Committee Name: Curriculum Committee
Date/Time of Meeting: February 11, 2013
Location of Meeting: SLIS Conference Room (Norman), Room 1J10 (Tulsa)

Members Present: Dr. Abbas, Dr. White, Ms. Zemke, Erin McLean, Toni Friedman, Melissa Kuntz, Dr. Kim, Jessie Hopper
Guests: Dr. Brown

Approval of Agenda: There were no additions, and the agenda was approved.

Reading and Approval of Minutes: There were no changes, edits, or additions, and the minutes were approved.

Proposal from Dr. Brown for proposed course 5990 Health Information (proposal attached to end of this document).

Discussion: The proposal for 5990 Health Information comes from Dr. Brown and Mark Hopkins. Dr. Brown provided general information about LIS 5990 Health Information, even though the class has not traditionally been put through the curriculum committee, because she wants opinions on marketing and course description. Dr. Brown has worked with Dr. Kim and Dr. Rubenstein. Dr. Brown gave general information about the course and instructor: Hopkins is a Ph.D. student at UNT, he is a friend of the school, and the course will be a six week summer offering. The course is intended to get students up to par on health literacy and health informatics. Likewise, the course is slashlisted for undergraduates. Dr. Brown wanted to know if anything needs to be added or changed to the proposal before the school markets it. Dr. Abbas wanted to know who the class is geared toward: medical librarians or any information professionals? Dr. Brown indicated that it is for anyone that is interested in health literacy in any information profession. It was decided that this needs to be changed in the advertising. The description, syllabus, and advertising need to show a wider appeal. Melissa asked about the difference in Biomedical Databases and this Health Information course. Dr. Brown answered that this class has a broader appeal, and deals more with the data, terminology, and e-health records, as it is geared toward the general librarian; whereas, Biomedical Databases is more like a super searcher database class. LIS 5990 will also show how to manage one’s own medical information
and records and how to provide reference for health questions. Dr. Abbas said she envisions the class more as a way for public librarians (or any other information professional) to distill down the mass of medical information out there so it is useful for the patrons who walk through the door. Thus, the description needs to focus more on health literacy. The issue over ethics in health reference was also discussed.

The wording in the description and objectives was questioned. First, Dr. Abbas indicated objective #2 was confusing. (“2. Explain the role and development of terminologies and standards that affect health information systems, their communication and use as well as the organizations that influence these.”). She wanted to clear up issues surrounding the use of the words “terminologies” and “standards” in such close succession. It was indicated that “terminologies” is not in reference to controlled vocabulary, but rather medical field terminology. Dr. Brown indicated she was wary to focus too much on marketing the course as a health literacy class because it might decrease enrollment from Informatics students. There is an issue drawing the health literacy and informatics populations. However, Dr. Abbas and Ms. Zemke indicate there is not very much in the description that makes it seem like an informatics class. They suggested including a learning objective that encapsulates the informatics side. Objective #4 needs to include public and industry rather than just “health care professionals and researchers” to prevent students from believing the class to be only for medical librarianship. (“4. Distinguish the types of information resources libraries cultivate and make available to health care professionals and researchers.”). Lastly, the committee suggested Dr. Brown cut the sentence about open-mindedness in the course description.

Questions as to what other disciplines (social work, PR, pre-med) we could target were discussed. Options concerning where to put this course in undergraduate curriculum was discussed.

**Actions:** Dr. Brown will send committee a revised course description and learning outcomes.

**Continued Review of Curriculum Committee Charge for 2012-2013**

**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 committee discussed whether we need a matrix to help guide program planning. Dr. White has been looking at how other programs do it. Dr. White thinks we will have to switch to broader categories with the goal in mind to produce generalists. He indicated that the larger the student population, the more specialized the courses of study. For example, UNT has many specializations, but they have a larger population to support. Dr. White thinks having fewer specializations might be the way to go. He believes that by getting rid of the guided electives, the program is on the right track. He indicated that it makes sense to go the general broad area route if we are trying to expand the population. For example, rather than having a medical librarianship course and a law librarianship course, there would just be a special libraries course with the intent to move away from specialty course to more functional courses. Dr. White indicated he is leaning more toward having broad categories, such as Libraries, Archives, Informatics, and General Study. He believes the program planning guides would just need minor adjustments. We would need to identify which groups of courses would go under a particular category. Dr. Abbas questioned what the categories would be. It was determined that this would need to be discussed with the faculty, and then the faculty could figure out which courses go underneath which category. From that point, the program planning guides would need to be redone. Dr. White explained that the faculty will help choose which courses to condense.

