Committee Name: Curriculum Committee

Date/Time of Meeting: October 22, 2012

Location of Meeting: SLIS Conference Room (Norman), Room 1J10 (Tulsa)

Members Present: Dr. Abbas, Jessie Hopper, Dr. White, Ms. Zemke, Dr. Kim, Melissa Kunz, Erin McLean

Members Apologies: Marcia Friedman

Approval of Agenda
Action: There were no additions or edits made to the agenda.

Reading and Approval of Minutes:
Action: Minutes were approved from the September 17, 2012 meeting. Dr. White asked if the minutes need to be changed to reflect that it was not essential to send out his presentation of the Archive Curriculum to the committee because Dr. Abbas reviewed it. It was decided that the minutes do not need to be changed because they reflect the discussion of the meeting.

Continued Review of Curriculum Committee Charge for 2012-2012

Clarification of charge items that we required further information from Dr. Brown

Charge #2: Explore advantages and disadvantages of replacing “type of library courses” (i.e., Public Library Administration) currently in the Organizational Dynamics and Management Category with functional courses (i.e. Community Relations and Advocacy). Brown has collected feedback from the SLIS External Advisory Board concerning this charge.

Discussion: The SLIS External Advisory Board indicated they think the curriculum would better serve students if management classes were collapsed. These courses include Public Library Administration, Academic Library Administration, and Special Library Administration. Dr. Brown can provide information for areas we want to further address.
**Charge #6:** Work with Brown to explore the use of specialty tracks within SLIS for Health Library & Information Centers; Library & information Services for Indigenous Peoples; Archival Services for Indigenous Peoples.

**Discussion:** Committee needed clarification from Dr. Brown as to the goal and scope of this charge. Dr. Brown’s vision is to work with other departments to put together very specialized programs to prepare students to work in these specialty areas. This charge will potentially require collaboration with other programs of study and agencies. Dr. Abbas has provided a document with proposed specialty tracks. This document shows areas Dr. Brown and other faculty would like the committee to explore. (This document is attached to minutes).

**Actions:** In the last meeting, Dr. Kim volunteered to help with this charge. She questioned the nature of some of the courses described on the document Dr. Abbas provided. Dr. White and Dr. Kim indicated continued work on this charge, including meeting with Marty Thompson and other faculty to research what is needed in these particular areas.

**Charge #7:** Work with Undergraduate Studies Committee and Director to explore the options and market for a post-baccalaureate in an area related to Library and Information Studies.

**Discussion:** Committee wanted the rationale behind creating a post-baccalaureate. This rationale is still unclear after meeting with Dr. Brown and reviewing the post-baccalaureate program in Human Relations. Dr. Abbas and Ms. Zemke have determined that the courses could be graduate courses that feed in the MLIS program. There are still questions as to who will be providing the certificate and what authority a certificate can lend a student, as well as whom this charge would benefit. The idea that this charge could be related to a 5 year master’s degree (4 year undergraduate + 1 graduate), similar to what other programs like English are proposing, was addressed. This charge could also be related to charge #6.

**Actions:** There needs to be continued exploration as to what a post-baccalaureate at OU would look like. Dr. Van Fleet has a document established for another program that could lend some clarification and important information. Dr. Abbas will send this document to the committee when we work on this charge.
Plans for Addressing Charges

Charge #1: Review and analyze relevant information and bring proposal re: removal of BAIS requirement MATH 2123 Calculus II for Business, Life and Social Sciences from the Major Support Requirements category to the faculty for action at the September 2012 faculty meeting (per vote at May 7, 2012 SLIS faculty meeting.)
Action: This charge has been completed and is waiting on approval.

Charge #2: Explore advantages and disadvantages of replacing “type of library courses” (i.e., Public Library Administration”) currently in the Organizational Dynamics and Management Category with functional courses (i.e. Community Relations and Advocacy). Brown has collected feedback from the SLIS External Advisory Board concerning this charge.
Discussion: The faculty has decided to no longer use the current guided electives structure. This change to SLIS’s curriculum structure has been approved by the College and now needs approval by the Regents. The issue came up as whether school library media should keep its own management course, rather than being collapsed into a more general management course. Dr. Abbas said it became clear in visits to school libraries that it might be a disservice to these students to lump them into general management courses as their area is so specialized with specific needs that may not be best served in a more functional class. The issue of the core standards and teacher/librarian dichotomy was also addressed as our curriculum must reflect the standards expected by the state for a school librarian. It was suggested that some courses, like Community Relations and Advocacy, could be applied to all focuses, while some courses, like management courses, could be collapsed with the exception of school library media. Dr. White cautioned that doing away with the guided electives should not be the framework of the committee’s discussion, but rather it should be functionality.
Action: Dr. Abbas and Erin McLean will do a survey of management courses in other accredited MLIS schools to be reported at the November 19th meeting. (While doing this, we will also survey for a 5th year certification/master’s, per Charge #7). Dr. Abbas will review the existing management courses’ syllabi to find common denominators to be reported at the Nov. 19th meeting. Management courses’ syllabi from other programs will be considered if they seem to apply to our charge issue. A discussion between the instructors of the management courses needs
to take place. Dr. Abbas will be visiting other school libraries and will learn more about school librarians’ and administrations’ expectations and opinions on this issue.

