UA LITTLE ROCK

Donaghey College of Science, Technology, Engineering and Mathematics

ADVISING GUIDE FOR THE BS IN INFORMATION SCIENCE

2024 - 2025

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THE IMPORTANCE OF ADVISING

Academic advising is very important to our students' success. With the help of regular meetings with your academic advisers, you can accomplish the following:

- Strategically enroll in college courses/programs/opportunities that will advance your academic and career interests.
- Maintain compliance with financial aid, scholarship, and other student regulations (e.g., student visa requirements impacting international students).
- Ensure you are getting full credit for any past coursework or experiential learning experiences.
- Complete your degree plan so you can graduate as quickly as possible.
- Complete your degree plan so you can graduate as inexpensively as possible.
- Receive counseling on making a successful transition from college to the job market.

ADVISORS FOR THE BS IN INFORMATION SCIENCE

Career Mentors: It is very important that Information Science students start thinking about their careers goals as early as possible. Career mentors can help guide students to make sure that they are taking the right courses and participating in the extracurricular experiences that will help students make a smooth, efficient, and successful transition between college and the workplace. All Information Science students have access to the following Department Faculty for their career check-ups each semester. These faculty will be reaching out to students every Fall and Spring to provide class schedule recommendations and to talk to students about their career plans.

Mr. Bruce Bauer, MS	Elizabeth Pierce, Ph.D.
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ADVISING TOOLS FOR STUDENTS

Students will find these advising tools invaluable for managing their degree plans.

- BOSS – BOSS (https://boss.ualr.edu) is a web management system used by faculty, staff, and students at UA Little Rock to manage their user names and passwords, view their academic information, register for classes, pay for tuition, update their address/phone, and much more. For training on how to use BOSS, check out:
  - Using Boss - https://ualr.edu/international/files/2014/09/How-to-Use-BOSS.pdf
  - Get Registered - https://ualr.edu/records/get-registered/

  Note: You can only use BOSS to drop/add courses through the first week of the semester. After that, you must work with Student Records to manually add a class (this option is available the second week of the semester) or to manually drop a class (this option is available during the first half of the semester - https://ualr.edu/records/2511-2/).

- Schedule Planner – This is an alternative way to register for classes that students may find easier to use than the regular BOSS registration menu screens. For tips on how to use Schedule Planner, use this link: https://ualr.edu/records/files/2019/04/Planner-Handout-WEB-2.pdf.

- Degree Works – This tool is a web-based academic advising and degree audit tools that helps students and their advisors to track the courses/requirements completed towards a student's degree plan. You can find more information about this tool using this link: https://ualr.edu/records/degreeworks/.

- The UA Little Rock Undergraduate catalog contains a wealth of information about the academic policies and degrees available. Visit https://catalog.ualr.edu/ to see this online publication.

- Need to quickly preview what courses are being offered for an upcoming semester? – Check out https://a.ualr.edu/classes/ to search for courses by subject area.

ADVISING SCHEDULES

There are several important calendars that students should check each semester to get the latest important dates.

- BS in Information Science Advising Schedule – Advisors from our program typically contact students during the month of October for Spring registration and then again in March for Summer/Fall Registration. Students must be advised prior to registration. Students will find that until they get advised, there is an advising flag (hold) that will prevent registration. Students should check their emails periodically for advising alerts.

  Our Information Science Advisors are available for appointments in person, via the phone/video chat, or via email correspondence to ensure that each student has their degree plan up to date along with a list of recommended classes to take for the upcoming semester. Once students have been advised, the Advisor will take care of releasing the student's advising flag so they can sign up for classes once registration begins.

- Registration Schedule – It is important for students to register for courses as soon as possible to ensure they have the best selection of courses from which to choose. The UA Little Rock Academic Calendar (https://ualr.edu/records/calendar/) has all the important dates that students should be aware of for each semester (including drop/withdrawal, and tuition refund dates).

- Graduation Schedule – Be sure to go into BOSS at the start of your final semester at UA Little Rock to apply for Graduation (https://ualr.edu/records/apply-to-graduate/). For more about the Commencement process, check out https://ualr.edu/commencement/. Remember to graduate with your BS in Information Science, you need to satisfy the following requirements.

  o You must complete a minimum of 120 credit hours of which 30 hours must be in residence (i.e., taken at UA Little Rock) and 45 hours must be upper-level (3000 level or above). At least 15 upper-level hours must be completed at UA Little Rock.

  o You must achieve at least a minimum of a 2.0 cumulative grade point on all work attempted at the university as well as a minimum of a 2.0 cumulative grade point on all work attempted in the academic major.

  o A core curriculum which must include a 3-hour course in U.S. History or U.S. Government and a 3-hour course in College Algebra, College Math, or higher level math course. See https://ualr.edu/assessment/general-education-core/ which also provides information on satisfying the Core from another institution.

  o You must complete the Degree Plan for the BS in Information Science major.