Issues concerning the many changes in faculty (new faculty member, passing of Dr. Van Fleet, and the retirement of Dr. Taylor) were discussed. Likewise, the committee discussed how changing to this structure would affect accreditation. It was asked whether we would we have matrices and the program planning guides. Dr. White recommended the guides and matrices as suggestions rather than strict guides. The matrix would suggest which classes a student could take. The flexibility of the broader categories was discussed. The more flexible structure might decrease the need for prerequisites. It was asked whether this flexible structure would be too wild for remote students. Dr. Abbas discussed the benefits of the current structure. For example, no matter what track the student choses, the student knows he or she will have the basics at graduation. Additionally, it makes advising easier if there is a structure. Dr. White indicated that structure might force students down a library track even though that is not what they want, and removing the guided electives gives more freedom. Student opinions provided by Jessie, Toni, and Melissa indicated that the structure worked for some, but not for others. The guided electives did not work for Jessie because they restricted when she could take classes. Dr. White explained
that since the guided electives have to be filled with higher priority, it often delays archive students the opportunity to take the archives class. On the other hand, the guided elective structure was helpful to Toni because it made it easier for her to compare tracks. The committee discussed the far-reaching consequences of this move because it will affect the rotation schedule, prerequisites, etc. It will have major impact, but the impact can be incremental.

**Action:** Dr. White will create a report addressing which categories our school could support, how it will differ from the current guided elective structure, and the ways this change could trickle down. He will email the report by March 4, 2013.

**Charge Item #6:** Work with Dr. 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. White and Dr. Kim got feedback from people in these fields to see which skills students would need. The results boiled down to data curation. It was mentioned that with health informatics a student would need to understand broad terminology. Likewise some expressed surprise that the Library and Information Services for Indigenous Peoples comes down to simply data curation, rather than also including more about service or sovereignty law.

**Charge Item #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 explained all the options involving certification currently visualized: undergraduate certification (which has no place in a MLIS program), graduate certificate (for those with either an undergraduate or graduate degree; normally marketed to specific issue; doesn’t work for our group; could work for interdisciplinary graduate students). We are still not sure what is the most marketable. Ms. Zemke indicated we could reach out to the advisory board and they could give us feedback. Also we could do quick survey to alums and employers.

There is also a 5th year masters/accelerated program. In this program, a student would enter into the undergraduate program and could apply up to 9 hours to the graduate program. These students would have to apply to a separate degree program. It would not be BAIS; it would be a separate accelerated program. Ms. Zemke questioned whether it would be worth the
trouble. These students would be paying more, and there are issues with financial aid. However, even though the student would be paying more, he or she would get to double dip. It would save money in the long run for people who are sure about being librarians. Ms. Zemke indicated that if the accelerated program is not marketable then it is a problematic scenario, as the cost and work involved in creating the program might not be worth the benefit to the students and program, especially if interest is small. It was explained that accreditation for an accelerated program would probably have to take place separately from our existing accreditation. We are waiting to hear back as to whether this is the case.

Next, interdisciplinary certifications, such as a Digital Humanities Certificate, were discussed. This type of certificate might be marketable, but we would have to be very clear about issues surrounding the Archives Certification, accreditation, and financial aid. Toni asked if we could offer just an accelerated master’s degree. She used the example of accelerating the School Librarianship track for teachers. It was decided that this would be problematic and exclusive. First, it would have to be accredited separately. Also, the school could not justify doing it for only one specialty and not others.