**Charge #3:** Work with SLIS Office and Director to facilitate the campus wide approval process for the curriculum structure revision. (Ryan and Brown have drafted a proposal for the Curriculum Committee’s input).

**Action:** The changes put forward have been approved and will now go to the Regents for final approval.

**Charge #4:** Revise program planning guides and create a new planning matrix to reflect new curriculum structure (assuming approval of proposal at College level).

**Discussion:** The question as to what a new planning matrix will look like with no guided electives was presented. Committee members questioned if it would be a free for all in planning and advising. It was indicated that advisors might want a matrix to help with advising, even if guided electives are no longer required. The future issue of creating new ROTA and program planning forms was brought up. The committee agreed it needs to look at how other programs are organized, and determined that the program could attract more students if the curriculum was structured in a way that students did not appear to be solely guided to a library degree. The questions over how condensing the management courses would and the issues with prerequisites and slashlisted courses could affect this charge were presented (Charges #2 and #5). Ms. Zemke suggested not pushing through this change until after COA. Employer and Alumni surveys were suggested as a means to gathering more information on the issue. The committee determined it could not revise the program planning guides until Charges #2 and #4 are completed.

**Actions:** The curriculum structure has been approved at the College level, so the committee can move forward. Dr. White volunteered to brainstorm the matrix question and report preliminary ideas on November 19th.

**Charge #5:** Review all prerequisites for MLIS and slashlisted courses to reflect new curriculum structure (assuming approval of proposal at College level). An email from Associate Dean Sankowski, dated 6/16/12, indicates the changes to 4523/5523 have been approved.
Discussion: The committee decided it would be easiest to make decisions on slashlisting and prerequisite courses while restructuring.

Action: The curriculum structure has been approved at the College level, so the committee can move forward.

Charge #6: Work with Brown to explore the use of specialty tracks within SLIS for Health Library & Information Centers; Library & information Services for Indigenous Peoples; Archival Services for Indigenous Peoples.

Discussion: Dr. Kim and Dr. White are already working on this charge. Dr. Kim suggests finding internship opportunities to reflect specialty tracks.

Action: Dr. White and Dr. Kim will report by January or February.

Charge #7: Work with Undergraduate Studies Committee and Director to explore the options and market for a post-baccalaureate in an area related to Library and Information Studies.

Discussion: Ms. Zemke indicated she plans to find out administrative issues concerning this charge. The charge could be related to other charges, such as charge #2 and #4.

Actions: Dr. Abbas and Ms. Zemke will continue to work on this. Erin and Dr. Abbas will also survey other MLIS programs for 5 year master’s degrees and post-baccalaureates while surveying management courses.

Charge #8: Work with Zemke and Brown to inventory materials needed for the Program Presentation.

Discussion: Ms. Zemke reiterated the committee’s role in the draft, reading, and editing process of the curriculum chapter of the Program Presentation. She also addressed the committee’s role in providing documentation and cross-references for each curriculum change. The chapters will be drafted over the breaks as the first draft will be due by October 2013 and the evidence lists will be due by January 2013.

Action: Ms. Zemke will send the committee the curriculum chapter from SLIS’s previous Program Presentation. She will take the lead for this charge item.

Other Business: none.
Next Meeting: November 19, 2012 at 12:30-1:30.

Minutes Prepared By Erin McLean
Proposed Specialty Tracks

OU SLIS

Health Library and Information Centers

Required:

1. LIS 5033 Info & Knowledge Society
2. LIS 5023 Management
3. LIS 5043 Organization
4. LIS 5053 Information Users
5. LIS 5063 ICT
6. LIS 5823 Internship in a Health Library/Information Centers
7. LIS 5713 Research Methods –or– LIS 5733 Evaluation Methods
8. LIS 5133 Biomedical Bibliography and Reference Materials
9. LIS 5163 Biomedical Databases
10. COMM 5263 Health Communication (interpersonal level): Elaine Hsieh
    Prerequisite: graduate standing or permission. A broad overview of theoretical and
    applied approaches to health communication. Students are exposed to a variety of
    health communication topics including doctor-patient communication, health
    information campaigns, mass media influences on health, role of culture in health
    and disease, health care organizations, and group influences on well-being. (F)

Two electives from:

COMM 5553 Persuasive Communication Campaigns: Norman Wong

Prerequisite: graduate standing. Theory and research about persuasive
communication campaigns which involve conscious sustained communication
efforts designed to influence the thinking, feelings and/or behaviors of targeted
receiver groups. (Sp)
COMM 6423 Communication in Health Organizations: James Olufowote

(new) Prerequisite: graduate standing. Examines delivery and exchange of messages within health organizations with emphasis on conflict, bargaining, and negotiating, communication networks and environments, virtual systems of communication, etc. (Sp)

ANTH 5393 Anthropology and the Health of Indigenous People. Prerequisite: graduate standing. Introduces graduate students to research in medical, biological, linguistic, and sociocultural anthropology and archaeology that relates to the health and well-being of global indigenous populations, with an emphasis on the native peoples of the Americas. (F)

Library & Information Services for Indigenous Peoples

Required:

1. LIS 5033 Info & Knowledge Society
2. LIS 5023 Management
3. LIS 5043 Organization
4. LIS 5053 Information Users
5. LIS 5063 ICT
6. NAS 5920 Native American Studies Practicum – or– LIS 5823 Internship in Tribal Library
7. LIS 5713 Research Methods – or – LIS5733 Evaluation Methods – or – NAS 5973 Research Methods in Native American Studies
8. NAS 5123 Contemporary Issues in Native American Studies (Slashlisted with 4123). Prerequisite: graduate standing. Familiarizes and sensitizes students to dynamics of change relevant to issues and concerns among American Indian entities with a special focus on tribal development/progress. No student may earn credit for both 4123 and 5123. (F)
9. NAS 5803 American Indian Federal Law & Policy (Slashlisted with 4803). Prerequisite: graduate standing. This course will explore what constitutes the basic nature of political sovereignty and how it is exercised in Native American communities
and what the possibilities and limitations are for tribal governments. No student may earn credit for both 4803 and 5803. (Sp)

Three electives from:

ANTH 5313 Introduction to Native American Languages (Slashlisted with 4313).
Prerequisite: graduate standing. Survey course into the nature and distribution of Native American languages, with a focus on North and Meso America. Topics include the typology of native languages, language families and real features and cultural domains, and language contact. This course will not satisfy the foreign language requirements. No student may earn credit for both 4313 and 5313. (Irreg.)

LIS 5143 Government Publications (Crosslisted with History 5143).

LIS 5173 Multicultural Librarianship

NAS 5023 Native Cultural Aesthetics & the Heritage Industry (Slashlisted with 4023).
Prerequisite: junior standing. Will focus on aspects of heritage tourism pertaining to Native American experience in the United States from early 19th century to present, examining ways of life of tribes in the form of buildings, art, artifacts, and customs. No student may earn credit for both 4023 and 5023. (Sp)

NAS 5413 Tribal Governance and Leadership. Prerequisite: graduate standing. Will examine traditional and contemporary forms of tribal government and leadership. Students will be exposed to the historical development of modern tribal governments through examination of government policies and legislation. Will explore contemporary issues in tribal government and styles of tribal leadership. (F)

NAS 5933 Tribal Economic Development (Slashlisted with 4933). Prerequisite: graduate standing. Introduces students to the concept of tribal economic development and the relevant issues facing tribal, local, state, and federal agencies. Examines theories and roles of tribal economic development as they relate to the survival and continuation of tribal governments. No student may earn credit for both 4933 and 5933. (F)
Archival Services for Indigenous Peoples

Required:

1. LIS 5033 Info & Knowledge Society
2. LIS 5023 Management
3. LIS 5043 Organization
4. LIS 5053 Information Users
5. LIS 5063 ICT
6. NAS 5920 Native American Studies Practicum – or – LIS 5823 Internship in a Tribal Archive or Museum
7. LIS 5713 Research Methods – or – LIS 5733 Evaluation Methods – or – NAS 5973 Research Methods in Native American Studies
8. LIS 5423 Archives
9. LIS 5463 Archival Representation and Use
10. LIS 5563 Archival Appraisal

11. **LIS 5253 Community Relations and Advocacy.** Prerequisite: LIS 5023, LIS 5033. Examination of the communication process by which the library/information center personnel satisfy user needs and provide/transmit information about the program objectives and functions to develop public awareness and support. Involves as audiences: the users, the library/information center staff, general public, governance entities, political representatives, educational and service agencies, and professional organizations. (F)

12. **LIS 5653 Preservation of Information Materials (crosslisted with Knowledge Management 5653).** Prerequisite: 5033. Theory and practice of the preservation and conservation of intellectual content and physical artifacts, including paper, microform, and digital records. Emphasis on planning and

---

---

---
| administering disaster prevention and recovery, preservation, and digitization programs. (Alt. Sp, Irreg. Su) | understanding laws and regulations relating to the federal historic preservation system. No student may earn credit for both 4313 and 5313. (Sp) |