The Graduate Studies Committee is a standing committee of the School of Library and Information Studies. The Graduate Studies Committee serves in an advisory capacity for matters pertaining to the administration of the MLIS and makes recommendations to the Director and the faculty relative to the consideration of new policy and to the interpretation and implementation of existing policies. In particular, the Committee is charged with the following:

- oversight of the School’s summative academic evaluation options:
  1. conduct the comprehensive examination, serve as the official comprehensive examination committee for the purpose of certifying results, ongoing review and revision of the comprehensive examination handbook, and aggregated analysis of results of the examination results for use in program improvement and planning
  2. oversight of the portfolio process, including establishing deadlines for portfolio submission and presentation, ongoing review and revision of the portfolio handbook, assessment of the efficacy of the portfolio process as an end of program assessment
  3. oversight of the thesis process, including ongoing review and revision of the thesis handbook

- monitoring of the School’s retention policies, hearing of appeals to retention requirements, and recommendations to the Director for exceptions
- consideration of petitions for waiver of program requirements and recommendations to the Director for waivers
- monitoring of the School’s end of program assessment process and ongoing assessment of the systematic use of the assessment data for program improvement and planning

- Membership: 3 SLIS faculty members, 2 SLIS graduate student (1 from Norman and 1 from Tulsa)

For 2011-2012, the Graduate Studies Committee is specifically requested to accomplish the following while seeking advice from faculty and students.

1. Work with the SLIS office to implement the new process for the comprehensive examination
2. Work with the Director to create an updated orientation video for the new comprehensive examination
3. Continue to investigate possibilities for providing end of program assessment orientation presentations online.
4. Work with the Curriculum Committee to monitor the directions that the College/University is moving to provide lectures online (including iTunes University)
and any additional teaching-related activities that could be provided online by SLIS faculty.

5. Continue to work with the Director to purchase the technologies needed to capture and make available online End of Program Assessment orientation sessions and related materials (e.g., sample portfolios)

6. Continue to review and update End of Program Assessment option handbooks (Comprehensive Exams, Portfolios, and Thesis handbooks)—the 2009-10 Curriculum Committee discovered that they are in need of some minor updates.

7. Continue to investigate ways to use the data from the Data Gathering forms to inform SLIS End of Program Assessment options and curriculum planning activities.

8. Provide additional data from end-of-program assessments to the Curriculum Committee for possible curriculum implications (in 2009-10 the Curriculum Committee looked at the response rates and numbers of assessments and felt that this data would not necessarily be representative)

SUMMARY OF 2011-2012

MEMBERS
Chair: Rhonda Harris Taylor
Rhonda Taylor, Chair
Kathy Latrobe, Member
Susan Burke, Member (Fall)
Betsy Martens, Member (Spring)
Meg Wilson (Norman student)
Jennifer Tatum (Tulsa Student)

ACTIONS
--Continued implementation from 010-011 of the new, take-home comprehensive exam format, including an approved-by-faculty version for distribution to students of guidelines (including FAQs, the gathering of which is ongoing), an orientation for students about the new format (November 29), the mounting on the School Web site of materials from the orientation, and the implementation of this option for Spring 2012. --Handled student petitions regarding academics, including a request for a transfer and a request for a conditional admission exemption for dropping a course (which turned out not to be relevant since the course was dropped prior to the deadline for the record of a drop) --In discussion about evaluation processes for the EPA experiences, including new comps, as well as program feedback from exit interviews, etc.

NEXT YEAR’s CHARGES
To consider: --continued review of EPA guidelines --continue consideration of evaluation processes for EPA experiences and the program