**Actions:** Ms. Zemke will summarize the different options in a report by March 11, and we will go forward from there.

**No other business.**

**Next Meeting:** March 11, 2013 at 12:30-1:30

**Minutes prepared by Erin McLean**
Instructor: Mark Hopkins, MSKM, AHIP  
School of Library and Information Studies  
Best way to contact: Mark-hopkins@ouhsc.edu  
Office hours: Online: By appointment  

Course Description:  
Prerequisite/Corequisite: LIS5033/KM5033 Information and Knowledge Society OR Permission  
This course will provide an introduction to health care information systems, tools and terminologies. Emphasis will be on the role of libraries as well as emerging trends and how librarians and information professionals can be involved in the process. This course is designed for you to be open-minded. It will deviate at times to explore the broader structure and considerations of how health information works in different systems to provide a better understanding of why information is integral to successful communication, interoperability, research, etc. – and how these different areas can provide us, as information professionals, a platform to engage and play a part.  

Required Text:  

Title: Health informatics for medical librarians  
Edition: 1st  
Authors: Ana D. Cleveland & Donald B. Cleveland  
Publication Year: 2009  
Publisher: Neal-Schuman  
ISBN: 1555706274  

Student Learning Outcomes  
Upon successful completion of the course, students will be able to:  
1. Conceptualize the broader health information environment.  
2. Explain the role and development of terminologies and standards that affect health information systems, their communication and use as well as the organizations that influence these.
3. Understand the challenges and opportunities librarians and information professionals face.
4. Distinguish the types of information resources libraries cultivate and make available to health care professionals and researchers.

Teaching/ Learning Methods
This course will be delivered online and employ lectures, readings, asynchronous group discussion, and individual and group learning experiences. Assignments will be designed for application as well as analysis of concepts and issues.

Readings for each topic area will be assigned either from the text or from additional assigned readings that will be available online or via the University of Oklahoma’s E-Reserves: http://libraries.ou.edu/eresources/reserves/

Evaluation Methods
Evaluation will be based on a combination of reports, and online discussions designed to foster critical thinking and synthesis of course concepts. These assignments are designed for application as well as analysis of concepts and issues.

You are expected to complete textbook and/or other assigned readings during the time period assigned for each topic. All class members are expected to welcome open expression of opinions, attitudes, and beliefs and to accept the legitimacy and value of dissent, whether the dissenting opinion is considered valid or not. Please also see the “Professionalism in Electronic Communication” section below.

Technological Literacy Requirements
To be successful everyone in this online course must be able to:
• access and use Desire2Learn aka D2L (http://learn.ou.edu), including using the Dropbox to send attachments, on a daily basis,
• access and use e-mail, including sending attachments, on a daily basis,
• identify, access, and use web sites,
• process word documents, and
• access and use (using a web camera and microphone) social networking sites including Skype and YouTube

If you are not able to do one or more of the above tasks, contact the instructor immediately (mark-hopkins@ouhsc.edu) for reference to tutorials to assist you in gaining the skills required to participate in this course.

Journals:
Possible journals to browse regularly include, but are not limited to, the following titles that are available via electronically via the OU libraries:

• Journal of the American Medical Informatics Association
• Health Information & Libraries Journal
• Journal of Electronic Resources in Medical Libraries
• Information Research
• Journal of Documentation
• Journal of the American Society for Information Science and Technology
Lectures Topics and Assignments

D2L Profile and Health Information Overview / Users and Vocabulary (10%)

Learning Objectives
This week will discuss health information as a concept. Some general definitions will be provided. The variance in scope and use of health information will be considered to emphasize the different information users that consume, create, collect, manage and disseminate health information.

1. To put names to faces and interests.
2. To develop a community among the students.

Procedures
Create or update your D2L profile by clicking on the “Profile” link on the left hand side of your D2L homepage.

Upload a recent photo and fill in all the information in the boxes.
Within the “Most Memorable Learning Experience” box include the following:

1. How long you have been in the BAIS/MLIS Program.
2. The setting in which you hope to work upon completion of your degree.
3. Your top three (3) population preferences from the list below for your Information Worlds (IW) Project.

Assignment – Write a short post about what aspect or part, so far, you find most challenging or troublesome aspect of information studies.

Health [Information] Professionals (disciplines) and Institutions (10%)

Learning Objectives
BioInformatics, health informatics, health sciences research, public health, CDC, NIH, etc.

1. Point of care, research, labs, charting, meaningful use, electronic health record, big data, data visualization, consumer health.
2. The slides for this week could provide a very brief overview on all of these keywords to familiarize students with the health information vocabulary and topics.