YOUR DEGREE PLAN

The BS in Information Science Degree is displayed on the next page.
- Our major courses that are typically offered in the Fall are displayed in **Orange**.
- Our major course that are typically offered in the Spring are displayed in **Green**.
- Courses that are typically available Fall, Spring, and Summer are displayed in **Black**.
- Students can choose their upper level electives with their Advisor's permission from across the UA Little Rock Catalog in order to satisfy their academic and career interests. In particular, students can find a variety of interesting electives from IFSC, CPSC, IFAS, BINS, CRJU, and RHET that are technology-related.

Name:

ID Number:

Major: Information Science

☐ Minor or ☐ Second Major:

Catalog used: _____ **Date prepared:**

Total Earned Hours	Hours Remaining
Earned hours	Core Curriculum
Deduct Developmental hours	Major
Total Earned Hours	Minor/2nd Major
Includes Upper-Level Hours	Electives
Hours completed through:	Total Remaining
(Semester & Year)	Includes Upper-Level Hours

Minimum hours required: 120 total to include 45 upper level. Excludes developmental hours.

Major GPA above 2.00?: * Minor GPA above 2.00?:**

Grade point average at UALR:

Minimum GPA required: 2.00 overall, 2.00 major, and 2.00 minor.

Comments:

Standard Core Requirements (21 hours)
☐ RHET 1311 Composition I
☐ RHET 1312 Composition II
☐ Select one from Fine Arts List
☐ Select one from Humanities List
☐ Select one from World Civilization List
☐ Select one from US Traditions List
☐ Select one from Social Science List

CSTEM College Core Requirements (14 min hours)
☐ Pre-Calculus – MATH 1302 or MATH 1303 or MATH 1401
☐ 8 Credits of Science from Core List
☐ ACOM 1300 Intro to Communications

Total hours remaining for completion of core

_____   _____
Student   Date

_____   _____
Major Dept. Chair   Date

_____   _____
Minor or 2nd Major Chair   Date

_____   _____
Dean   Date

OTHER MATH REQUIREMENTS (9-10)
☐ MATH 1451 or MATH 1342 (C or Better)
☐ MATH 2310 Discrete Math
☐ STAT 3352 Applied Statistics I or other approved Statistics course like PSYC 3335, PSYC 3435, ECON 2310, or STAT 2350.

MAJOR REQUIREMENTS (39)
☐ IFSC 1202 Intro to Object Oriented Technology
☐ IFSC 1105 FYE for Computing Majors
☐ IFSC/CPSC 1310 Web Technologies
☐ IFSC 2300 Object Oriented Technology
☐ IFSC 3300 Web Client Applications
☐ IFSC 2305 Computer Systems
☐ IFSC 2315 Information System Software
☐ IFSC 2340 Human Computer Interface
☐ IFSC 3315 Applied Networking
☐ IFSC 3320 Database Concepts
☐ IFSC 3330 Current Trends in Database Technology
☐ IFSC 3360 System Analysis & Design
☐ IFSC 4396 Capstone Project I
☐ IFSC 4398 Capstone Project II

IS ENVIRONMENT REQ (BUSINESS) (15)
☐ ACCT 2310 Principles of Accounting I
☐ ECON 2301 Survey of Economics (or 2322/2323/3301)
☐ MKTG 3350 Principles of Marketing
☐ MGMT 3300 Principles of Management
☐ MGMT 3320/3362/4361/4372/4377 or MKTG 2380
   (Other Business Courses may be approved upon request)

OTHER REQUIREMENTS (8)
☐ IFSC 2200 Ethics in the Profession
☐ BINS 4331 Management of Information Resources
☐ RHET 3316 or RHET 3326 Profession/Tech Writing

MAJOR ELECTIVE SPECIALIZATION (12 Min)
☐ IFSC
☐ IFSC
☐ IFSC
☐ IFSC
☐ Remaining hours if any to reach 120 minimum total hours, 45 hours of upper-level courses, or 30 hours in residence.

Total hours remaining for completion of major

Substitutions

☐ **MINOR OR** ☐ **SECOND MAJOR DEPARTMENTAL REQUIREMENTS REMAINING**

Total hours remaining for completion of minor/ 2nd major

This form serves as a preliminary assessment of the requirements for a degree or as a contract listing the remaining requirements for the degree when signed by all parties. The listed requirements are for the major/minor specified on the degree plan. If your major or minor changes or your enrollment is interrupted for more than five years, a new degree plan must be filed. All UALR colleges other than DCTEM have additional core requirements. To determine the deadline for filing your graduation application, consult the Schedule of Classes.

