Annual Report, 2012-2013

Membership:

- Stacy Zemke, Chair
- Ellen Rubenstien, Assistant Professor
- J. Tommy Snead, Assistant Professor
- Amanda Barringer, Student Representative

For 2012/2013, the Undergraduate Studies Committee is specifically requested to accomplish the following while seeking advice from faculty and students.

1. Continue to work with SLIS Director to develop and implement a marketing and recruitment plan for the BAIS program. See item #5 from the 2011-12 UGS Committee Report for suggestions for the 2012-13 UGS to consider.

   As an ongoing activity for this committee, and should be a major focus for the next year to update all of our marketing materials.

   Activities:
   - Tommy Snead prepared a plan/suggestions for the committee moving forward (please see attached USC_MarketingPlan
   - Attended Sooner Saturday
   - Attended Major/Minors Fair
   - Tommy Snead presented the Government Information course to CASACAA and stressed our Minor to CAS advisors.

2. Continue to review any LIS graduate courses that could be slashlisted and used within any Major Requirement category.

   - The courses were thoroughly reviewed last year, no new courses are suggested at this time, but with new faculty this will need to be revised.
   - Added Document and Records Management as a summer option for undergrads as a test.

3. Continue the ongoing review of new courses added in the College for use in any Major Requirement category.

   - As an ongoing review process, we look at all new course announcements received by the committee from the CAS.

4. Work with the Director to conduct Employer and Alumni surveys and determine how results will be used for program planning. See item #6 from the 2011-12 UGS Committee Report for suggestions for the 2012-13 UGS to consider.

   - Alumni Surveys are complete, please see attached AlumniSurvey_Spring2012
   - Worked with career services to try to create a broader and more open list of potential people for an Employer Survey…issues
     - How to get the employer focused on the program, and not evaluating a specific employee since we have had so few graduates in any one employment.
     - How to identify the right person in a large corporation to survey – the HR person, the direct supervisor…

   - Suggestion:
Review the Internship evaluations, and use them instead? We may want to create an internship Follow-up survey.

5. Work with Curriculum Committee and Director to explore the options and market for a post-baccalaureate in an area related to Library and Information Studies.
   • See report on Post-baccalaureate written by Tommy Snead called Special_UndergradPrograms_Oct22_12.doc
   • Curriculum committee is researching Graduate Certificates and an Accelerated Bachelor/MLIS degree. We have reviewed the Accelerated materials and have no issues with this moving forward at this investigational stage.

6. Explore ideas for outreach to the BAIS alumni and employers. Develop a social networking presence for BAIS alumni. UGS suggests that a LinkedIn group be established for BAIS alumni.
   • Done
   • LinkedIn group is up and running. We are posting jobs, so far 26 members
   • Posting job opportunities there

7. Develop official policies for updating and maintaining the course options listing that will be kept in the SLIS office if the flexible checksheet format is granted approval by the College and University Committees.
   • DONE Approved in February Meeting see attached Policy_BAIS_MajorCourseOptions_Final
   • NOTE – every year the USC will have to follow this procedure to update any new courses and post the current list of courses to the appropriate locations/people.

8. Review the Organizational Communication category description and develop a description and slate of courses that better suits SLIS's expectations for this category.
   • Much discussion over what this category serves, is it about writing in organizations or more about Organizational Dynamics?
   • We have worked to revise the category description, but feel that we need to evaluate the courses that are currently in this section, as well as other potential courses from areas including – Organizational Dynamics, Communication, Public Administration, Public Relations, Liberal Studies, Legal Studies, Pre-Law, CAS, Political Science; IAS,
   • Note – this will be an internal program change, not something that will need to be reviewed by the University.

9. Complete the Course Proposal forms for the SLIS slashlisted courses (LIS 4143 Government Information and LIS 4523 Online Information Retrieval) for submission to the CAS and University in October 2012
   • Competitive Intelligence is approved
   • Government Information must be re-submitted – this is working through the faculty member and the office, but committee should monitor.

10. Work with SLIS Office and Director to facilitate the campus wide approval process for the following changes to the BAIS checksheet:
    • LIS 3003 Object-Oriented Programming move from the BAIS Core to the Information Technology area.
    • LIS 4223 Information Technology Management move from the Leadership category to the BAIS Core.
    • Adopted a flexible checksheet
    • DONE – approved by the College in March
11. Create and implement a plan for monitoring the move of LIS 3003 from the core to guided electives (if approved by CAS and campus committees).
   - **Committee is updating this information on all of the appropriate places**
     - Website
     - Advising manual
     - All students interested in the more technical side of IS will be encouraged to take this course.
     - Those looking at more library based paths will work with advisor to select the appropriate course.

