Introduction to Research Methods in Information Studies
(799) Syllabus

2016 Fall Semester

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Jin Zhang, Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>Northwest Quadrant Building B, Room 2511</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:jzhang@uwm.edu">jzhang@uwm.edu</a></td>
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<td>Office Phone:</td>
<td>414-229-2712</td>
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<td>Fax:</td>
<td>414-229-6699</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By Appointment</td>
</tr>
</tbody>
</table>

1. DESCRIPTION:

This course introduces students to basic research concepts, methods, and evaluation in library and information science, and applications of research in the information professions.

2. CREDITS:

It is a required/core course with 3 credits.
According to the SOIS policy, the minimum grade requirement for a core course like 591 is B (It does not include B-)

3. PREREQUISITES:
Junior standing
Basic computer literacy as outlined in the SOIS policy is required.

4. OBJECTIVES AND COMPETENCIES:

4.1. Objectives

Upon completion of the course, students will:

1. Critique research of theory and practice in library and information science (Final project)
2. Be able to apply data analysis techniques to research problems in library and information science research (Projects 2 and 4)
3. Be able to evaluate the merits of published research in library and information science (Final project)
4. Be able to design and conduct a research project (Final project)
5. Be able to evaluate services in libraries or information professional centers (Project 2)
6. Assess diversity and equality issues related to research topics, research design, and interpretation of research findings in library and information science (Projects 1, 2, 3, 4, and final project as well)
7. Be able to use a statistical tool to conduct basic data analysis (Project 4)
8. Be able to use an online survey tool to conduct a survey study (Project 2)

4.2 COMPETENCIES ADDRESSED:

1. The techniques used to analyze complex problems and create appropriate solutions.
2. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
3. The fundamentals of quantitative and qualitative research methods.
4. The principles and methods used to assess the actual and potential value of new research.

5. WORKLOAD:

In order to achieve the learning objectives of this course, and in accordance with the UWM campus credit hour policy, the average student should expect to devote a minimum of 144 hours over the course of the semester to attend lectures and complete all the required readings and assignments.

6. METHOD:

Lecture/Discussion

7. TEXTS:


All other reading materials are listed in the D2L.

8. SOFTWARE:

Required software packages:
Students must have the EXCEL 2010 version installed in their computers. It will be used in weekly projects or final project.


Qualtrics is an online tool for creation of a survey. It is used to create a survey in a weekly project.

[3] Other software packages like Microsoft WORD for weekly projects and final project, and POWERPOINT for the final project presentation will also be used.

9. COURSE SCHEDULE:

Detailed weekly course schedule

Week 1. Research and Librarianship
   Reading: Chapter 1 of Basic Research Methods for Librarians

Week 2. Developing the research study
   Reading: Chapter 2 of Basic Research Methods for Librarians

Week 3. Selecting the research method
   Reading: Chapter 3 of Basic Research Methods for Librarians

Week 4. Survey and sampling
   Reading: Chapter 4 of Basic Research Methods for Librarians

Week 5. Data collection techniques
   Reading: Chapter 5 of Basic Research Methods for Librarians

   Project 1: Survey form design for investigation of an OPAC system

Week 6. Experimental research
   Reading: Chapter 6 of Basic Research Methods for Librarians

   Project 2: Experimental study design on thesaurus retrieval effectiveness

Week 7. Qualitative research methods
   Reading: Chapter 7 of Basic Research Methods for Librarians

   Project 3: Investigation of users’ reading behavior by using the coding method
Week 8. Historical research
   Reading: Chapter 8 of *Basic Research Methods for Librarians*

Week 9. Library service evaluations
   Reading: See the D2L reading folder

Week 10. Analysis data I: Data Types and Graphic Display
   Reading: Chapter 9 of *Basic Research Methods for Librarians*
   Chapters 2 - 3 of *Statistical Methods for the Information Professional*
   Chapters 1 -3, 12.1 of *Statistics with Microsoft Excel (5th Edition)*.

Week 11. Analysis data II: Descriptive Statistics
   Reading: Chapter 4 of *Statistical Methods for the Information Professional*
   Chapter 5 of *Statistics with Microsoft Excel (5th Edition)*.

Week 12. Analysis data III: Inferential Statistics
   Reading: Chapter 5 of *Statistical Methods for the Information Professional*
   Chapter 8.1 of *Statistics with Microsoft Excel (5th Edition)*.

