UNIVERSITY OF OKLAHOMA  
SCHOOL OF LIBRARY AND INFORMATION STUDIES  
Curriculum Committee Annual Report 2009 - 2010

Curriculum Committee 2009 – 2010:  
Faculty:  Dr. Betsy Martens, Dr. Kelvin White, Ms. Stacy Zemke, Dr. Connie Van Fleet (chair)  
Students:  Ms. Mary Parker (Norman MLIS F09)  
Ms. Jennifer Prilliman (Norman MLIS Sp10)  
Ms. Suzanne Rooker (Norman MLIS)  
Ms. Chrissy Shacke (Tulsa MLIS)  
Ms. Devon Yost (Norman MLIS F09)  

Guest:  Mr. Stewart Brower, Director, OU-Tulsa Library and SLIS alumnus (in concert with the charge to the committee to seek input from “external constituencies served by the School and its programs, including employers, alumni, the School’s Advisory Boards and the School’s Alumni Association”)

COMMITTEE CHARGE 2009 - 2010

For 2009/2010, the Curriculum Committee was specifically requested to accomplish the following:

• Design and implement a coordinated mechanism that will provide faculty members ongoing information regarding the content and expectations of upcoming courses.
• Develop and implement an evaluation and feedback mechanism for new courses.
• Explore development of courses, course components, or other learning structures that provide opportunities for hands-on utilization and real world applications of technology for both MSKM and MLIS programs.
• Analyze data from end-of-program assessments provided by the Graduate Studies Committee for possible curriculum implications.
• Review the course descriptions and course numbers for level three courses, revise as needed, and submit through the university approval processes.
• Complete the revision and development of program planning guides.

COMMITTEE ACTIVITY RELATED TO THE CHARGE, 2009 - 2010

• Design and implement a coordinated mechanism that will provide faculty members ongoing information regarding the content and expectations of upcoming courses.

The Curriculum Committee developed a template and procedures for one-page course summaries (approved by faculty 12.04.09). Posted to the School’s web site each semester and archived to the shared network, the one-page course summaries are designed “to provide concise, readily accessible information for use by students and faculty in advising and program planning; by instructors in developing courses; by faculty in evaluating and developing curriculum; and by faculty and administration in tracking consistency and evolution of course offerings.”
The template, policy and procedures for the one-page summaries were forwarded to Committee A for inclusion in a course preparation document.

- *Develop and implement an evaluation and feedback mechanism for new courses.* The Committee did not address this charge.

- *Explore development of courses, course components, or other learning structures that provide opportunities for hands-on utilization and real world applications of technology for both MSKM and MLIS programs.*

The Committee studied technology competencies documents and guidelines, research reports, and OU SLIS faculty expectations for technological competence. As the Committee reviewed the technology-related curriculum of the School in the context this analysis provided, it became clear that the problem was two-fold: some students lacked even minimal technology skills while others were not given the opportunity to develop higher level skills. The Committee envisioned these two groups as users and creators, each with their own set of needs.

The final approach required that we develop a means to ensure that all students gained basic awareness and facility with information technologies and that some could develop a higher level of expertise. In response to this latter group, it was decided that there should be an appropriate technology focused course within each of the guided elective categories and a set of appropriate general (free) electives.

To that end, the Curriculum Committee proposed 1) adding a basic, technology oriented course to the core curriculum and 2) eliminating the Information Technology Guided Elective category. Although this added a required course, it preserved the number of general elective hours available to students. This change to the curriculum structure was approved by faculty April 9, 2010.

Most courses from the Information Technology Guided Elective category were recommended for slashlisting with the BAIS and placement in the General Elective category, with the rationale that this would make effective use of faculty resources and enhance enrollment.

The Committee reviewed all technology-related 5990 courses, with the following results:

- LIS4990, KM/LIS5990 (LIS4603, KM/LIS5603) Information and Communication Technology was approved as the required technology-related course.

- KM/LIS5990 (LIS4453, KM/LIS5453) Digital Collections was approved as a slashlisted permanent course in the Content Management Guided Elective category. (At the request of the faculty, the Committee explored the course fee assessment process and suggested a “place holder” fee in spite of the University’s moratorium on new fees.)

- KM/LIS5990 (LIS4463, KM/LIS5463) Database Management was revised and approved as a slashlisted permanent course in the General Elective category.
• KM/LIS5990 Information Security was eliminated; content will be absorbed into a revised KM/LIS Networks and Information Management Systems.

• KM/LIS5990 Networks and Information Management Systems was not fully reviewed. However, the Committee recommends that this course be revised to focus on the following competencies: 1) ability to verbalize technology needs to IT specialists; 2) understanding of technical aspects computer and web based work, but not necessarily hands on implementation (the infrastructure layer); 3) ability to identify and address relevant security issues and topics. In addition, it was suggested that it be re-named (The names “Information Architecture” or “Network Architecture” were suggested as possibilities), categorized as a General Elective, given a permanent number and slashlisted.

• Analyze data from end-of-program assessments provided by the Graduate Studies Committee for possible curriculum implications.
No data concerning end-of-program assessment was provided by the Graduate Studies Committee. The Curriculum Committee was provided exit interviews by the office. In looking at the response rates and absolute numbers of exit interviews, the Committee felt that this data would not necessarily be representative and did not proceed with further analysis.

• Review the course descriptions and course numbers for level three courses, revise as needed, and submit through the university approval processes.
In conjunction with the curriculum restructuring, the Committee examined course numbering of level 3 courses and has recommended a number of revisions. These include using LIS51xx for library related general electives; LIS53xx for archive related general electives; and LIS56xx for technology related general electives.

• Complete the revision and development of program planning guides.
Revised versions of the remaining program planning guides were submitted and approved by faculty: the Program Planning Guide for Children/Young Adult Services (9/11/2009); the Program Planning Guide for School Library Media Specialists (9/11/2009); and the Program Planning Guide for Information Technology (12/04/09).

Further, the Committee recommended the following procedures: 1. Ensure that consistent versions of all program planning guides are posted to the SLIS page; 2. Add dates of approval to all program planning guides; and 3. Post only pdf versions of program planning guides to the SLIS page. (9/11/09)

Not covered by charge:
Faculty voted to accept the following additional student learning outcome for LIS5733: Identify, analyze, and synthesize professional research literature to support evaluation activities.
RECOMMENDED ACTIVITIES FOR THE 2010 - 2011 COMMITTEE,

Carry over from 2008 – 2009, not completed:

- *Develop and implement an evaluation and feedback mechanism for new courses.*

Suggested by 2009 – 2010 Committee:

1. Formalize Curriculum Committee membership to include undergraduate studies coordinator.

2. Submit curriculum revision proposals and track through system.

3. Work with office to ensure one-page course summaries are submitted.

4. Complete revision/review of proposals under development.
   - LIS5990 Networks and Information Management Systems. Revise (to absorb 5990 Information Security); Rename and give permanent number (slash list). (More detail available in CC minutes.)
   - Archives courses: Digital Curation; Archival Description and Arrangement
   - Information Visualization (to replace Knowledge Representation) (More detail available in CC minutes.)

5. Revise program planning guides to reflect structural changes.

6. Review catalog course descriptions, especially in regard to projected offerings.

7. Review the current reference courses for overlap and gaps in coverage.
   - LIS5503 Information Literacy and Instruction
   - LIS5513 Information Sources and Services
   - LIS5523 Online Information Retrieval
   - LIS5561 Information Systems, Sources & Services: Variable Topics
   - LIS5562 Information Systems, Sources and Services for Specific Communities.

8. Analyze curriculum for content re: funding and development.