12. Work with Zemke and Brown to inventory materials needed for the Program Presentation.

13. **Minor Advising Manual**
   - This is an ongoing activity for the committee

14. **Draft a portfolio/advising D2L section for undergraduates.**
   - Done – Capstone class evaluating it this semester.

**Suggestions for next year**

- Organizational Communication area review (what are other degrees doing?)
- Re-evaluate the Major Name (what are other degrees doing?)
- Minor report – review, (enrollee numbers, courses in areas)
- Follow through with new policy on course listing
- Update the manuals; major and minor.
- Update the website
- Update the advising D2L site
- Make sure that Government Information gets through
- Follow up on Document and Records management, make a permanent slash/list
- Propose Digital Information Ethics and Culture as a permanent course?
- Implement marketing plan.
Appendix 1 - Marketing Report  
Undergraduate Committee – October 2012 Meeting

1. Update Tri-fold and brochure – placement in general studies office for academic degree choices and in our website

2. Create bulletin board flyers similar to graduate degree flyers for bulletin board placement around campus

3. Develop recruiting page in our website (thoughts?)

4. Identify other OU websites where we could post our logo (as a link to our website) and perhaps some information about our programs (i.e. links to specific recruiting areas of our website)

5. Work with alumni to determine best approach for distributing or posting 1 and 2 above, i.e. libraries and businesses (may also look good for ALA accreditation)

6. Add question to student exit and alumni surveys on recruiting possibilities? (Where did you learn about our program? Where are the best recruiting settings? Other suggestions)

7. Special program for undergraduate students:
   a. If accepted, add the post-baccalaureate program, undergraduate visitor/special student program, and/or unclassified graduate student program requirements to our website
   b. Post benefits of these programs to our website
   c. Include these programs and benefits if possible in our tri-fold, brochure, and flyer?

8. Booth or postings of 1 and 2 at new student orientations on campus, OLA conferences, other local area (state-wide) library events

9. Other places we could have a booth or distribute our tri-fold, brochure, and/or flyers?

10. Other opportunities to meet and greet with OU undergraduate students?

11. Survey our current BAIS students for 10 and 11 above?

12. We have a fairly comprehensive list of universities, state library (OK and surrounding states) association events, and other potential distribution sites for sending 1 and/or 2 for filing or posting
Appendix 2 - Undergraduate Post-baccalaureate and Special Programs

Undergraduate Committee – October 2012 Meeting

OU Office of Admissions

I. Post-baccalaureate Non-degree Student Program (here) – for students who want additional undergraduate courses without pursuing a degree (up to 12 hours)

1. Must hold a baccalaureate degree from an accredited institution
2. Not permitted to take 5000 or 6000 level courses (graduate level courses)
3. Not allowed to take graduate level credit for 3000 or 4000 level courses
4. Can use to correct grade point averages for admission to the Graduate College
5. Not required to submit academic credentials to be admitted
6. Includes students who wish to take undergraduate prerequisite courses for medical, dental, optometry, or veterinary school

Potential use for undergrad students wishing to build more experience or an area of expertise from our BAIS courses

II. Undergraduate Visitor/Special Student Program (here) – also for students who want additional undergraduate courses without pursuing a degree (up to 9 hours)

1. No baccalaureate degree required
2. Not allowed to take graduate level courses
3. Credits are evaluated like all other evaluations for entry into an undergraduate degree

Potential use for undergrad students wishing to build more experience or an area of expertise from our BAIS courses or who

III. A. Unclassified Graduate Student Program (here) – for students who wish to take graduate level courses but not seek a graduate degree or have not chosen a graduate level field of study. These students are not:

1. Candidates for a degree
2. Assured future admission to a degree
3. Not eligible for financial aide
4. Limited to 12 hours

Potential use for post-baccalaureate students wishing to explore our SLIS graduate program

B. Unclassified Graduate Student Program Continued (Copy/Pasted from Graduate Program, p. 25)

1. Maximum 12 graduate credit hours in unclassified status - Therefore, a student in unclassified status who anticipates seeking a graduate degree at the University of Oklahoma should become a graduate-degree-seeking student before completing 12 graduate credit hours.
2. May be used toward a graduate degree with the approval of the academic unit and the Graduate Dean and are subject to the guidelines regarding coursework taken prior to admission to the graduate degree program.
3. Courses taken as an unclassified student are used in calculating the grade point average for purposes of satisfying Graduate College degree or retention requirements.
4. Students admitted in unclassified status cannot change programs during the first semester of enrollment.