*Project 4: Inferential statistics analysis by using the t-test*

Week 13. Writing the research proposal
   Reading: Chapter 10 of *Basic Research Methods for Librarians*

Week 14. Writing the research report
   Reading: Chapter 11 of *Basic Research Methods for Librarians*

Week 15. Final Project Presentation and Discussion
   Final projects are presented and discussed by students in the D2L forum

Note: Each week may include other readings and these weekly readings are listed in the D2L

### Summary of the course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Start date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week1,</td>
<td>Sept. 6, 2016</td>
<td>Research and Librarianship</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
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<td>------------------------------</td>
</tr>
<tr>
<td>Week 2,</td>
<td>Sept 12</td>
<td>Developing research study</td>
</tr>
<tr>
<td>Week 3,</td>
<td>Sept 19</td>
<td>Selecting research methods</td>
</tr>
<tr>
<td>Week 4,</td>
<td>Sept 26</td>
<td>Survey and sampling</td>
</tr>
<tr>
<td>Week 5,</td>
<td>Oct 3</td>
<td>Data collection techniques</td>
</tr>
<tr>
<td>Week 6,</td>
<td>Oct 10</td>
<td>Experimental research</td>
</tr>
<tr>
<td>Week 7,</td>
<td>Oct 17</td>
<td>Qualitative research</td>
</tr>
<tr>
<td>Week 8,</td>
<td>Oct 24</td>
<td>Historical research</td>
</tr>
<tr>
<td>Week 9,</td>
<td>Oct 31</td>
<td>Library service evaluation</td>
</tr>
<tr>
<td>Week 10,</td>
<td>Nov 7</td>
<td>Data analysis method I</td>
</tr>
<tr>
<td>Week 11,</td>
<td>Nov 14</td>
<td>Data analysis method II</td>
</tr>
<tr>
<td>No class</td>
<td>Nov 21</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>Week 12,</td>
<td>Nov 28</td>
<td>Data analysis method III</td>
</tr>
<tr>
<td>Week 13,</td>
<td>Dec 5</td>
<td>Writing a research proposal</td>
</tr>
<tr>
<td>Week 14,</td>
<td>Dec 12</td>
<td>Writing a research report</td>
</tr>
<tr>
<td>Week 15,</td>
<td>Dec 19</td>
<td>Final project presentation week</td>
</tr>
<tr>
<td>Week 15,</td>
<td>Dec 23</td>
<td>Final paper due day</td>
</tr>
</tbody>
</table>
### Summary of due dates of weekly projects, final project proposal, presentation, and final project

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Week</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Project 1  
*Survey form design for investigation of an OPAC system* | Week 5| Oct 9, 2016 Midnight |
| Project 2  
*Experimental study design on thesaurus retrieval effectiveness* | Week 6| Oct 16, 2016 Midnight |
| Project 3  
*Investigation of users’ reading behavior by using the coding method* | Week 7| Oct 23, 2016 Midnight |
| Project 4  
*Inferential statistics analysis by using the t-test* | Week 12| Dec 4, 2016 Midnight |
| Final Project Presentation | Week 15| Dec 18, 2016 Midnight |
| Final Project Paper                                     | Week 15| Dec 23, 2016 Midnight |

*(Note: The weekly schedule and projects are subject to change)*

### 10. POLICY FOR ASSIGNMENTS AND FINAL PROJECT

Written assignments are due on the specified dates. Without a legitimate reason, grades will be reduced for late papers. If a weekly assignment has 15 points,
the reduction for a submission of one week late is 2 points, the reduction for a submission of two weeks late is 4 points, the reduction for a submission of three weeks late is 6 points, etc.

If a submission of a weekly project is 1, 2, 3, 4, 5, 6, or 7 days late, it is considered as a submission of a week late.

If the final project, without a legitimate reason, is submitted after the deadline, all points (25) are reduced.

If the final project proposal, without a legitimate reason, is submitted after the deadline, the point (1) is reduced.

If the final project presentation, without a legitimate reason, is submitted one day late, 1 point is reduced; two days late, 2 points are reduced; three days late, 3 points are reduced.

Written assignments are to be typed, preferably word-processed. Papers are to be one and half-spaced using a 12-point font with 1 to 1.25 inch margins and 1.5 line spacing. You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Rules of academic conduct require that you not use the work of others without clearly indicating it as such. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course.

