Program Change Request

New Program Proposal

Date Submitted: 03/09/20 3:49 pm

Viewing: Campus Program

Parent Plan: MAJ

Last edit: 03/23/20 2:07 pm

Changes proposed by: wiessinger

Name of the school or college academic planner who you consulted with on this proposal.

Name

Elaine M Klein - L&S

Proposal Abstract/Summary:

This is the request for Campus Program named option associated with the request to create a new master’s level graduate program, "MS-Information," with two named options ("campus option" and "online option") to be administratively housed in the Information School (iSchool) within the division called the School of Computer, Data & Information Sciences (CDIS) within the College of Letters and Sciences. This program provide master’s level training for adult students seeking entry into a data/information management and some applied computing professions without a baccalaureate degree in the related fields. The program reflects the mission of CDIS to extend access to computing and data related knowledge to a broader array of students at UW-Madison and to the citizens of state. The MS Information will complement the iSchool’s current program array, which includes capstone certificate programs for adult learners in this area, and a long-standing American Library Association accredited Master’s program in Library and Information Studies.

3/23/20 - Grievance policy added and admissions information edited by Grad School

Basic Information

Type of Program: Named Option

Parent Program: MAJ

Parent Audience: Graduate or professional

Parent Home: Information School (I SCHOOL)

Department: College of Letters and Science

School/College:

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?
Parent is in the Graduate School: Yes

SIS Code: 

SIS Description: 

Transcript Title: Campus Program 

Named Options: Sub Plan 1107: No Title Found Sub Plan 1108: No Title Found 

Does the parent program offer this as an additional major as well? No 

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes. 

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Kim, Kyung-Sun</td>
<td><a href="mailto:kMSGunkim@wisc.edu">kMSGunkim@wisc.edu</a></td>
<td>608/263-2900</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Eschenfelder, Kristin</td>
<td><a href="mailto:eschenfelder@wisc.edu">eschenfelder@wisc.edu</a></td>
<td>608/263-2105</td>
<td>Director</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Wiessinger, Nicole</td>
<td><a href="mailto:wiessinger@wisc.edu">wiessinger@wisc.edu</a></td>
<td>608/263-2963</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
<td>608/265-8484</td>
<td>Associate Dean for Academic Planning</td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal. 

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Sciences (COMP SCI)</td>
</tr>
<tr>
<td>Statistics (STATISTICS)</td>
</tr>
<tr>
<td>College of Engineering (ENGINEERG)</td>
</tr>
<tr>
<td>School of Business (BUSINESS)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes

Mode of Delivery: Face-to-Face (majority face-to-face courses)
Will this program be part of a consortial or collaborative arrangement with another college or university? No
Will instruction take place at a location geographically separate from UW-Madison? No
Parent has outside accreditation: No
Graduates of parent program seek licensure or certification after graduation: No

First term of student enrollment: Fall 2021 (1222)
When will the application for the first term of enrollment open? Fall 2020 (1204)
Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Application Deadline MM/DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>03/01</td>
</tr>
</tbody>
</table>

Year of three year check-in to GFEC (3 years after first student enrollment):
2025

Year of first program review (5 years after first student enrollment):
2027

If this proposal is approved, describe the implementation plan and timeline.

With the aim of admitting our first cohort of students in Fall 2021:
- We will immediately begin marketing for the degree program in consultation with Division of Continuing Studies as soon as permitted by Academic Planning.
- Personnel: We will hire personnel to teach in and administer the program in the 2020/21 academic year.
- Orientation Planning: Planning for welcoming and orienting the fall 2021 cohort will begin in summer/fall 2020.
- Advising Planning: Training materials to prepare faculty and staff to advise new MS students will be prepared in winter 2020/2021 Faculty and staff will be trained during the fall and spring 2021 plenary meetings.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

The Campus Program named option will be the preferred option for students who are looking to enter the program in a full-time capacity and that prefer to take the majority of their coursework face-to-face. While this option provides the same curricular avenues for students to meet all stated learning goals for the major, there are additional courses students in this option will have the opportunity to take if so desired, as they are currently not offered in an online format.

Why is the program being proposed? What is its purpose?