COMMON ADVISING ISSUES

On the next set of pages, this guide explains the policies and procedures we use for handling advising situations such as fulfilling math requirements, accepting transfer courses, experiential credit, course substitutions, prerequisite overrides, Capstone Project, and our Accelerated BS to MS program option.

MATH REQUIREMENTS

The BS in Information Science Degree has the following math requirements.

Calculus: Calculus is a required component of our degree plan. Starting in the 2019-2020 academic year, students will be able to choose from two courses to satisfy their Calculus requirement.

- **MATH 1342** – Applied Calculus I for Business, Engineering Technology, and the Life Sciences: Differential and integral calculus of algebraic, exponential, and logarithmic functions with applications to economics, management sciences, engineering technology, and the life sciences. Prerequisites: a grade of C or greater in MATH 1302 or MATH 1401, an equivalent transfer course, or an ACT Mathematics score of 24.

- **MATH 1451** – Calculus I: Limits and limit theorems, continuity, derivatives and the chain rule, implicit differentiation, applications, the definite integral, the Fundamental Theorems of Calculus, and applications of integration. (ACTS Course Number MATH 2405). Prerequisites: grades of C or greater in MATH 1302 and MATH 1303, grade C or better in MATH 1401, equivalent transfer courses, or a suitable score on a mathematics placement test.

MATH 1451 is a good choice for students who are thinking about advanced graduate work or taking courses from highly technical areas like Computer Science, Mathematics, or Engineering where the more rigorous Calculus is preferred. MATH 1342 Applied Calculus is fine for students who envision themselves pursuing mainly Information Science/Information Systems/Information Technology/Cybersecurity undergraduate degrees, certifications, and/or professional/applied technical graduate programs.

Discrete Math: Discrete Mathematics (MATH 2310) Emphasizes applications of mathematics in computer science and other areas of modern technology. The topics include mathematical reasoning, set theory, proofs by induction, number systems, relations, directed graphs, trees, and related topics of study. Prerequisites: a grade of C or greater in MATH 1302. MATH 2310 is useful to Information Science students because Everyday applications of discrete mathematics include computers (e.g., software and files are both stored as huge strings of 1s and 0s), networks (can be modelled as discrete structures) and Google Maps (uses discrete mathematics to determine fastest driving routes and times). In addition, all data science is done with the help of computational systems, and discrete math is at the heart of such systems.

Statistics: Statistics is useful in many areas include descriptive analysis, diagnostic analysis, and. predictive analysis. To satisfy their statistics requirement, students can select from a menu of

statistics courses offered on the UA Little Campus including STAT 3352 Applied Statistics I, PSYC 3335 Statistics & Methods for Non-Majors, PSYC 3435 Statistics & Methods I, STAT 2350 Introduction to Statistical Methods, and ECON 2310 Business Statistics I.

Note: Students should strive to select a junior level (3XXX) statistics course. If selecting a lower-level (2XXX) course, be sure that you have enough other upper-level hours to meet the minimum of 45 hours of upper-level credit hours needed for graduating with your BS degree.

TRANSFER COURSES

It is our policy for newly accepted transfer students to meet with their BS in Information Science Program Advisers as soon as possible to evaluate any previous coursework against our degree plan and to advise the students on the courses they need to take next. Please refer to page 3 of this handbook for the contact information for the Information Science Program Advisors.

Transfer courses are evaluated in consultation with the student's Program Adviser and the Office of Transfer Student Services. UA Little Rock has adopted TES – Transfer Evaluation System from CollegeSource to help track the evaluation of each transfer course evaluation request. In addition, now that UA Little Rock has adopted central advising for students in their first 45 credits hours of college, every undergraduate program adviser in our Department routinely works with personnel in UA Little Rock's TAASC Office to assist in interpreting previously taken military, technical, business, or other academic courses so as to provide all of our students with the most accurate course articulation and advising advice that we can.

- For general education courses (writing, arts, humanities, history, social sciences, math, and sciences), we consult with the Office of Transfer Student Services who is responsible for evaluating past course work and determining the extent to which the transfer student has satisfied our university's core curriculum per the state's minimum core policies. A history of previously accepted transfer course work is documented in the UA Little Rock transfer equivalency guide available online at https://ualr.edu/records/transfer/tca/.