It is expected students will consult and appropriately cite the research and professional literature where merited. Grades will also be reduced for papers that include irrelevant content to “fill up space” to meet the length specifications for a paper. Please rely on a commonly used style manual for your submissions (e.g. Turabian, Chicago, APA, MLA, But I prefer APA). These are available in the UWM Bookstore or may be purchased through online book vendors. If you are uncertain about how to cite electronic sources, consult one of the many electronic guides to citing electronic sources available on the net. Minimal reference content includes: author (if known), date (if given), title, URL, and date accessed.

11. WEEKLY ASSIGNMENTS/PROJECTS

Project 1: Survey form design for investigation of an OPAC system

Please design a complete questionnaire form for a use survey of a selected OPAC system in a library. The purpose of the survey is to conduct a usability study on the selected OPAC system. The study evaluates the OPAC system by soliciting feedback from its users and analyzing it. You can select any OPAC system, for instance, the
UWM library OPAC system, or your community library OPAC system, or others. It should include, but be not limited to:

- Participant background
- Personal experiences with the OPAC
- OPAC keyword/subject search feature
- OPAC title search feature
- OPAC author search feature
- OPAC advanced search features if applicable
- Subject directory browsing feature if applicable
- Database coverage and variety
- Retrieval result display
- Result ranking mechanism
- Result save/download mechanism
- User-friendly interface design
- Overall satisfaction of the OPAC system use
- Suggestions and comments

It should include:

1. At least **15** questions in your survey form.
2. Both close-up questions and open-ended questions.
3. Instruction for questionnaire (Title of the study, purpose of the survey, researcher contact information, privacy projection issue, due day of the survey, etc.).
4. As many of the introduced scales as possible.
5. The website of the investigated OPAC system.
6. Using a professional survey tool (Qualtrics or another survey tool) to create your survey form.
7. The Qualtrics (or other online survey tool) link which directs to your survey

Note:

[1]. The formats of the survey items introduced in the lecture may be slightly different from those in Qualtrics.

[2]. You can use other online survey tool to complete the project. However, instruction for the tool is not provided. Beware that if you use a free online survey tool, sometimes, the number of survey items you can create is only up to 10.

[3]. The project should be in the WORD format.

[4]. You just create a survey form in Qualtrics, and don’t distribute it online and analyze the data.

[5]. The project should be in the WORD format.

**Project 2: Experimental study design on thesaurus retrieval effectiveness**
In a thesaurus like *MeSH* ([http://www.nlm.nih.gov/mesh/MBrowser.html](http://www.nlm.nih.gov/mesh/MBrowser.html)) broader term, narrow terms, related terms, and annotation of a term are well organized. It is believed that with a thesaurus users can improve their retrieval effectiveness significantly.

Please design a detailed experimental study plan to test the above claim. The plan should include, but not be limited to: a research problem, a null hypothesis, independent variable, dependent variable, measurement for the dependent variable, treatment, experimental design (including a structural display), information retrieval system, subject selection (sampling method, and sample size), population, experimental group, control group, data collection procedure, etc.

Discuss how to avoid possible bias in the study.

Note: There is no paper length requirement.

**Project 3: Investigation of users’ reading behavior by using the coding method**

The coding technique is very important in qualitative research. It is used to identify possible patterns from the analyzed data set. You are required to conduct a simple qualitative study about people’s reading behavior. Use the interview technique to interview about 10-15 subjects in your community, ask them about books and magazines (including e-books and e-journals) that they recently read and reading interests, and then use the coding technique to discover reading patterns. The findings of the study can be used for the library collection development policy decision making.

The paper should include:

1. Summary of your subjects/participants.
2. Your interview questions (3-5 interview questions), and the way you interview with them.
3. The produced coding subject directory: A hierarchy directory should be included and the tree should have at least two levels like the example in the slides.
4. Discussion and analysis of the emerged themes based on the subject directory, the relationships, and other interesting findings in interview.
5. Some samples of the readings.

Note:

1. There is no page length requirement
2. Each subject may provide about 10-15 books and magazines so that you can have enough data to generalize them into meaningful categories.
3. You should generate about 5-10 categories at the second level of the subject directory (the root of the directory is the first level).
[4] A reading item may fall into multiple categories during the coding processing.

[5] You should use the SmartArt feature in WORD to draw a nice tree structure. The detailed instruction is provided in FAQ document.

[6] If possible, the subjects should be homogeneous, for instance, women, seniors, teenagers, or professionals.

[7] Face-to-face interview is preferred. But phone interview and other kinds of interviews are accepted.