In fall 2018, the University of Wisconsin—Madison began work on bringing Computer Sciences, Statistics, and the iSchool closer together administratively in order to "bring computing and key related disciplines closer... to encourage collaboration and expand teaching and research activities," and in September 2019 the School of Computer, Data and Information Sciences (CDIS) was formed which includes the departments of Computer Sciences, Statistics and the Information School. One goal of the CDIS is to extend access to computing and data related educational opportunities across the UW-Madison campus and to the citizens of Wisconsin more broadly. Many aspects of today's society demand more data/information literate citizenry and workforce. Technical skills are needed, but we also need to ensure critical thinking skills to ensure that new computer-based systems, which we increasingly depend on, reflect societal values like privacy, fairness, transparency. The MS Information degree will give students the opportunity to obtain the technical skills needed to understand the computer-based systems underlying contemporary life, and the critical thinking skills needed to assess, critique and when necessary insist on change to those systems. The MS Information degree is aimed at adult career changers, specifically those seeking an entryway into a data/information/computing professions without a prior computing-related bachelors degree.

Do current students need or want the program? Provide evidence.

The admissions team at the iSchool reports a high level of interest in this degree from prospective students. We already have future applicants on stand-by waiting for the proposed program to move forward. Further the MS degree will help the iSchool grow its international student population, which is currently low compared to iSchool peers. The admissions coordinator reports that international applicants regularly turn down offers of admission to the iSchool because of the lack of an MS degree, which is seen as more attractive. the iSchool plans to increase its international student population to be comparable to peer programs.
Division of Continuing Studies at UW-Madison facilitated a Burning Glass Insight Job Posting Analysis for the MS Information in June of 2018 and overall reports that the MS Information had a high number of relevant job postings with the highest demand on the west and east coasts, but with good demand in the Midwest including Michigan, Minnesota, Illinois, Ohio and also Wisconsin.

Bureau of Labor Statistics show an expected salary increase for people using a graduate degree to move into the information technology and analytics fields from prior careers (our target audience). Academic field statistics reported to the Associate for Library Science Education (ALISE) show that peer programs at state universities have strong enrollments showing healthy student demand reflecting the employment forecasts.

Below we provide more information on each of the planned concentration areas of the MS Information and target employment categories for each area:

User Experience Design/Interaction Design: While Human Computer Interaction and User Experience Design are not categories in the Bureau of Labor Statistics Occupational Handbook, similar job titles that require a mix of IT skills with strong understandings of human behavior, organizational factors and design, have above average projected job growth (e.g., Web Designer 27% growth, Systems Analysts 21% growth). The 2018 Burning Glass report suggest 18.8% job growth for software developers (related to UX) and 20.9% growth for computer systems analysts. A 2017 Educational Advisory Board consulting report obtained via Division of Continuing Studies suggests students with this concentration can obtain employment with titles like “User Interface Designer” “Interaction Designer” “Computer Systems Analyst” and those students taking more courses in partnership with Computer Science could obtain jobs as “Software Developers.” The User Experience Professionals Association (UXPA) 2016 jobs survey found average national salaries of $98,000 with average starting salaries of just over $60,000.

Data Management & Analytics for Information Professionals: An Educational Advisory Board consulting report obtained via Continuing Studies found that occupations related to analytics and data analysis are expected to grow faster than the average of all occupations in the United States. For example, market research analysis positions are expected to increase by 32% by 2022. Bureau of Labor Statistics reports that Management Analyst positions will rise by 9%. DCS interviews with employers emphasized the need for employees with applied research skills such as “using statistics in a business setting” and “understanding if data are credible” and data communications skills such as information visualization and how to “persuade and influence” using data. Indeed.com reports the average salary for a data analyst nationally as $69,653. This concentration also aims to create specialists in managing large amounts of data, and processing and manipulating that data to make organizational decisions and generate new products and services. Other terms associated with this concentration include knowledge management and information/data security and data governance. This is a new employment area that is not well represented by traditional employment categories, but organizations of all types increasingly rely on effective storage and retrieval of data and information to make decisions. BLS does not list data management or governance as a tracked job, but Glassdoor lists related job titles such as “chief data officer, data management, enterprise data architect, data modeler, database marketing, business analyst, data analyst, data architect” working primarily in health care, insurance, and the financial industries. Indeed.com reports an average salary for data analysts of $69,000. Data architects, a position requiring more database skills that the MS Information would provide, earn an average of $122,000.