Procedures
Read the assigned chapters and

Assignment – For each of these, students will select a university or institution that is well known for their work in one of these areas, CDC for example, and then ask the students to complete a 1-2- page write-up comprising the history, vision or mission, scope of information coverage (resources, data, etc.) and what types of health professionals would find the information useful.

Health Information Professional Organizations (15%)

Learning Objectives
This section will allow students to research one the professional organizations and provide their perceptions of how these groups impact health information. A brief overview of these will be provided in the lecture or slides

1. National Library of Medicine
2. American Medical Informatics Association
3. Health Level 7 (HL7)
4. Healthcare Information and Management Systems Society (HIMSS)
5. Consumer Health
6. Advocacy Groups

Procedures
Read the assigned chapters and

Assignment – Watch a recorded webinar or YouTube promotional video and write ½ page about what you felt the organization wanted you to take away and what they are trying to accomplish. Then answer this question in 1-2 sentences: “Did you feel engaged, why or why not?”

Terminologies (How Health Information "Communicates") (15%)

Learning Objectives
Provide a list consistent with assignments in medical informatics, where student will review and explain aspects of each terminology they choose

1. Unified Medical Language System (UMLS)
2. SNOMEDCT
3. ICD-9/10
4. LOINC
5. Health Level 7 (HL7)
6. Medical Subject Headings (MeSH)

Procedures
Read the assigned chapters and

Assignment – Summary section will ask the students to explain how they believe these terminologies make or provide opportunities for librarians. 1-2 Pages

Health Information Tools (20%)

Learning Objectives
While there are many other types of tools, we will focus on this one in particular because it has special significance today and its relationship to current health care law and meaningful use criteria.

Procedures
Read the assigned chapters and

Assignment – Use the VA or another open source EHR type system, explore the different modules or sections that make up one of these tools and indicate two modules you think would benefit from added health information resources and why. Write a 1-2 page summary of what the two modules are doing and what information would enhance their value to users

Health Information Resources (30% Undergraduate) and (5% Graduate)

Learning Objectives
Research Information Resource

1. MEDLINE, EMBASE, Web of Science
2. Library E-Resources
   a. Books, Journals, Videos, CME sources
3. Point of Care, Evidence Based, Reference, Images

Procedures
Read the assigned chapters and

Assignment (Undergraduate Student Final) – Complete a 2-3 page paper with your thoughts on the following questions.

Reassess your first post on what you perceived as most challenging. Is that still the same thing or different? What insights have you taken away that would allow you to address these concerns? Lastly, provide your thoughts on how this course has highlighted the overlapping nature of each aspect of an information system

Assignment (Masters Student) – Complete a ½ page summary on what challenges users could face give the different types and make-up of information resources.
**Wrap-Up and Final Papers Due (25%)**

**Learning Objectives**
While there are many other types of tools, we will focus on this one in particular because it has special significance today and its relationship to current health care law and meaningful use criteria.

**Procedures**
Review materials covered over this course and begin to think about general concepts and ideas that would apply to you as a librarian now or in the future, and then answer the questions below.

**Final Assignment (Masters Student Only) –** In the last two weeks, answer these three questions in ½ to 1 page each succinctly.

