The 2012 – 2013 SLIS Curriculum Committee included faculty members June Abbas (Chair), Yong-Mi Kim, Kelvin White, and Stacy Zemke, and student members Melissa Kunz (Tulsa), Marcia (Toni) Friedman, and Jessie Hopper. The chair thanks the Committee for their commitment of time, energy, and thoughtful deliberation and council.

This report includes a summary of the 2012 – 2013 Curriculum Committee charge items and progress towards completion of each and recommended charges for the 2013 – 2014 Curriculum Committee. Also attached are key documents.

**2012 – 2013 CURRICULUM COMMITTEE CHARGES**

**Committee 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.)

The faculty voted to remove MATH 2123 Calculus II from the BAIS major support requirements. This proposal was submitted to the Course and Curriculum Committee of the College of Arts and Sciences for approval. This proposed change was approved in March 2013.

**Committee 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.

The Committee began exploring this complex charge but does not feel that work is completed. This charge is also related to charges 4 and 5 so will need to be considered as these charges continue to be examined.

**Actions taken:**

1) Dr. Abbas met with Dr. Brown to discuss the feedback provided by the SLIS External Advisory Board. The SLIS External Advisory Board indicated they think the curriculum would better serve students if management classes were collapsed in favor of developing more functional courses. These courses include Public Library Administration, Academic Library Administration, and Special Library Administration. It was decided that Dr. Brown would attend the November meeting to discuss this charge with the Committee.
2) Dr. Abbas and her GA, Erin McLean researched this issue further by reviewing other LIS/IS course offerings related to management. Erin provided the Committee with a 97 page report outlining what each program offerings include and summarizing her overall findings. It appears that most schools offer a mix of functional and type of library courses, but a lot of schools have School Library Administration separate. It was determined that the committee will should examine this data further and look for exemplars of potential curriculum structures to emulate.

3) Dr. Brown, to resolve a faculty/resource issue for Fall 2013 (Dr. Martens on sabbatical and Dr. Taylor's retirement) proposed a melded course entitled "Library Administration" to stand in place of (for that semester at least) the Academic Libraries and Special Libraries courses taught by the two faculty members. The Committee reviewed Dr. Brown's proposed syllabus and make suggestions. This course could serve as a model for how to move to more functional courses. The course will be offered in the Fall 2013 semester and the Committee will confer with Dr. Brown eliciting her impressions of whether or not the melding of the courses is successful.

Recommendation:
The Committee recommends that this charge be continued in 2013-2014 and that it be merged with other related charges 4 and 5.

Committee 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).

This charge has been completed. The proposal was submitted to the Course and Curriculum Committee of the College of Arts and Sciences for approval. This proposed change was approved in 2013.

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

This charge is related to charges 2 and 5.

Regarding part one of this charge, according to last year's Curriculum Committee report, the program planning guides were all updated in 2011. However, now that the new curriculum structure has been approved, the Committee realizes many will need to be revised further. The Committee recommends that this activity continue in the next year as the new program planning matrix is developed and proposed to the faculty.

Regarding part two of this charge, the Committee has discussed this charge at length, brainstorming ideas for the new planning matrix and evaluating what other documents will be affected by developing a new curriculum structure. It was determined that once the matrix is
developed and approved by faculty, then the ROTA and program planning guides will also need to be revised.

**Actions taken:**
After Committee discussions about what a new matrix might include and how to proceed, Dr. White investigated how a sample of 8 other LIS/IS programs are structured. He reviewed at sample of 8 MLIS programs—UNC Chapel Hill, UNC Greensboro, UT Austin, UW Milwaukee, UCLA, U of Missouri, U of Tennessee, and U of North Texas. He presented his findings at the April CC meeting. These findings and recommendations are summarized below.