Information Science: (embedded in core courses) The information science concentration creates specialists in the computational processing of textual information through tools such as text and web mining, textual data visualization, natural language processing and basic machine learning. This is an employment area that is not well represented by traditional employment categories, but organizations of many types need text mining skills. Graduates could work in the technology and analysis units of organizations that seek to identify and explore patterns in and among texts. Many software companies, government agencies and research organizations...
seek experts who can develop and run analysis to discover relationships between texts, automatically detect text topics, text parts or text subjectivity, automatically produce synthesis of large texts, and generate network analysis of relationships between texts.

Human and Organizational Factors in Data and Information Security and Privacy (future area of growth): Educational Advisory Board consulting reports show high demand for master’s level job postings in information and data security both regionally and nationally. The proposed collaboration with the Business School would not contain the advanced technical coursework needed to qualify as a “Cybersecurity” MS, but it would produce information professionals who are literate about computer security issues and have expertise in the human factors, data/information governance and policy/legal aspects of information/data security and these skills are in high demand. Technology companies, higher educational institutions, government agencies, NGOs are currently dealing with policy and ethical issues related to collection and use of information and data beyond merely securing data they already have. The 2018 Burning Glass report suggests a 20.9% growth in positions of “information security analysts.” We anticipate producing students who can address these broader concerns.

What gap in the program array is it intended to fill?

The proposed program is complementary to several existing programs on the UW-Madison campus. It will share coursework with some of them: (a) the professional masters in Computer Sciences, and (b) the MS-Statistics Data Science Option (c) the MS Design + Innovation from Engineering and (d) the MS Business Analytics.

The MS Information will complement the Computer Sciences Professional Masters (PMP) and it will share courses with CS to promote curricular efficiencies. The MS information is different in that it would include more coursework in the areas of management, policy/ethics, human dimensions of computer systems. The MS Information requires a lower level of technical proficiency prior to admission, take a greater concentration of technical courses, and take more advanced technical courses. The technical coursework for the MS in Information would include more entry-level technology courses than the CS PMP; for example, the iSchool would count entry-level programming courses toward the MS Information degree, while the CS PMP would not. The program draws a different set of students. The CS PMP is more purely technical in nature and prepares students for jobs that require a high level of knowledge of computer hardware, programming and computational theories (e.g., programmer, software developer). The MS Information mixes more introductory and applied technology courses with preparation in ethics and human aspects of computing.

The MS Information will draw on CS coursework in basic programming, HCI and basic computer security. No CS coursework is required for the MS Information degree.

Statistics – MS Statistics Data Science Option: The proposed MS Information differs from the MS Statistics Data Science option in that the Statistics MS has a much stronger statistical and computational perspective. The MS Statistics Data Science has numerous math and statistics prerequisites, while the MS Information has none. The MS Statistics Data Science will produce data scientists while the MS Information aims to produce data savvy information professionals. The MS Information approaches data management from a much more managerial, policy and social impacts perspective. The MS Information degree would focus on issues related to planning data management at an organizational level, data organization and access issues, auditing and evaluation of data practices, and data policy and ethics issues and would cover only introductory statistical and data mining concepts to support creating data-savvy managers. Statistics has already approved the three Information School courses that would compromise the statistical component of courses possible in the MS Information. The two programs will share a course in Data Science Ethics.

Engineering/Design Innovation: The iSchool is part of the steering committee for the proposed MS Design + Innovation and will share coursework in the areas of user experience/interaction design and information visualization. This cooperative relationship between the MS D+I and MS Information allows efficient sharing of courses while also giving students the choice of a more general information/data management degree. The MS Information will differ from planned MS Design Innovation degrees in that it will offer an online option, offer part time options for working adults, include concentrations not covered by the MS Design Innovation (information and data, management/data governance, analytics for decision making), include
information/data ethics and values concepts not covered by the MS Design Innovation, and prepare students for careers in managing data and information rather than careers in design. The MS Design Innovation is more focused on careers in design: design engineers, design entrepreneurs, business model and supply chain designers.

Business School MS Business Analytics (proposed): The iSchool and the Business School and the are planning to share curriculum between the MS Information and a proposed MS Business:Business Analytics. The iSchool and School of Business plan to share coursework in the Analytics and Data Risk and Surveillance areas. This cooperative relationship between the proposed MS Business Analytics and MS Information allows efficient sharing of courses while also giving students the choices about pathways to obtain knowledge in the applied analytics and risk/data security areas. The MS Information will differ from planned Business School degrees in that: (a) it will offer an online degree option, (b) it will include concentrations in the areas not covered by School of Business such as user experience/interaction design, civic technologies, and data governance and information management (e) aims at an audience of adult career changers rather than the MS Business Analytics audience of UW-Madison undergraduate students from business and other quantitative non-business fields (e.g., statistics, economics, computer science), who wish to stay in Madison to pursue 5th year master’s degree.