IV. Certificate Program (not assessed yet)
Appendix 3 – SLIS Policy and Procedure for Information Studies Requirements Course Options Changes

UNIVERSITY OF OKLAHOMA
School of Library and Information Studies

Policy and Procedure: BAIS Major Requirements Course Options Changes

Policy:
The purpose of this policy is to outline the methodologies for the School in selecting courses for the Information Studies degree’s Major Requirements categories.

Introduction:
The Information Studies (I.S.) Undergraduate degree is a multi-disciplinary degree, with 18 core courses taught within the School, and the remainder of the degree (21 hours in Major Requirements and 15 from Major Support Requirements) structured with courses from various College of Arts and Sciences and other University colleges including options from SLIS.

In the past, the list of courses in each of the Major Requirements Categories and the Major Support Requirements Categories were maintained in a prescribed set of courses. To add or remove a course from the list, a complete Program Change Request had to be submitted to the University, a one-year process. In 2012 the School approved the adoption of a more flexible course listing format, where the list of course options would be maintained within the School and publicly available, but no longer printed on the Information Studies check sheet.

SLIS Course Option Maintenance Policy:
The Undergraduate Studies Committee (USC) of the School will maintain the official list of courses approved as options for the Major Requirements categories. The committee will review courses periodically to add or remove specific courses within any category according to the procedure described below. The USC must maintain an archive of all courses approved or deleted for each Major Requirements category. The current list will be archived in May of each year. This archived lists will be available on the SLIS website and on the SLIS document server. The USC will also generate a summary report on additions, deletions and changes every 4 years and forward it to the College of Arts and Sciences Course and Curriculum Committee for review.

Procedures:
This procedure outlines the maintenance of the official list of course options within the Major Requirements categories for the Information Studies degree.

The Undergraduate Studies Committee will maintain the official list of courses options for the Major Requirements categories.

The current list of options is available in the SLIS office and on the SLIS website, in the section for I.S. students.

The following categories will have flexible course selections managed by the USC. Each category is listed as well as a description of the main objectives that courses within that category should meet. No single course should be listed in more than one category

- **Information and Enterprise:**
  - Working in any information environment requires not only basic business acumen – knowing how businesses work and understanding fundamental business processes – but also strategic and tactical understanding of the roles played by public and private
organizations and the ways in which those roles fit into the social fabric. Information workers must understand how organizations operate and be familiar with the economic and social cultures of organizations. The role of technology in organizations and in the economy, and the ways in which policy and practice are shaped are of particular importance. Vision, creative thinking, and understanding evolve from a core knowledge of societal and organizational functions.

- **Summary:** Exploring the economic impact of information products, services, and transfer on industry.

- **Interpersonal Communication:**
  - The information enterprise – in business, industry, government, education, or elsewhere – is dependent on high-quality written and spoken communication. Graduates will be responsible for analyzing client needs, interacting in a team environment with designers and programmers, developing plans and reports, and effectively communicating needs and solutions. Understanding communication structures and facilitating communication processes at the micro and macro levels is essential, as is knowledge of both competitive and collaborative processes.
  - **Summary:** Exploring information transfer through the use of verbal and nonverbal communication between individuals.

- **Organizational Communication:**
  - The information enterprise – in business, industry, government, education, or elsewhere – is dependent on high-quality written and spoken communication. Graduates will be responsible for analyzing client needs, interacting in a team environment with designers and programmers, developing plans and reports, and effectively communicating needs and solutions. Understanding communication structures and facilitating communication processes at the micro and macro levels is essential, as is knowledge of both competitive and collaborative processes.
  - **Summary:** Exploring the use of communication between organizations, businesses, and groups, nationally and internationally.

- **Leadership:**
  - Graduates of the B.A.I.S. program are expected to move quickly into team leadership positions and to have the potential for rising into increasingly responsible leadership roles in the organizations by which they are employed. Elements of leadership are also found in the required Information Studies Field Project (the capstone experience for the degree) and the required Internship in Information Studies.
  - **Summary:** Theories and techniques of management and leadership of people and resources.

- **Information and Society:**
  - Knowledge of the interaction between information and various societal factors influencing communication of information is critical to understanding the impact of information in society. Analysis of the differing effects of such factors as ethnicity, culture, national philosophy, political system, delivery medium, and historical development on the interaction of information and the individual operating in a particular societal framework is a core component in assessing the role of information in today's environment.
  - **Summary:** Cultural, social, and economic implications of information.