**Findings:**
- Programs reviewed didn't really vary in terms of the core structure. The only variance was related to the number of required core courses as well as elective courses. The programs required the following:
  - a minimum number of units to graduate;
  - a certain number of core courses to complete
  - a selection of courses that could be used to fulfill electives (with consultation of an advisor)

**Sketch of potential matrix and questions to address:**
- **Required core courses (15 hours)**
  - Potential faculty concerns/questions:
    - Are we satisfied with the content/subject matter of these courses?
    - Is there too much overlap?
    - Are we satisfied with this being the only common theory courses required for students to work in a variety of information environments (not just a library, but also an archive and/or an information environments outside of either a library or archive)? If not, what content would need to change? Could courses be co-developed to help ensure richer, broader course content?
- **Research and evaluation (3 hours)**
- **Functional course (6 or 9 hours? Or at least 1 of the following courses from this category?)**
  - Potential faculty concerns/questions:
    - What would populate this area?
    - Perhaps course that any information profession should be able to do regardless of the information environment? Examples include: community advocacy and relations/outreach, information storage and retrieval (new hire), digitization, etc.
- **Electives (9 or 12 hours?)** These could include the specialized courses that are designed for specific environments such as information literacy, children’s literature, records management, archives, etc. This could also include courses required for school library media students. For students who generally want to work outside of a library or archive, they could possibly take classes outside of SLIS to help enhance a more individualized degree plan. The new hire(s) may also be able to fill in the gap with more data science courses, etc.

**Recommendations:**
The Committee recommends that this charge be continued in 2013-2014. Abbas suggested that mock models of potential matrices be developed, reviewed by CC and then presented to the faculty, keeping in mind the additional charges to develop more functional courses and to move away from the present curriculum structure (charge 2), and the review of courses for slashlisting (charge 5). The Committee would also review potential changes to the Program Planning Guide, Rotation Schedule, and other related documents.

**Committee 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.

This charge is partially completed. The slashlisting of LIS 4523/5523 (Online Information Retrieval), LIS 4143/5153 (Government Information (formerly Government Publications)), and LIS 4553/5553 (Competitive Intelligence) has been approved.

As for the remainder of the charge, after much discussion, the committee decided it would be easiest to make decisions on slashlisting and prerequisite courses while restructuring and developing the new planning matrix (Charge 4). We recommend that this charge be continued in 2013-2014.

**Recommendations:**
The Committee recommends that this charge be continued in 2013-2014 and that it be merged with other related charges 2 and 4.

**Committee 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.

The Committee began exploring this complex charge but does not feel that work is completed.

**Actions taken:**
1) Dr. Abbas met with Dr. Brown to elicit further clarification on this charge. 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. Brown provided the Committee with a document outlining the proposed specialty tracks. This document shows areas Dr. Brown and other faculty would like the committee to explore. (This document is attached to the report.) It was also decided that Dr. Brown would attend the November meeting to discuss this charge with the Committee.

2) Dr. Brown attended the November meeting Dr. Brown discussed some of the rationale behind creating these specialty tracks, such as attracting students who wish to specialize, bringing in
more students for classes from other programs, and increasing variety and diversity of students. She explained that there is no certificate with these programs, but it does change the coursework. (For a more complete summary of what was discussed please refer to the CC November meeting minutes available on the SLIS server.) It was decided that a subcommittee comprised of Drs. Brown, Kim, White, and other faculty members would meet to explore this issue further and to report back to the Committee.

3) Dr. White presented the Committee with the following summary of the activities of the subcommittee.

Drs. Rubenstein, Brown, Kim, and White met with current adjunct faculty who teach courses relate to medical librarianship to discuss what new skills and knowledge areas students would need to learn in courses related health information environments. Based on this discussion, Dr. Brown submitted a course proposal for LIS 4990/LIS 5990 Health Informatics for Information Professionals to the curriculum committee for discussion. Because one adjunct faculty (Marty) is retiring, further discussion about developing this speciality track is on hold.

4) Dr. Kim also expressed the need for the proposed Health specialty course structure to include courses that Tulsa students could take. She has volunteered to explore the health-related courses in Social Work and the Summer Institute as possible options to include in our electives.

5) Dr. Abbas proposes that we also consider developing a Data Literacies specialty track, in conjunction with our new hire.