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**Faculty and Staff Resources**

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eschenfelder, Kristin</td>
<td>Information School (I SCHOOL)</td>
<td>Associate Director, School of Computer, Data &amp; Information Sciences</td>
</tr>
<tr>
<td>Kim, Kyung-Sun</td>
<td>Information School (I SCHOOL)</td>
<td>Professor, Director</td>
</tr>
<tr>
<td>Smith, Catherine</td>
<td>Information School (I SCHOOL)</td>
<td>Professor</td>
</tr>
<tr>
<td>Rubel, Alan</td>
<td>Information School (I SCHOOL)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Salo, Dorothea</td>
<td>Information School (I SCHOOL)</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Hendricks Cobb, Tanya</td>
<td>Information School (I SCHOOL)</td>
<td>Student Services Coordinator</td>
</tr>
<tr>
<td>Greiber, Jenny</td>
<td>Information School (I SCHOOL)</td>
<td>Certificates Coordinator</td>
</tr>
<tr>
<td>Wiessinger, Nicole</td>
<td>Information School (I SCHOOL)</td>
<td>Associate Director</td>
</tr>
</tbody>
</table>

What resources are available to support faculty, staff, labs, equipment, etc.?

The Information School has an existing departmental space that includes faculty and administrative offices, meeting rooms, computer labs, usability labs, and social spaces. The Information School is well supported with IT through the HC White IT Cooperative. The Information School has a strategic partnerships with other units on campus that will augment the program including: (a) partnerships with Computer Science and Statistics through the School of Computer, Data & Information Science collaborations (b) strong relationships with UW-Madison offices that will facilitate student internships including the Cybersecurity Office, User Experience office in the Division of Information Technology, and campus data management offices (c) an strong existing internship program that regularly places students in information agencies in the state and region.

Program advisor(s) with title and departmental affiliation(s).

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hendricks Cobb, Tanya</td>
<td>Information School (I SCHOOL)</td>
<td>Student Services Coordinator</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

The Information School has a strong existing student services infrastructure with 2 total 100% FTE positions supporting the MA Library and Information Studies program and the capstone certificate programs in User Experience and Analytics for Decision Making. The budget proposal for the MS information includes a plan to add 1 FTE in the student services area in 2020 to
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

### Resources, Budget, and Finance

**Is this a revenue program?**  Yes

**What is the tuition structure for this program?**

- Market-based tuition - separate proposal to be submitted

**Select a tuition increment:**

- $1,100/credit

**What is the rationale for selecting this tuition increment?**

- Market analysis of peer programs. Students’ expected salaries upon completion of the program. Coverage of program costs.

Upload the proposal for market based tuition:

Provide a summary business plan.

See attached 10 year budget plan for detailed information. The below is based on year 4 of the plan (2023):

- total credits produced: 1730
- tuition per credit: $1100
- gross tuition revenue: 1,903,000
- tuition revenue - discounts (scholarships): $1,712,700
- campus share: $171,270
- college share: $393,921
- instructional costs: $484,885
- support costs: $254,065
- program development costs: $23,477
- marketing costs: $123,500
- department revenue: $85,604

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

As a non pooled program, all program costs will be covered by program revenue. The 10 year budget plans shows that all program costs will be covered by enrollment by the 4th year of the program if student recruitment targets are met.

**What is the marketing plan?**

Marketing efforts will be led by the Division of Continuing Studies Integrated Marketing & Communications (IMC) team in collaboration with program directors. IMC will develop a comprehensive learner-centric marketing strategy to build awareness of the program and generate leads.

Specific digital marketing efforts employed will likely include paid search (Google AdWords), paid social (Instagram, Snapchat) and digital display web banners. Email marketing will also be utilized by targeting specific undergrad majors and alumni as well as targeted paid lists such as GRE. Dedicated landing page(s) will be built using lead conversion best practices. The Information School will develop a marketing plan in consultation with the Division of Continuing Studies. This plan will include the following elements:

- * website on regular iSchool webpage
- * website on the Advance Your Career Adult Learners page
- * social media based advertising (Google, LinkedIn)
- * outreach to likely candidate universities in India, China
Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Information through one of the named options:
Campus Program [REGISTRAR INSERT LINK]
Online Program [REGISTRAR INSERT LINK]
Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/
Last Approved: Oct 16, 2019 6:46pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program’s website. Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements of the Graduate School as well as the program(s). Once you have researched the graduate program(s) you are interested in, apply online.

