informational Services *international.syr.edu/*. The outcome indicates the need for additional resources on campus including courses, discussion groups, and the services of the Writing Center.

J. Double Major/Dual Degrees

The School of Information Studies supports the Graduate School's 80percent rule. That is, in order to receive two master's degrees, the student must complete at least 80 percent of the total number of credits for each degree. However, no less than 30 credits of iSchool courses are required for the M.S.L.I.S. degree.

K. Updating Your Records

It is important to notify the Registrar's Office of any change to your records.

Address and phone number changes may be made through the web at *myslice.syr.edu*. Click on Registration Policies/Procedures box; updating your records. Select Address and Phone Number Changes. information can also be provided to the Registrar's Office, 106 Steele Hall, 315.443.2422.

Name changes may be made by presenting one of the following proofs of name change to the Registrar's Office: Certificate of Marriage, court order, new Social Security card (showing the new name), or driver's license (showing Social Security number and the new name).

Social Security Number changes may be made by presenting the Social Security card and SUID to the Registrar's Office.

L. Faith Tradition Observances

Syracuse University does not have non-instructional days for any religious holiday, and students must notify instructors by the end of the second week of classes when they will be observing their religious holiday(s). SU's religious observances policy, found at *supolicies.syr. edu/emp_ben/religious_observance.htm*, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes. Student deadlines are posted in My Slice under Student Services/Enrollment/My Religious Observances/Add a Notification.

M. Disability Services

Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. Syracuse University and the iSchool are committed to student success and to supporting Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act (1990). This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), *disabilityservices. syr.edu*, located at 804 University Ave., room 309, or call 315-443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue Accommodation Authorization Letters to students with documented disabilities as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

N. FERPA

The Family Educational Rights and Privacy Act (FERPA) sets forth requirements regarding the privacy of student records. FERPA governs both the access to, and release of, those records, known as education records, and the information they contain. Under FERPA, the University has a legal responsibility to protect the confidentiality of student records. For additional information about FERPA and Syracuse University's FERPA policy, see *registrar.syr.edu/faculty-staff/ferpa/*.

O. Orange Alert

Orange Alert, SU's crisis notification system, uses text messages, phone, and email alerts to provide rapid notification and instructions to members of the University community in the event of a critical incident in progress. Critical incidents could include an individual who is considered armed and dangerous, a widespread hazardous materials incident, an explosion, or any other event in which there is an immediate threat of physical harm or death to campus community members. We recognize that faculty may consider activated cell phones as an interruption to their class. However, the Department of Public Safety recommends that faculty members leave their cell phones on vibrate in order to receive text messages about a potential emergency situation. It is also recommended that faculty designate several class members to leave their cell phones on vibrate as well in order to receive updated notification in the event of a critical incident. ORANGE ALERT contact information for students, faculty, and staff is drawn from the MySlice online information system and, therefore, your contact information should be kept current.

To report an emergency, while on campus, please use the following:
• from a campus phone: 711
• from a non-campus or cell phone: 315.443.2224
• from a cell phone: (ATT or Verizon): #78
For complete details on emergency procedures, visit: *emergencyguide.syr.edu/*.

P. Verification of Medical Condition

Excuses for class absences for medical reasons will be given only if such absences are advised by a health care provider at the SU Health Center, based on clinical findings and prescribed treatment recommendations. Excuse notes will not be given solely to confirm a visit to the Health Center. For complete details on excuse notes, visit: *health.syr.edu/resources/forms.html*.

VIII. CHECKLIST OF FORMS AND PROCEDURES

_____ attend the M.S.L.I.S. general advising meeting(s)

_____ if you wish to apply for the school's financial aid, financial aid requests must be filed by the deadline each semester. Deadlines are announced and posted.

_____ file diploma request card by the deadline, during the semester you plan to graduate.

_____ file signed Program of Study form by the deadline, during the semester you plan to graduate. *ischool.syr.edu/academics/advising/advising-forms/*

_____ attend the School of Information Studies Convocation in May (for all graduates from the previous December, May, June, and August).

THE
iSCHOOL