- **Information Technology:**
  - As members of a connected and technology intensive society, information workers must not only have a solid foundation in current information technology applications, but have the ability to respond to rapid changes in this realm. Evaluating the use of information technology, keeping abreast of new developments as well as applying creative solutions and problem solving for organizations through technology is essential for information professionals.
  - **Summary:** Understanding of current information technologies as well as developing the skills to evaluate and adapt to future technologies.

- **Technical Writing:**
In all organizations, a mastery of written communication is critical. Understanding the specific writing methods and modes that pervade organizational and personal communication in technology-rich environments is important not only from a communication theory approach, but from a structural formatting approach.

Summary: Understanding the formats and methods for communication in technology-rich organizations.

To add a course:
The USC will review the existing course offerings in each category periodically, and look to new or revised courses within both the CAS and other University colleges for offerings that meet the specific goals of that category. New courses may be found through student substitution petitions, new course announcements from the University, and through departmental marketing and partnerships.

1. The USC will review all proposed courses for any category. The review includes the course description, a sample syllabus and, if possible, meeting with current course instructor/s.
2. A USC representative will contact the appropriate representative in the department offering the course (Faculty, Chair or Advisor) to discuss any prerequisites and to gain permission for SLIS to add the course as a possible option.
3. The USC will vote to approve the course in a specific Major Requirements category.
4. The recommendation of the USC will be submitted for approval to the SLIS Curriculum Committee.
5. If approved by the Curriculum Committee and by the SLIS faculty, the course will be added to the official list of approved options, including the following:
   • The list available through the SLIS office will be updated.
   • The list available at the SLIS website will be updated.
   • An announcement to students of the new course option will be made using current methods of student contact (e.g. the BAIS listserv, updating the Undergraduate Studies Student Manual).
   • An announcement to SLIS faculty of the new course option will be made using current methods of contact (e.g. the faculty listserv, updating the Advising Manual).
   • The College of Arts and Sciences Advisor for the IS degree (currently Kristy Brooks) will be notified of the addition.
   • The manager of the Degree Navigator program in the Admissions will be notified of the addition (currently Curtis Ensler).
6. Once all parties have been notified and all updates have been made, the course is considered an option for all I.S. students.

To Remove a course:
1. The USC will review the course offerings in each category periodically, including reviews of course content and the course syllabus; as well as solicit feedback from I.S. students about the course.
2. The USC will vote to remove any course in a specific Major Requirements category that is not longer appropriate or that no longer meets the parameters of that category.
3. The recommendation for removal by the USC will be submitted for vote to the SLIS Curriculum Committee.
4. If approved by the Curriculum Committee, and by the SLIS faculty the course will be removed from the official list of approved options including the following:
   • The list available through the SLIS office will be updated.
   • The list available at the SLIS website will be updated.
• An announcement to students of the removed option will be made using current methods of student contact (e.g. the BAIS listserv, updating the Undergraduate Studies Student Manual).
• An announcement to SLIS faculty of the removed option will be made using current methods of contact (e.g. the faculty listserv, the Advising Manual).
• The College of Arts and Sciences Advisor for the I.S. degree (currently Kristy Brooks) will be notified of the deletion.
• The manager of the Degree Navigator program in the Admissions will be notified of the deletion (currently Curtis Ensler).

5. Once all parties have been notified and all updates have been made, the course will no longer be considered an option for IS students

6. Notes,
• If students successfully completed a course to meet the specific requirements of a Major Requirements Category, and that course is subsequently removed from the list of accepted courses for that category, the students will not have to take an additional class within that category. Students will only be held to the specific set of course options at the time of their entry into the program.
• Students may still individually petition for any course to be accepted as a substitution for Major Requirements and Major Support Requirements through the established substitution petition process.

**Summative report to the College of Arts and Sciences Course and Curriculum Committee:**
Every four (4) years, beginning in the Fall of 2016, the USC will submit a summative report of the list of approved courses in the Major Requirement Categories to the College of Arts and Sciences Course and Curriculum Committee.

1. During the Spring of the preceding semester, when the USC updates the list of approved courses at all official information outlets (see above) it will draft the summative report.

2. The report will include:
   • A list any course additions to Major Requirement Categories, including the semester the course was added and a brief justification
   • A list any course deletions from the Major Requirement Categories including the semester the course was deleted and a brief justification.
   • A list any course changes (moving from one category to another for example) including the semester the course was changed and a brief justification.
   • A complete list of all courses currently approved for each Major Requirement Category for the Information Studies degree.

3. The report will be submitted to the School of Library and Information Studies Director for review.

4. The report will be submitted to the Arts and Sciences Course and Curriculum Committee in the following Fall.

5. Reporting Falls will include:
   • Fall 2016
   • Fall 2020
   • Fall 2024
   • Fall 2028
   • And following every 4 years.
Appendix 4 - Official list of accepted courses for 2013-2014 academic year

Note:

Blue items indicate a new course in a specific category.
* items are courses that were previously approved for a different category. These courses could be used for either category, but not for both categories.