Graduate Admissions Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>March 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (<a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a>).</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
<td>3</td>
</tr>
</tbody>
</table>

The MS Information admits students to its on campus and online master’s programs once a year for a start in the fall semester. Fall admissions deadlines are as follows:

- The deadline for full consideration for iSchool MS Information scholarships is February 15.
- The deadline for full consideration for admission is March 1.
- Applications submitted after March 1 are considered on a space available basis.
- The UW Madison Graduate School requires a bachelor’s degree from a regionally accredited U.S. institution, or a comparable degree from an international institution. A minimum undergraduate grade-point average (GPA) of 3.00 (on a 4.00 scale) in the last 60 earned credit hours is required.
- Application evaluation criteria include academic abilities, professional promise, leadership and community engagement. An undergraduate program that includes breadth in liberal arts and sciences is required. Any major is acceptable. Prior work experience related to information and computing professions is useful, but is not required. The GRE is not required.
- International students: TOEFL or equivalent scores are required if English is not the native language, or if the undergraduate instruction was not in English. The Information School follows UW Graduate School rules regarding English proficiency exams. See the Graduate School website for updated information.

Describe plans for recruiting students to this program.

Recruitment will be coordinated with the above described marketing plan.

Early stage: Recruitment will be led by the Information School student services team. Interested students are invited to make an appointment to talk with student services staff or visit the school. If possible, they...
are encouraged to attend a class during their visit. The program will hold annual web conference based recruiting information sessions in the fall to increase the geographical range of recruiting. iSchool student services also connects interested students to current student and alumni volunteers who are willing to discuss their experiences at the program and their career progression.

Middle: The student records manager tracks all partially completed applications and sends email reminders to applicants to complete their applications before key deadlines. The iSchool recently revamped its application process to speed up production of acceptance notices. Negotiation with accepted students for scholarship money begins at this time. Faculty volunteer to send encouraging emails to accepted students in their specialization areas. All admitted students are invited to subscribe to a new students blog that provides ongoing information for incoming students.

Post acceptance: In the period after acceptance but before starting the program, all admitted students are added to an incoming students blog. Student services regularly posts information about the program, the city of Madison, relevant part-time jobs for students, financial aid and other material on this blog. The Director and student services coordinator hold an online advising session mid-summer before students enroll for fall courses to answer questions.

Orientation: the iSchool holds orientations for both its online programs (early August) and its campus programs (late August) to prepare students for academic success by introducing them to department and campus resources as well as connecting them to relevant social and support groups. The online MS Information students will have a separate online orientation combining synchronous and asynchronous elements to ensure they are familiar with online educational tools and available campus resources such as the library and the Writing Center.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>20</td>
</tr>
<tr>
<td>Year 2</td>
<td>35</td>
</tr>
<tr>
<td>Year 3</td>
<td>45</td>
</tr>
<tr>
<td>Year 4</td>
<td>50</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources: 25

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: Oct 25, 2018 11:29am

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

MAJOR Requirements

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
</tbody>
</table>
Minimum Residence Credit: 16 credits

Minimum Graduate Coursework: Half of degree coursework (15 credits out of 30 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (https://registrar.wisc.edu/course-guide/).

Overall Graduate GPA: 3.00 GPA required.

Other Grade Requirements: Within the student's total program, one grade of BC or C is allowable in either a required or elective course if it is balanced by a grade of A or AB earned either prior to or concurrently with the unsatisfactory grade. Students receiving a BC or C move into probationary status. A second grade of BC or C or any grade of D or F will normally result in the student being dropped from the program. In addition, a student's graduate-program cumulative grade point average must be maintained at 3.00 or above.

Assessments and Examinations: No formal examination is required.

Language Requirements: None.

**Required courses**

Select a Named Option for courses required.

**Named Options**

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Master of Science in Information must select one of the following named options:

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

**Mode of Instruction**

Mode of Instruction

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
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<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**CURRICULAR REQUIREMENTS**

Requirements: Detail

Minimum Credit Requirement: 30 credits

Minimum Residence Credit: 16 credits

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Assessments and Examinations: No formal examination is required.

Language Requirements: None.