- For military, business, and technical credits, we use online and student supplied resources (e.g., syllabi, course catalog descriptions, samples of work) as well as documentation of experiential credit (certificates, portfolios, letters from employers, student interviews with faculty) to aid in the decision as to whether or not to award credit so that a transfer course may be used towards satisfying an equivalent course in the student's degree plan.

- Per our university's course transfer policy, we will grant academic credit for courses matching those in our degree plans that are transferred from a regionally accredited college or university if a grade of A, B, or C was earned at the transferring institution. Under limited circumstances, a student may receive permission to transfer a course with a D grade per UA Little Rock's D Grade Transfer Request policy (https://ualr.edu/policy/home/student/transfer-d/).

EXPERIENTIAL CREDIT

Often students may enter our program who have acquired the knowledge and skills for basic programming, web design, computer hardware, operating systems, database, or network management through alternative means such as self-study, work/military experience, advanced placement, certification or placement tests. To evaluate the extent to which these experiences can be applied towards the student's degree plan for the BS in Information Science, we have developed an experiential credit evaluation process to determine if these students have sufficient knowledge and skills to:

1. Waive out the course entirely (suitable if the students have other course credits to apply towards their minimum graduation requirement of 120 credits or

2. Enroll in an advanced or alternative class (suitable if the student needs the course credit for meeting their minimum graduation requirement of 120 credits).

Our experiential credit evaluation process begins when the student meets with their Advisor for the purpose of reviewing any prior training or experiential learning. This can take place during the student's initial advising session as well as checking for any updates during subsequent advising sessions. Students apply for experiential credit in lieu of a course by completing the Experiential Credit Application Form. A copy of the Experiential Credit Application Form is included at the end of this section.

As part of their experiential credit application, students submit evidence of their acquired knowledge and skills which can take a variety of forms (e.g., portfolio to be assessed, results of interviews/placement tests, letters from employers confirming resume/job descriptions, military training record, certifications, workshop completions, etc.). Depending on the expertise needed to evaluate the student's experiential learning in lieu of course request, other faculty are brought in to assist the Advisor in interviewing the student to make sure that the student's knowledge and skills are sufficient to warrant the awarding of course credit. Once completed, the experiential credit application packet is reviewed by the Advisor as well as the Dean of the College before being submitted to Records and Registration for processing. Once the application has been processed, the experiential credit for a given course name and number with a grade of CR (credit) is listed on the student's transcript under the section entitled Institution Credit.

DEPARTMENT OF INFORMATION SCIENCE
DONAGHEY COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS
UNIVERSITY OF ARKANSAS AT LITTLE ROCK

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https://ualr.edu/informationscience

Name: _____   T#: T00_____
Address: _____   Telephone: _____
Academic Major: Information Science   Advisor: Elizabeth Pierce

☐   Credit for Compressed Course/Program:
  ▪ Include detailed explanation of request and summary of relevant course/program documentation
  ▪ Attach certificate/record of training and description of course of study
☐   Credit for Training/Certification:
  ▪ Include detailed explanation of request and attach copy of transcript.
  ▪ Attach certificate/record of training and description of course of study
☐   Credit for Work Experience –
  ▪ Include letter explaining request and summary of work experience (See Resume)
  ▪ Attach detailed summary of activities, including:
    o Letters from employer confirming work experience
    o Relevant examples of work

Did information available support request for credit?

Did interview support request for credit?:

Comments:

Course Number	Course Title	Credit Hrs Awarded

Review Committee Chair: _____   Advisor:_____

Department Chairperson: _____   Date: _____

Dean: _____   Date: _____

Copy: Department / Dean's Office / Records

COURSE SUBSTITUTIONS

A course substitution is a course that takes the place of a required course in a curriculum, provided the course substitution meets the content and/or spirit of the required course. Students most often need to do a course substitution due to the unavailability of a required course that a student needs to graduate on time. Unavailability may occur if the required course is not offered that semester or if the required course's time slot in the schedule is incompatible with the other courses on the student's schedule. While it is recommended that students adhere to the BS in Information Science Degree Plan as closely as possible, if you do need to request a course substitution, please check with your Advisor to get approval in advance of taking the course so the substitution can be noted on your academic plan.

Here is a list of some example course substitutions that have been granted in the past.