BAIS Core Courses

- LIS 2003 Introduction to Information Technology
- LIS 4063 Information and Communication Technology
- LIS 4223 Information Technology Management * (formerly in Leadership)
- LIS 4633 Design & Implementation of Web-based Information Services
- LIS 4663 Information Studies Capstone
- LIS 4823 Internship in Information Studies

Information & Enterprise: Exploring the economic impact of information products, services, and transfer on industry.

- CAS 2033 Managing the Non Profit (new name = Nonprofit Fundamentals I OR Fundamentals of Nonprofit Management I)
- ECON 3233 Information, Technology, & the Economy
- ECON 3713 Government Relations to Business
- ECON 4313 Industrial Organization
- HSCL 3483 Technology, Politics, and International Development
- HSCL 3533 Science and Global Politics in the Modern Era: Cross-cultural Perspectives
- IAS 3053 Globalization
- LIS 4553 Competitive Intelligence
- LIS 3323 Legal Environment of Business
- PSY 4753 Industrial Psychology

Interpersonal Communication: Exploring information transfer through the use of verbal and nonverbal communication between individuals.

- COMM 2213 Interpersonal Communication
- COMM 2423 Gender and Communication
- COMM 3223 Small Group Communication
- COMM 3413 Intercultural Communication * (formerly in Info & Society)
- COMM 3513 Intercultural Communication * (formerly in Info & Society)
- COMM 3523 Communication in Relationships
- COMM 4153 Nonverbal Communication
- HR 3043 Interpersonal Skills and Group Dynamics
- HR 3213 Interpersonal Skills in the Workplace
- WGS 3443 Gender and Interpersonal Communication

Organizational Communication: Exploring the use of communication between organizations, businesses, and groups both nationally and internationally.

- BC 2813 Business Writing
- COMM 2113 Business and Professional Communication
- COMM 3263 Organizational Communication
- COMM 3483 Communication and Argumentation
- PHIL 3533 Language, Communication, and Knowledge
- PSY 4313 Motivation
- PSY 4793 Psychology of Groups

Removed: For previous check sheets these will be accepted, but not for incoming students
- COMM 3243 Communication and Social Change (removed in 2010, still an option in Information and Society)
- COMM 3253 Persuasion Principles
- COMM 3473 Creative Problem Solving
Leadership: Theories and techniques of management and leadership of people and resources

- CAS 2043 Introduction to Leadership
- LSAL 3113 Leadership in Organizations
- LSAL 3153 Ethics in Leadership
- MGT 3013 Principles of Organization and Management
- PHIL 3273 Ethics and Business * (formerly in Info & Society)
- PSY 4703 Psychology of Leadership

Information in Society: Cultural, social, and economic implications of information.

- COMM 3243 Communication and Social Change
- COMM 3643 Media and Society
- COMM 4323 Political Communication
- COMM 4513 International Communication
- COMM 4643 Mass Media Effect
- HIST 3653 Media and Social Change (still exist?)
- HR 3413 Cultural Awareness in Human Relations
- HSCI 2333 Technology and Society in World History
- HSCI 3493 The History of Media
- LIS 4970 (4143) Government Information
- LTRS 3903 First Freedoms
- PS 3443 Mass Media and American Politics
- SOC 3683 Wealth, Power, and Prestige

Moved to other categories:
- COMM 3413 Interethnic Communication * (now in Interpersonal Comm.)
- COMM 3513 Intercultural Communication *(now in Interpersonal Comm.)
- PHIL 3273 Ethics and Business * (now in Leadership)

Removed: for previous check sheets these will be accepted, but not for incoming students
- COMM 2713 Communication Theory

Information Technology: Understanding of current information technologies as well as developing the skills to evaluate and adapt to future technologies.

- CS 1313 Programming for NonMajors
- COMM 3653 Computer Mediated Communication
- GEOG 2453 Introduction to Computer Mapping
- GIS 2023 Spatial Thinking and GIS Visualization
- LIS 3003 Object Oriented Information Systems * (from BAIS Core)
- LIS 4453 Digital Collections
- LIS 4523 Online Information Retrieval
- LIS 4683 Database Design

Technical Writing: Understanding the formats and methods for communication in technology-rich organizations.

- ENGL 3153 Technical Writing
- ENGL 3173 Histories of Writing, Rhetoric and Technology
- ENGL 3183 Authoring in the Information Age