Recommendations:
The Committee recommends that this charge be continued in 2013-2014 and that additionally, 1) course offerings for Tulsa students in the Health specialty area, and 2) data literacies track, be explored further. The Committee will also solicit feedback from the adjunct teaching the Health Informatics for Informatics Professionals course.

Committee 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.

The Curriculum Committee worked with the Undergraduate Studies Committee on this charge. Research was conducted into the various options for post-baccalaureate, accelerated masters program, and graduate certificates. A brief summary of each option and our recommendations follows.

Options and recommendations:
• Post-baccalaureate - this would be additional course for students who have completed an undergraduate degree, but want further courses to meet a specific need. Usually for
student wanting to enter a graduate program who needs to have a specific knowledge set before entering that program.

- **Recommendation** - Since no remediation is needed for the MLIS, there is not a present need for this type of program in SLIS.

- **Accelerated Masters** – students could complete up to 9 hours of coursework that would count toward both the BAIS and the MLIS. SLIS would have to create a new degree code for these students, which would have to be approved by the University. Students would have strict requirements to meet for eligibility (from the Grad college).

  - **Recommendation** – Is worth pursuing further. Have anecdotal evidence that a program like this would be desirable, but need to investigate the actual market, would the students meet the eligibility requirements. This looks like a bit of an administrative challenge to propose and maintain, so we would want to have a strong market for.

- **Graduate Certificates** – students would complete a specific set of courses/electives to receive certification in one area, some options are

  - Cataloging
  - Technology, ICT,
  - Archives
  - Document and Records Management
  - Data curation

Some issues revolve around the usefulness of these certificates, since they would not be ALA Accredited.

  - What would compel the students?
  - Are they for students who have completed a MLIS and want additional learning opportunities?
  - Are they for students who have completed a Bachelors in another discipline, but find themselves managing content (History, PoliSci, Museum Studies…etc)

Could this we a way to recruit them into the MLIS program – are there enough out there?

**Recommendations:**
The Committee recommends that this charge be continued in 2013-2014. Whether or not there is a real need for one of these options should be investigated. Questions remain about who would really be interested in these options, how to reach out to them, but also how not to confuse these programs with our accredited MLIS.

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

This charge was not completed by the Committee this year. Ms. Zemke reported that she, Dr. Brown, and the LIS office staff and student worker have been conducting an inventory of the materials. Zemke also reported that the main work of the Curriculum Committee related to this charge will be their reading of the Curriculum chapter of the COA Program Presentation. Abbas indicated that the Committee is happy to assist as needed.
**Recommendations:**
The Committee recommends that this charge be continued in 2013-2014. The Committee will assist as requested.

**RECOMMENDED CHARGES FOR 2013 – 2014 CURRICULUM COMMITTEE**

1. Develop new planning matrix to reflect new curriculum structure. This charge will include the following subcharges:
   a. 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)
   b. Revise program planning guides, Rotation Schedule, and related documents
   c. Review all prerequisites for MLIS and slashlisted courses to reflect new curriculum structure.
2. Work with Brown to explore the development of specialty tracks within SLIS for Health Library & Information Centers; Library & information Services for Indigenous Peoples; Archival Services for Indigenous Peoples, and Data Literacies. In particular, course offerings for Tulsa students in the Health specialty area need to be explored further.
3. Work with Undergraduate Studies Committee and Director to explore the options and market for program options of a) post-baccalaureate, b) accelerated masters degree, and c) graduate certificate in a specialty within Library and Information Studies.
4. Assist the Director, Ms. Zemke, and SLIS office staff in the inventory of materials needed for Program Presentation and begin collection and organization.
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 – LIS 5733 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. (Fall)

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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. (Spring)

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. (Alternate Spring, Irregular Summer)

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NAS 5313 Tribal Historic Preservation (Slashlisted with 4313). Prerequisite: junior standing. Will provide basic grounding in processes necessary to understand and participate in the federal tribal historic preservation program. Students will receive material and insights to help them gain skills in understanding laws and regulations relating to the federal historic preservation system. No student may earn credit for both 4313 and 5313. (Spring)