1. What health information discipline would be important for libraries to engage and partner with and why?
2. List the challenges and opportunities libraries and librarians face in remaining affluent with respect to health information tools.
3. What overlap, if any, do you see that exists between professional organizations / institutions and the development of health information terminologies?
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<th>Week and Topic</th>
<th>% Grade</th>
<th>Due Date</th>
<th>Assignment</th>
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<tr>
<td>1st Week - Health Information Overview</td>
<td>10%</td>
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<td>Assignment – D2L Introduction (5%) AND Write a short post about what aspect or part, so far, you find most challenging (5%).</td>
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<td>2nd Week - Health Information Professionals (disciplines) and Institutions</td>
<td>10%</td>
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<td>Assignment – For each of these, students will select a university or institution that is well known for their work in one of these areas, CDC for example, and then ask the students to complete a 1-2- page write-up comprising the history, vision or mission, scope of information coverage (resources, data, etc.) and what types of health professionals would find the information useful.</td>
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<td>3rd Week - Health Information Professional Organizations</td>
<td>15%</td>
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<td>Assignment – Watch a recorded webinar or YouTube promotional video and write ½ page about what you felt the organization wanted you to take away and what they are trying to accomplish. Then answer this question in 1-2 sentences: “Did you feel engaged, why or why not?”</td>
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<td>4th Week - Terminologies (How Health Information “Communicates”)</td>
<td>15%</td>
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<td>Assignment – Summary section will ask the students to explain how they believe these terminologies make or provide opportunities for librarians. 1-2 Pages.</td>
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<td>5th Week - Health Information Tools</td>
<td>20%</td>
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<td>Assignment – Use the VA or another open source EHR type system, explore the different modules or sections that make up one of these tools and indicate two modules you think would benefit from added health information resources and why. Write a 1-2 page summary of what the two modules are doing and what information would enhance their value to users.</td>
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<td>6th Week - Health Information Resources</td>
<td>30% (U) AND 5% (G)</td>
<td></td>
<td>Assignment (Undergraduate Student Final) – Complete a 2-3 page paper with your thoughts on the following questions. Reassess your first post on what you perceived as most challenging. Is that still the same thing or different? What insights have you taken away that would allow you to address these concerns? Lastly, provide your thoughts on how this course has (or hasn’t) highlighted the overlapping nature of each aspect of an information system</td>
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<td>Assignment (Masters Student)</td>
<td>– Complete a ½ page summary on what challenges users could face give the different types and make-up of information resources.</td>
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<td>7th Week – Final Week</td>
<td>25% (G)</td>
<td>Final Assignment (Masters Student Only)</td>
<td>– In the last two weeks, answer these three questions in ½ to 1 page each succinctly.</td>
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<td>What overlap, if any, do you see that exists between professional organizations / institutions and the development of health information terminologies?</td>
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Grading
Letter grades on students’ transcripts will be assigned according to the following percentage distribution:

- 90 % or above: A
- 80 % - 89 %: B
- 70 % - 79 %: C
- 60 % - 69 %: D
- 59 % or below: F

Fractional percentages will be rounded upward.

In general
- A grade of A implies that all requirements have been met and substantially exceeded. "A, the highest grade, is given for work of exceptional quality." (The University of Oklahoma General Catalog, 1999-2001, p. 33).
- A grade of B implies that all requirements have been fully met.
- A grade of C implies that all requirements have been minimally met.
- A grade of D implies that some or all of the requirements have not been minimally met. "A grade of D is failing insofar as credit toward a graduate degree." (University of Oklahoma 2000 Graduate College Bulletin, p. 30).
- A grade of F implies failure to meet minimal requirements. School of Library and Information Studies policy requires that any student receiving a grade of F be recommended for dismissal from the Master of Library and Information Studies program.

Style Manual
The Chicago Manual of Style has been officially adopted as the preferred style manual for the OU School of Library and Information Studies.


Additional Resource for Style Guidance:
The Chicago Manual of Style Web site (especially see the link to “Q & A [Questions and Answers]”).
Available at: [http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/](http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/)

Writing Centers
For assistance in documenting research materials or organizing thoughts for assignments, students can make appointments for FREE conferences with writing consultants at the OU Writing Centers on both the Norman and Tulsa campuses.

*Norman Campus:*
[http://www.ou.edu/writingcenter/](http://www.ou.edu/writingcenter/)

*Tulsa Campus:*
[http://tulsagrad.ou.edu/writing/](http://tulsagrad.ou.edu/writing/)

Due Dates and Late Assignments
Assignments are due at or before the beginning of class on the stated due date. Assignments will be accepted later than the due date only by prior arrangement with the instructor or in the case of a documented illness or emergency. Assignments submitted later than the due date for reasons other than documented illness or emergency will be subject to an automatic reduction of 10% of the grade for the assignment.

**Attendance**
Even though this is an online course the same guidelines for face-to-face courses outlined below in University Policy 4.19.1 will be adhered to. Please keep in mind that and use of the materials posted online for the course is evident in students’ performance in the assignments and discussions.

*University Policy 4.19.1 Class Attendance - Students*

"Students are responsible for the content of courses in which they are enrolled. Specific policy concerning attendance requirements and announced and unannounced examinations is the responsibility of the individual instructor. Students have a responsibility to inform faculty prior to absences whenever possible. Faculty should make every effort to find a reasonable accommodation for students who miss class as a result of participation in Provost-approved University-sponsored activities or legally required activities such as emergency military service. Students missing class on account of jury duty must receive such an accommodation.