Project 4: Inferential statistics analysis by using the t-test

Please find two full-text databases with full citation information, select two study areas (or disciplines, say computer science, chemistry, biology, political science, economics, etc.), and formulate an appropriate query to collect 40 records from each database.

Collect the following data from each record (paper): The number of citations in each record.

For instance, a paper (A) has 6 citations (references)

Then the number of citations is 6.

Based on the collected data:

[1]. Calculate the mode, median, mean, range, interquartile, and standard deviation for the number of citations in the two disciplines respectively.

[2] Given a document with 10 citations please calculate its Z scores in the two disciplines respectively.

(First you have to select two disciplines, saying A and B. Collect citation data in A and B respectively.

If a document has 10 citations in the A data set, what is its corresponding z-score?

If a document has 10 citations in the B data set, what is its corresponding z-score?

Then you compare the two z-scores.)

[3] Examine whether there is a significant difference between the two selected disciplines in terms of the number of citations by using the T-Test method.
[4] Use histograms to illustrate frequency distributions of the number of citations for both the selected areas respectively.

Note:
[1] Report your research hypothesis (one null hypothesis, it must be stated in a null hypothesis format), research method (data sources, data collection step, data analysis method, etc.), findings, and discussion in your paper.
[2] There is no paper length requirement.
[3] You can use the UWM e-journal databases to collect citation data. UWM library website lists a group of e-journals (full-text). You need to login the website to access these e-journals. Other databases are O.K. as long as they provide citation data that you need.
[4] Use Excel to complete your project.
[5] Z score calculation: you need to calculate SD and mean for each data set first. And then use a calculator to manually compute the Z scores. That is because Excel does not have the Z score calculation function.
[6] Citation here means that sources/references in a paper, or the cited papers in a paper.
[7] You need to consult the slides of the previous week.
[8] If a record has no citation, just count it as zero.
[9] It is strongly recommended that students use the p-value method to conduct the t-test. The p-value method is much easier than the t-value method.

12. **FINAL PROJECT REQUIREMENTS:**

12.1. **Final project paper**

Identify a research problem in information studies and develop an action-oriented research proposal.

Your final proposal (rubric of the final project) should:

[1] State a problem of the research project.
[2] Provide specific research question and hypotheses (Note: if you use the t-test method in your project, then hypotheses are defined and stated. Otherwise, you just present research question for your study. That is because a hypothesis is usually associated with an inferential statistical analysis method. The hypothesis must be tested in the inferential statistic method).
[4] Define important concepts related to the involved concepts, models, or theories, or methods.
[5] Outline the methodology for the study, including data/evidence collection procedure, and data analysis method.
[7] Include at least 15 references.
[8] Have at least 10 pages (excluding the references and appendix if applicable).

Note:
[1]. Please think the project early. Waiting until last minute to work on the brief proposal is not a good idea.
[2]. You can come up with more than one ideas at the beginning. Then you can narrow down to a more appropriate one as you learn more from the course.
[3]. Your potential topics can come from, but are not limited to:
   A. Evaluation of a library service/program in a library
   B. Investigation of databases (bibliographic, full-text, etc.) in a library in terms of their data quality, attributes, etc.
   C. Evaluation of an OPAC system in a library
   D. Evaluation of new Information Technology applied to a library
[4]. Final report: minimum 10 pages, excluding references
[5]. Definition of a hypothesis depends on whether you use the t-test method or not in your study. If you don’t use an inferential statistics method like the t-test method, you may not need a hypothesis. But you definitely need a research problem statement.
[6] Please include an abstract for the term paper.

12.2. Final project presentation

You must post a final project presentation in the discussion forum. The presentation enables your peers to share your study and make comments on your study. It is a very important part of learning. Onsite students can do a real presentation in a real classroom. But online students cannot do their presentations in the same way as the onsite students do. Online students have to do a "virtual" presentation in a virtual forum.

The presentation is a brief form of your final project. It should include, but be not limited to:

[1] Student name
[2] Project title
[3] Research method description: research question, variable definitions, hypothesis, subjects, method, etc.
[4] Both practical and/or theoretical implications of the study.
[5] Reflections: what lesson do you learn from the study, personal experiences in the study?

The presentation should be prepared in a POWERPOINT file. 10-20 slides are expected in your presentation. I have created a folder (final project presentations) for students to post their presentations in the D2L. You create a thread (Use your name as a thread name) in the folder and submit the presentation as an attachment. Following the thread, other students are encouraged to ask questions regarding your study. You should answer these questions.