**Required COURSES**

Course List

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Total credits required: 30

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 615</td>
<td>Systems Analysis and Project Management for Information Professionals</td>
<td>3</td>
</tr>
<tr>
<td>LIS 751</td>
<td>Database Design for Information Professionals</td>
<td>3</td>
</tr>
<tr>
<td>LIS/COM ARTS 705</td>
<td>Introductory Analytics for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>LIS/CURRIC 620</td>
<td>Field Project</td>
<td>3</td>
</tr>
<tr>
<td>LIS 732</td>
<td>Strategic Information Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Breadth Requirement in Ethics

All students must complete at least three credits in ethics from the list below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 461</td>
<td>Data and Algorithms: Ethics and Policy (recommended)</td>
<td>3</td>
</tr>
<tr>
<td>LIS 661</td>
<td>Information Ethics and Policy</td>
<td></td>
</tr>
</tbody>
</table>

Concentrations

At least 9 credits must be taken from among the following approved courses organized by concentration area. Students may mix and match approved courses from across the two different areas.

### Concentration Area: User Experience/Interaction Design

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS/COMP SCI 611</td>
<td>User Experience Design 1</td>
<td></td>
</tr>
<tr>
<td>LIS/COMP SCI 612</td>
<td>User Experience Design 2</td>
<td></td>
</tr>
<tr>
<td>LIS/COMP SCI 613</td>
<td>User Experience Design 3</td>
<td></td>
</tr>
<tr>
<td>LIS/COMP SCI 614</td>
<td>User Experience Design Capstone</td>
<td></td>
</tr>
</tbody>
</table>

### Concentration Area: Analytics and Data Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 706</td>
<td>Data Mining Planning and Management</td>
<td></td>
</tr>
<tr>
<td>LIS 707</td>
<td>Data Visualization and Communication for Decision Making</td>
<td></td>
</tr>
<tr>
<td>LIS 711</td>
<td>Data Management for Information Professionals</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Up to 3 credits of electives may be taken from the below approved list.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI 319</td>
<td>Data Programming I for Research</td>
<td>0-3</td>
</tr>
<tr>
<td>COMP SCI 570</td>
<td>Introduction to Human-Computer Interaction</td>
<td></td>
</tr>
<tr>
<td>LIS 444</td>
<td>Africa + The Internet: An Introduction to Digital Life on the Continent</td>
<td></td>
</tr>
<tr>
<td>LIS/LEGAL ST 460</td>
<td>Surveillance, Privacy, and Police Powers</td>
<td></td>
</tr>
<tr>
<td>LIS 500</td>
<td>Code and Power</td>
<td></td>
</tr>
<tr>
<td>LIS 510</td>
<td>Information Security and Privacy</td>
<td></td>
</tr>
<tr>
<td>LIS/NURSING/OCC THER 517</td>
<td>Digital Health: Information and Technologies Supporting Consumers and Patients</td>
<td></td>
</tr>
<tr>
<td>LIS 616</td>
<td>Digital Records Management and Information Governance</td>
<td></td>
</tr>
<tr>
<td>LIS 632</td>
<td>Metadata Standards and XML</td>
<td></td>
</tr>
<tr>
<td>LIS 646</td>
<td>Intellectual Freedom</td>
<td></td>
</tr>
<tr>
<td>LIS 646</td>
<td>Introduction to Info Architecture and Interaction Design for the Web</td>
<td></td>
</tr>
<tr>
<td>LIS 658</td>
<td>Publishing, Knowledge Institutions and Society: E-Revolutions?</td>
<td></td>
</tr>
<tr>
<td>LIS/LEGAL ST 663</td>
<td>Introduction to Cyberlaw</td>
<td></td>
</tr>
<tr>
<td>I SY E/PSYCH 349</td>
<td>Introduction to Human Factors</td>
<td></td>
</tr>
<tr>
<td>I SY E 352</td>
<td>Human Factors Engineering Design and Evaluation</td>
<td></td>
</tr>
<tr>
<td>DS 341</td>
<td>Design Thinking for Transformation</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 30

1 These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

Contingent on advisor approval, up to 3 credits of coursework from outside the MS Information approved course list can be taken from other UW-Madison departments while the student is matriculated in the MS Information program.