- Another approved FYE course (e.g., PEAW 1300) can substitute for IFSC 1105 First Year Experience for Computing Majors.
- Another Social Sciences course can be used to substitute for the PSYC 2300 Psychology and the Human Experience requirement. The only exception is if a student has taken a single ECON course. In that case, we apply the ECON course to their IS Environment (Business) requirements rather than substituting for PSYC 2300.
- ACOM 1300 Introduction to Communications is the course we want our students to take to satisfy our degree's Flex Core Requirements. However, transfer students with extra humanities or extra social sciences courses may petition their Advisor for permission to make a substitution.
- CPSC 1375 Programming I or BINS 4312 Object-Oriented Programming can be used to substitute for our IFSC 1202 Introduction to Object-oriented Technology.
- Students transferring in from Computer Science can use their CPSC 2382 Intro to Computer Systems and Assembly Language or CPSC 2482 Computer Organization as an alternative to our IFSC 2305 Computer Systems course. It is recommended that those students review an A+ Guide to Managing & Maintaining Your PC (or similar book) to make sure they have sufficient exposure to the hands-on hardware applications in addition to the theory.
- An advanced programming course like CPSC 2376 Programming II can be used to substitute for our IFSC 2300 Object-oriented Technology course provided students feel comfortable picking up Java Programming via self-study for courses like IFSC 2340 Human Computer Interface.
- BINS 4310 Network Technologies can be used to substitute for our IFSC 3315 Applied Networking course.
- BINS 4350 Business Database Management Systems can be used to substitute for our IFSC 3320 Database Concepts course.
- BINS 3307 Systems Development Methodologies can be used to substitute for our IFSC 3360 Systems Analysis and Design course.
- PHIL 2321 Ethics and Society: Professional Applications will count towards the Humanities Core as well as a substitute for our IFSC 2200 Ethics in the Professions course.
- BINS 3380 Business Communication can be used to substitute for RHET 3316 Writing in the Workplace.

- IFSC Major Electives: For the Information Science Major electives, students can choose from courses across a variety of departments (e.g., IFSC, CPSC, BINS, CRJU, RHET, etc.). Students should choose courses that will further enhance their academic and career interests. Students should also focus on taking upper-level (3XXX or 4XXX) courses to ensure they have enough upper-level hours to meet the minimum 45-hour rule required for graduating with a BS degree.

REGISTRATION OVERRIDES – MAJOR COURSES

Registration overrides allow faculty to grant exceptions to registration restrictions (e.g., missing prerequisites, co-requisites, wrong major, class full, time conflict, etc.) or special approval for a particular student. For courses with a course prefix of IFSC, ITEC, TINV, INFQ, or BINF, please contact your Information Science Advisor to request a registration override.

Note: We can also assist students with obtaining ACCT 2310 prerequisite override requests due to a special arrangement between our two Departments.

In the case of prerequisite overrides, students need to be aware that prerequisites are an indication of the background that they will need to be successful in a course. Advisors can grant prerequisite overrides on a case-by-case basis.

- In some cases, students have already been exposed to a sufficient level of the prerequisite knowledge/skills needed for the requested course via course substitution, transfer courses, or experiential credit to be successful.
- In other cases, a student is an advanced learner, capable of the challenge of learning the prerequisite knowledge/skills (e.g., via self-study, co-requisite) along with the requested course.
- Finally, some students may be willing to work on tutorials over the semester break so they are ready for the concepts, terminology, and tools that will be used in the requested course.

In any event, students should consult seriously with their Advisor to make sure they have made the appropriate arrangements to prepare themselves for the courses they wish to take in the upcoming semester.

REGISTRATION OVERRIDES – NON MAJOR COURSES

Students who would like to request exceptions to registration restrictions (e.g., missing prerequisites, co-requisites, wrong major, class full, time conflict, etc.) or other special approvals for courses offered by Departments other than Information Science should follow this procedure:

1. Gather the following information about the course.
    a. Check the Registration Error that you are getting. For example, if the message is a test score or prerequisite error, consult the Undergraduate Catalog – Search Course Description page at https://catalog.ualr.edu/content.php?catoid=17&navoid=2089 to see what prior background is recommended for that course.
    b. If you feel you have (or soon will have) the background needed to be successful in the course then you can proceed to Step 2.

2. Locate the Department offering the course.
    a. Use the University Directory (https://directory.ualr.edu/) to locate the contact information for the Department offering the course.
    b. Be sure to check if you are searching for a Person (e.g., Instructor for the Course) or the Department. Sometimes instructors respond to requests. Other times, it is better to directly contact the Department to speak to the Chair or their Designated Faculty Advisor.
    c. Enter the Search Terms for the Department you are seeking (e.g., Mathematics). Depending on your browser, the results may come up automatically (or you can use the Search icon to manually execute your query request).