13. **CLASS PARTICIPATION**

Class participation includes:

A. Answer the discussion questions prepared by the instructor. The instructor prepares 2-3 discussion questions for students each week and these questions help students understand and digest concepts and theories introduced. Students are supposed to answer these questions;

B. Make comments on the posts from others; and

C. Make comments on final paper presentations in the last week.

**Students must answer at least 2 discussion questions prepared by the instructor each week to meet the minimum class participation requirement, and please DON’T submit more than 5 posts in a regular week. During the last student final project presentation week, students have to make at least 2 comments on presentations and can submit more than 5 posts. Be aware that if students don’t meet the minimum class participation requirement, there is a penalty. It is students’ responsibility to make sure that the minimum class participation requirement is met.**

**Online weekly participation penalty point deduction table:**

<table>
<thead>
<tr>
<th>The number of the weeks that the online discussion requirement is not met</th>
<th>Point reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
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<tr>
<td>2</td>
<td>2</td>
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<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>
14. EVALUATION

Student’s final grade in this class is based on assignments, final project, and online participation. The detailed information is shown in the following table.

Summary of weekly assignment points, final project points, and online participation points:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments (Weekly projects)</strong></td>
<td>60</td>
</tr>
<tr>
<td><em>Project 1</em></td>
<td>15</td>
</tr>
<tr>
<td><em>Project 2</em></td>
<td>15</td>
</tr>
<tr>
<td><em>Project 3</em></td>
<td>15</td>
</tr>
<tr>
<td><em>Project 4</em></td>
<td>15</td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td>30</td>
</tr>
<tr>
<td><em>Presentation</em></td>
<td>4</td>
</tr>
<tr>
<td><em>Comments on final project presentations</em></td>
<td>1</td>
</tr>
<tr>
<td><em>Final Report</em></td>
<td>25</td>
</tr>
<tr>
<td><strong>Class Participation</strong></td>
<td>10</td>
</tr>
<tr>
<td><em>Weekly online discussion</em></td>
<td>10</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

Credit points and grade conversion table:
<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>74-76.99</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>90-95.99</td>
<td>70-73.99</td>
<td>C-</td>
</tr>
<tr>
<td>B+</td>
<td>87-90.99</td>
<td>67-69.99</td>
<td>D+</td>
</tr>
<tr>
<td>B</td>
<td>84-86.99</td>
<td>64-66.99</td>
<td>D</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.99</td>
<td>60-63.99</td>
<td>D-</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

*Note: If you are pursuing an MLIS degree, you need to earn at least a B to pass a required course*

Students with special test and note-taking needs should contact the instructor as early as possible for accommodations.

15. **UWM AND SOIS ACADEMIC POLICIES**

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf. Undergraduates may also find the Panther Planner and Undergraduate Student Handbook useful (http://www.uwm.edu/Dept/OSL/DOS/Handbook2005-06.pdf). For graduate students, there are additional guidelines from the Graduate School (http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/), including those found in the Graduate Student and Faculty Handbook: http://www.uwm.edu/Dept/Grad_Sch/Publications/Handbook/.

**Students with disabilities.**

If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is comprehensive coverage of issues related to disabilities at the Student Accessibility Center (http://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html ), important components of which are expressed here: http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf.

**Religious observances.**

Students’ sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm. Please
notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances. Students called to active military duty. UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military (see http://www3.uwm.edu/des/web/registration/militarycallup.cfm), including provisions for refunds, readmission, grading, and other situations.

**Incompletes.**

A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student’s control, has been unable to take or complete the final examination or some limited amount of other term work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf).

**Discriminatory conduct (such as sexual harassment).**

UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf) summarizes and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.

**Academic misconduct.**

Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the University. See the following document (http://www.uwm.edu/Dept/OSL/DOS/conduct.html) or contact the SOIS Investigating Officer (currently the Associate Dean) for more information.

**Complaints.**

Students may direct complaints to the SOIS Dean or Associate Dean. If the complaint allegedly violates a specific university policy, it may be directed to the appropriate university office responsible for enforcing the policy.

**Grade appeal procedures.**

A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow SOIS appeals procedures
or, in the case of a graduate student, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm).

Examinations, Finals.

The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be reserved to take one of the conflicting exams (http://www.uwm.edu/Dept/SecU/acad+admin_policies/S22.htm).