**MA Library and Information Studies Transfers**

The program would accept up to 10 credits (1 semester) from students who begin the MA program but then seek to change to the MS Information program. Courses from outside the MS Information approved course list are subject to approval by the advisor and must not exceed the 9 elective credits allowed within the program. Students switching between the MS Information degree and the MA Library and Information Studies degree must switch by the end of their first semester (for part-time students = 10 credits). Students moving from a lower cost program to the MS program will be required to pay the difference in tuition in order to have the courses count toward the MS degree. In the case of a move from a higher to a lower cost program, the difference in tuition will not be refunded.

Total credits required: 30

Parent Plan Graduate Policies

**Students should refer to one of the named options for policy information:**

Campus Program [REGISTRAR INSERT LINK]
Online Program [REGISTRAR INSERT LINK]
Graduate School Policies

The Graduate School's Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

Named Option-Specific Policies

**PRIOR COURSEWORK**

**Graduate Work from Other Institutions**

The program will not accept credits taken outside of UW-Madison to be used toward the degree.

**UW–Madison Undergraduate**

The program will allow up to 3 credits of approved MS Information or computer science coursework taken as an undergraduate to be counted toward the degree. The coursework must be from the approved MS curriculum, or approved by an Information School advisor.

**UW-Madison University Special**

The program will accept up to 10 credits from the iSchool capstone certificate in Digital User Experience Design (UX) or Analytics for Decision Making Capstone Certificate programs, if those credits were earned within 5 years of admission to the MS degree. All credits must be part of the UX or Analytics certificates.

In cases where students move from a lower cost program to the MS program, students will be required to pay the difference in tuition in order to have the lower cost earned credits count toward the MS degree.

The program will allow a maximum of 3 LIS credits from the approved MS Information course list, to be completed as a non-matriculated special student before entry into the program. Special students entering the MS Information must pay the tuition differential on the 3 credits in order for the course to count toward their MS Information degree requirements.

**PROBATION**

Registration is not a guarantee of enrollment under conditions of unsatisfactory progress. Students who fall into unsatisfactory progress will have an academic hold placed on their record; they should discuss clearing the hold with their adviser.

Good standing: progressing according to standards.

Probation: not progressing according to standards but permitted to enroll; potential loss of scholarships.

Unsatisfactory progress: not progressing according to standards; not permitted to enroll, dismissal, leave of absence.

A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion. In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their advisor. See iSchool Student Handbook.

**ADVISOR / COMMITTEE**

All continuing students are required to meet with the staff advisor prior to registering for each semester in order to remove registration holds and ensure timely progress towards degree completion. Students may switch advisors at any time by completing a change of advisor form.

**CREDITS PER TERM ALLOWED**

15 credits (however, 12 credits are highly encouraged)

**Time Constraints**

The maximum period for completion of the M.S. (under special circumstances) is seven calendar years. Contact the department for more information.

Master’s degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

**Grievances and Appeals**

Approved Shared Content from /shared/graduate-school-grievance-policy/

Grievance policy - shared content

Approved Shared Content from /shared/letters-science-grievance-policy/

Students should contact the department chair or program director with questions about grievances.
Other

MS Information program students are not permitted to accept appointments that would result in a tuition waiver (TA, RA, PA). Also, students in this program cannot enroll in other graduate programs, nor take courses outside the prescribed curriculum without permission of the advisor.

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The maximum period for completion of the M.S. (under special circumstances) is seven calendar years.

Contact the department for more information.

Master’s degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

Integrate concepts from information/data management, digital technologies and human behavioral and cultural practices to help solve organizational, community or social challenges
Use legal or ethical principles to critique data and information management practices
Apply principles of information science to organizational data and information management endeavors
Use quantitative analysis methodologies and tools to inform decision making
Demonstrate professional communications, teamwork, and awareness of culture competencies

Summarize the assessment plan.

Assessment plan for both named options: campus and online
a. How the program will continuously assess (using both direct and indirect assessment measures) the extent to which the learning outcomes are accomplished. The program will use both indirect and direct measures. the indirect measures will include an annual survey of upcoming graduates to assess the degree to which they perceive they have acquired knowledge and competencies represented in the PLOs. One direct measure will be a report from internship supervisors. assessing the students skills and competencies. Another direct measure will be a rotating review of required course assignments that demonstrate obtainment of PLOs. The review will be done by the iSchool assessment committee.

b. Describe the processes that will be in place to make use of assessment evidence to improve the quality of the program.

Each year the program director will produce a program assessment report. The faculty will discuss the report at the annual faculty retreat and suggest program changes and delegate issues to relevant iSchool committees such as the curriculum committee or the online education and student support committee.