3. Contact the Department to make the request.
    a. Whether you are contacting the Department in person, by email, or by phone, you will need to have the following information handy:
        i. Your Name and T-Number
        ii. The CRN (5 digit code) which uniquely identifies the section of the course for which you would like to register.
        iii. The type of Registration Override request that you would like to receive.
        iv. Your justification for the Registration Override (e.g., you want to take MATH 1451 Calculus I (CRN 55555) and you completed a Pre-Calculus course at another institution with a B grade which qualifies you as having the necessary background for the course.)
        v. Once the request is granted, you can then go back into the UA Little Rock Registration system to add that course to your schedule.

GETTING READY FOR CAPSTONE PROJECT

Students pursuing the BS in Information Science program are required to complete a two-semester senior Capstone Project (IFSC 4396 and IFSC 4398). This two-course sequence is designed to give each of our students an opportunity to work on a real-life Information Systems/Technology project, to experience working with an actual client and team members, and to practice researching, developing, testing, implementing, and documenting an information solution. During their project, students have access to their client and faculty mentors to help guide them in the work to be done, but the main responsibility is on the students to figure out how to plan and execute the work. Students are expected to demonstrate the following competencies in their final Capstone Project deliverables, report, and presentation.

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgements in computing practice based on legal and ethical principles.
5. Functional effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Support and integrate the planning, acquisition, delivery, and monitoring of information systems and their associated technologies within an organization's environment.

Timing of Capstone Offering: The Capstone Project sequence can be started in any semester (Fall, Spring, or Summer). The most popular time to complete the Capstone Sequence is during the Fall-Spring semesters, but students can elect to so a Spring-Fall, Spring-Summer, or Summer-Fall completion depending on their individual circumstances. Students who register for Capstone Project can expect to be contacted in the weeks prior to the semester's start by the Faculty overseeing the Capstone Project experience regarding potential project assignments, team assignments, and orientation sessions.

Prerequisites for Capstone: Ideally students should have completed their Information Science Major Requirements and in particular, their database sequence (IFSC 3320-3330) and systems analysis & design course (IFSC 3360 or similar course such as BINS 3307). Students should plan to be ready to work on their Capstone Project during their last two (2) semesters in our program. In some cases, students may elect to do their Capstone Project with three (3) semesters left, particularly if they are interested in completing their project during the Fall-Spring semesters (the most popular time to work on Capstone projects).

Prerequisite Waivers for Capstone: Students who are missing one or more of their critical prerequisites (Advanced Database and Systems Analysis & Design) may be granted a waiver to start their Capstone Project provided the student is prepared to (1) work with their Advisor to take steps to remediate for the knowledge needed and (2) delaying the start of the Capstone Project would cause the student to miss their scheduled graduation date, resulting in an extra semester of tuition. Remediation strategies typically involve students taking the required prerequisite classes as co-requisite in conjunction with self-study to ensure students get the needed background in time to be successful and productive in their Capstone Project activities.

Types of Projects: Students have the choice to pursue three different options for their Capstone Projects.

Option 1 - Traditional Capstone: For this option, students select a project from a list of project proposals developed by the Department Chair and/or other faculty members. This option works well for full time, on-campus students who have time available during the week (Monday through Friday, 9 to 5 pm) to meet with clients and team members. Students can negotiate the day/time of their weekly team meetings and faculty/client meetings, but they need to have enough open time slots in their schedules so they can meet on a weekly basis.

Option 2 – Full-Time Working Student Option (Internship-Style Capstone Option): This option works well for students who are balancing work and school full time and who do not have sufficient time in their weekly schedules for additional meetings. Students in this situation have the opportunity to work with their Capstone Faculty (e.g., Department Chair) and their supervisor at their place of employment to develop a proposal for an Information Systems/Technology project. This option allows students to take advantage of the work hours they are already spending with their supervisor and co-workers to develop a proposal that meets the expectations of our traditional capstone project.

Option 3 - Entrepreneurship Option: This option appeals to students who have an idea for a new information service (possibly the next Facebook, Angie's List, or Uber) and who would like to build their own team so they can develop a prototype to test out their innovation for their Capstone Project. Students interested in this option can work with the Department Chair and/or other faculty members to develop a proposal that meets the expectations of our traditional capstone project.