When absences seriously affect a student's class work, the instructor will report this fact to the Admissions and Records Office, where the information will be directed to the dean concerned."

*Character of Graduate Education*

Attendance (even online!) is also important because the graduate student experience encompasses more than fulfillment of assignments. As noted in the OU SLIS Graduate Student Handbook: “Fundamentally, responsibility for education at the graduate level belongs to the individual student. Faculty provide the basic frame in which the study is undertaken, offer assistance in setting the parameters of study, and serve as facilitators and mentors. This approach to the learning environment is particularly necessary as a conceptual framework for the development of information professionals who must exercise critical thinking, analyze problems, and design solutions as a daily part of their work life, who must be independent and lifelong learners who also function effectively as team members in a diverse and dynamic information environment.”

*Responsibility of Student*

Students who miss a class are responsible for content covered and for any announcements and assignments made at the missed class meeting.

*Absence for Religious Holidays*

However, “It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.” (Section 3.13.2, The Faculty Handbook). Students who plan to observe a religious holiday should notify the instructor as soon as possible in order to make appropriate arrangements for classwork or rescheduling of examinations.

*Academic Misconduct*
This following Web page outlines OU’s expectations of academic honesty, defines misconduct, provides examples of prohibited conduct (including plagiarism, improper collaboration, and Internet cheating), and explains sanctions for misconduct: [http://www.ou.edu/provost/integrity/](http://www.ou.edu/provost/integrity/)

Excerpt from the University of Oklahoma Academic Misconduct Code

1.1 Basic Principle of Honesty

“Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honest and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed.”

Appeals information can be found on the following website: [http://www.ou.edu/provost/integrity-rights](http://www.ou.edu/provost/integrity-rights)

There is also an OU Honor Council Web page, that contains a “Current Statement of Academic Integrity written by students for students” ([http://ou.edu/honorcouncil/](http://ou.edu/honorcouncil/)).

**Codes and Policies of Behavior**

To protect its faculty and students, the School of Library and Information Studies fully subscribes to the university’s codes, policies, and procedures involving academic misconduct, grievances, sexual, racial and ethnic harassment, and discrimination based on disability. You are strongly encouraged to acquaint yourself with both your responsibilities and your protections. See “Student Code” at: [http://judicial.ou.edu/content/view/27/32/](http://judicial.ou.edu/content/view/27/32/)

**Reasonable Accommodations**

Excerpt from University Policy 5. 4 Reasonable Accommodation Policy

"Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.”

Please advise me (cbrown@ou.edu) of such disability at some point before, during, or immediately after the first scheduled class session. I will work with you and the Office of Disabled Student Services to provide reasonable accommodations.

**Professionalism in Electronic Communication**

Electronic venues (such as e-mail, discussion boards, chat rooms, etc.) are used regularly as part of professional practice. It is expected that the tenor of discussion in electronic communication for this class will be that of colleagues.

One important purpose of discussion board transactions is to practice HEARING (not just listening to) the various opinions, stances, and ideas of one's colleagues. *Thus, thou shalt not indulge in flaming.*

It is important to remember that virtual communication lends itself quite easily to an artificial sense of "private conversation" - it is always wise to think twice before you post.

**Student Evaluation of Class**

At the end of the term, each student will be asked to complete an online OU College of Arts and Sciences evaluation form that elicits opinions about the quality and relevance of course content and the quality of instruction.
The instructor will NOT see course evaluations until after grades have been turned in to the Registrar’s Office.

This student input is used by the instructor for improvement of teaching and by the School for annual assessment and tenure and promotion decisions among its regular faculty, and for rehiring decisions among adjunct faculty. It is important that you be careful and accurate in completing the evaluation form.

Acknowledgements: Several of the materials, assignments, and policies in this syllabus were drawn and adapted from, with permission, the syllabi of Prof. J. Lester OU-SLIS LIS 5053 (SU 2005), Profs. K. Fisher & T. Hill of the University of Washington’s iSchool LIS 510 (Autumn 2010), and Prof. R. H. Taylor’s OU-SLIS LIS 5043 (SU 2004)