ACCELERATED BS TO MS PROGRAM

The Accelerated BS to MS Program for Information Science majors interested in pursuing either the MSIQ or MSIQ after graduation is intended to serve as a fast path for completing their Master's degree in either Information Quality or Information Science following completion of an undergraduate degree in Information Science, condensing what would normally be about six years of study into five years. There are several reasons for why students may wish to pursue the Accelerated BS to MS degree option:

- Many of our undergraduate students are interested in graduate education as a way to further enhance their career opportunities. An Accelerated BS to MS program make graduate education more accessible and affordable to students interested in pursuing advanced studies.
- Our undergraduate students are well prepared to enter our graduate program and obtaining a Master's in Information Quality or Information Science is advantageous for individuals pursuing positions that involve working with large amounts of data.
- The Master of Science in Information Quality prepares students to pursue a variety of data assurance careers such as Chief Data Officer, Information Quality Manager, Information Quality Analyst, Information Quality Consultant, or Information Quality System Developer
- The Master of Science in Information Sciences prepares students to pursue a variety of advanced technical data careers such as Data Scientist, Data Engineer, Data Analyst, Systems Analyst, or Data Architect.

The BS and MS Curriculum: The BS in Information Science (IFSC) is 120 credits. Both the MS in Information Quality (MSIQ) and MS in Information Science (MSIS) are 33 credits each. Under this option, students are allowed to double count 12 credits of graduate courses so they can complete both their BS and desired MS program in 5 years. These 12 credits would satisfy their IFSC undergraduate elective requirements as well as satisfying course requirements in their MS graduate degree (either MSIQ or MSIS).

Application Process: Students are strongly encouraged to apply to the Accelerated BS to MS program (either MSIQ or MSIS) before the end of their junior year to help ensure that they have the full subsequent year to begin taking appropriate courses for graduate credit, lessening the course load they will need to carry in their fifth year

- Undergraduate students may apply and be accepted any time after completing 75 hours or more of undergraduate coursework. Students must have completed MATH 1451 Calculus I or MATH 1342 Applied Calculus I (or acceptable transfer work) with a C or better.
- All applicants must have at least an overall GPA of 3.5. Students who have transferred to our program can participate in the Accelerated BS to MS program provided their relevant transfer coursework (i.e., courses taken at other institutions that are being used to meet our IFSC degree requirements) also meets the 3.5 minimum GPA criteria. The GRE requirement for the MS program is waived for students with an overall GPA of 3.5 or higher.
- All applicants must complete an application for and be accepted into the MS program (Information Quality or Information Science) and UA Little Rock Graduate School.

- All applicants must complete an Accelerated BS to MS Program form and have it approved by the Graduate Coordinator and Graduate School. This form must be approved before the student begins graduate coursework. Failure to obtain prior approval negates the ability to "double count" courses.
- Once accepted into the program, students need to maintain at least a 3.0 overall average in their undergraduate coursework and per UALR Graduate School Guidelines, a 3.0 overall average in their graduate coursework.

Once a completed application has been received by the Information Science Department, the student will be notified quickly, generally within 30 days, whether they have been accepted into the MSIQ Accelerated BS to MS or the MSIS Accelerated BS to MS program. The program accepts a limited number of students each year, and applicants will be considered for admission on a competitive basis. Acceptance into the Accelerated BS to MS program indicates a commitment by the student to pursue the MS degree (either MSIQ or MSIS) after the completion of the BS in Information Science.

Students may request a break of up to two semesters between the completion of their BS and the start of their MSIQ or MSIS courses per the UALR Graduate Student Leave of Absence Policy (Policy #509.12). However, if a student does not resume their graduate studies after their approved leave time expires, the student will then be released from the Accelerated BS to MS Program. If a student decides later to resume their studies, they are welcome to apply to either the MSIQ or MSIS programs using the regular admission process and to be advised accordingly. Both the MSIS and MSIQ are offered using distance technologies so it is possible for all students to complete these degrees remotely.

Both the MSIQ and MSIS graduate programs also offer the option of a Graduate Certificate in Information Quality (4 courses) or a Graduate Certificate in Information Science (4 courses). Students are encouraged to complete the four courses that make up the Graduate Certificate in their desired area (IQ or IS) first. While any four courses of the MS could be taken by the student while they are an undergraduate, taking the four courses that make up the certificate allows the student to at least complete a Graduate Certificate in conjunction with their BS if they choose not to finish the MS. Students interested in earning the Graduate Certificate in additional the MS degree will need to request admission to both programs.

A Completed Application Consists of
- Completed graduate application form for the UALR Graduate School,
- Completed Accelerated BS to MS Program form for either the MSIS or MSIQ program.
- Transcript including transferred courses (Note: GPA must be recalculated to include all relevant transfer work being applied towards the completion of the BS in Information Science).
- Written statements of career goals and reasons for applying to the Accelerated BS + MS program of their choice (either MSIQ or MSIS).
- Two letters of recommendation, one of which must be from a university faculty member (letters are to be submitted directly by recommenders)

Students can submit their completed applications to the Accelerated BS to MS Program Coordinator. This person is currently Dr. Elizabeth Pierce, Information Science Chair, 550 EIT Building, University of Arkansas at Little Rock, AR 72204. Applications may be submitted by email to expierce@ualr.edu as a single WORD or PDF document.

Other Program Restrictions:
- To ensure that they follow the proper degree plan, students must meet with the Accelerated BS to MS Program Coordinator upon acceptance to the Accelerated BS to MS program to map out the graduate courses they will take.
- Accepted students will have provisional status in the graduate program, pending the award of their baccalaureate degree.
- If, at the end of his/her baccalaureate degree, an Accelerated BS to MS student has failed to meet the Graduate School admission requirement of a 3.0 overall undergraduate GPA with no grades below a B, she/he will be dismissed from the graduate program.
- Students will be advised to review the Scholastic Standards of the UALR Graduate School (Policy #509.15) so they are aware that if they are academically dismissed from the Accelerated BS to MS program then they are not eligible to pursue any other graduate study options at UALR.
- Students accepted into the Accelerated BS to MS program will be subject to the same policies as traditionally matriculated graduate students.
- The Accelerated BS to MS program may not be used in conjunction with the credit reservation program (see Motion FS_2014_6 and its attachment that was passed May 9, 2014); therefore, no graduate courses taken before admission to the Accelerated BS to MS program may be applied to a graduate degree.

COMMON ADVISOR EXPECTATIONS

Mission Statement: Academic advising at UA Little Rock is grounded in academic advising best practices, which acknowledge that advising involves more than planning a schedule for each term. Advisors offer students' individualized teaching, mentoring, and coaching, as guided by the advising student learning outcomes (SLOs). Faculty and primary-role advisors serve as experts in their fields and provide general and specific program information, career exploration, and connection to campus resources.

Vision Statement: UA Little Rock will integrate student development within academic advising, the formal academic curriculum, and the co-curriculum to develop mature, self-directed students who are capable of thinking and acting effectively in their own communities and society at large.

Student Learning Outcomes: As a result of advising, students will:
1. Articulate their short- and long-term life goals.
2. Make reasoned decisions about their educational and career plans.
3. Navigate their degree plan to identify degree requirements.
4. Utilize campus resources.
5. Explore or advance their career options.
6. Identify the role of their education in the context of local and global communities.

Common Advisor Expectations: The following common expectations will guide professional development sessions.

Outlooks/Values (How we expect each advisor to approach advising)
- Advising is student-centered.
- Advising is contextual (e.g., there is no "one size fits all" approach to advising).
- Advising is holistic.
- Advising is teaching.
- Advising encourages and supports student goals.
- Advising is helpful, reliable, and available.
- Advising develops honest, supportive relationships between students and advisors.
- Advisors treat advisees with respect, understanding, patience, and care.

Knowledge (Things the advisors need to know in order to advise effectively)
- Know departmental/program degree requirements and differences between catalog years.
- Know university graduation requirements.
- Know how to navigate in Degree Works.
- Know how to create degree plans.
- Know academic policies (probation, suspension, clemency, etc.).
- Know important dates and their ramifications for students.
- Know university and external resources where students can access personal support.
- Understand the automatic drop and reinstatement procedure.
- Understand FERPA and other confidentiality regulations and notations.

- Understand how students can utilize campus resources to get answers to questions or resolve issues.
- Understand policies related to full- or part-time status.

Behaviors (Things we expect all advisors to do)
- Communicate with students via UALR email and require them to use it.
- Meet with students in an appropriate modality at least once a semester.
- Look over student information prior to scheduled appointments.
- Confirm student preferred names and pronouns.
- Practice effective communication skills and relationship-building.
- Answer questions clearly in a timely manner.
- Listen actively and be attentive to student concerns.
- Help students decide on their major or minor.
- Provide attention that does not make the student feel rushed.
- Record notes in Degree Works.
- Ensure advising flags are lifted after advising appointments.
- Help students decide how many credit hours per semester is appropriate.
- Work with students to identify strengths and challenge areas.
- Provide contact information for relevant campus resources.
- Advocate for students to assist them in solving problems.
- Inform students of important dates.
- Inform students about graduation procedures.
- Discuss students' career and life goals.
- Discuss students' semester-by-semester degree plans and assist them in making decisions about course registration based on personal needs.
- Facilitate student problem solving, decision-making, planning, and goal setting.
- Assist students in identifying opportunities such as internships, research, study abroad, and scholarships.
- Provide honest feedback.
- Communicate and uphold availability.
- Collect feedback from advisees that help advisors modify advising practices.