Standard II. CURRICULUM

The University of Oklahoma School of Library and Information Studies (SLIS) educates professionals through a forward-looking curriculum and a diverse learning environment to meet the challenges of a constantly evolving information society. Figure II-1 presents SLIS’s lists of core and elective courses (arranged by content areas), effective Fall 2013.

**Figure II-1 Master of Library and Information Studies Degree Requirements**

<table>
<thead>
<tr>
<th>Required Courses: 18 hours, six courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5033 Information &amp; Knowledge Society</td>
</tr>
<tr>
<td>5023 Management of Information &amp; Knowledge Organizations</td>
</tr>
<tr>
<td>5043 Organization of Information &amp; Knowledge Resources</td>
</tr>
<tr>
<td>5053 Information Users in Knowledge Society</td>
</tr>
<tr>
<td>5063 Information &amp; Communication Technology</td>
</tr>
<tr>
<td>5713 Research Methods OR LIS 5733 Evaluation Methods</td>
</tr>
</tbody>
</table>

Electives: 18 hours; six additional courses selected from the following courses, or from appropriate courses in other units under adviser’s guidance (thesis students may count a maximum of 6 hours of thesis credit toward the degree):

<table>
<thead>
<tr>
<th>Management of Libraries and Information Centers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5223 Information Technology Management</td>
</tr>
<tr>
<td>5243 Academic Librarian Administration</td>
</tr>
<tr>
<td>5253 Community Relations &amp; Advocacy</td>
</tr>
<tr>
<td>5263 Organizational Learning and Learning Organizations</td>
</tr>
<tr>
<td>5273 Public Library Administration</td>
</tr>
<tr>
<td>5283 School Library Center Administration</td>
</tr>
<tr>
<td>5293 Special Library &amp; Information Center Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization of Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5403 Cataloging &amp; Classification</td>
</tr>
<tr>
<td>5413 Indexing &amp; Abstracting</td>
</tr>
<tr>
<td>5443 Collection Development &amp; Management</td>
</tr>
<tr>
<td>5453 Digital Collections</td>
</tr>
<tr>
<td>5473 Documents &amp; Records Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Archival Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5343 Archival Concepts &amp; Traditions</td>
</tr>
<tr>
<td>5463 Archival Representation &amp; Use</td>
</tr>
<tr>
<td>5563 Archival Appraisal</td>
</tr>
<tr>
<td>5653 Preservation of Information Materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>User Services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5123 Literature and Methods for Readers’ Advisory Services</td>
</tr>
<tr>
<td>5133 Biomedical Bibliography and Reference Materials</td>
</tr>
<tr>
<td>5143 Government Publications</td>
</tr>
<tr>
<td>5163 Biomedical Databases</td>
</tr>
<tr>
<td>5173 Multicultural Librarianship</td>
</tr>
<tr>
<td>5183 Books &amp; Materials for Children</td>
</tr>
<tr>
<td>5193 Books &amp; Materials for Young Adults</td>
</tr>
<tr>
<td>5503 Information Literacy &amp; Instruction</td>
</tr>
<tr>
<td>5513 Information Sources &amp; Services</td>
</tr>
<tr>
<td>5523 Online Information Retrieval</td>
</tr>
<tr>
<td>5533 Introduction to Instructional Technology</td>
</tr>
<tr>
<td>5553 Competitive Intelligence</td>
</tr>
</tbody>
</table>
### Information Technology:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5633</td>
<td>Design &amp; Implementation of Web-Based Services</td>
</tr>
<tr>
<td>5683</td>
<td>Database Design for Information Organizations</td>
</tr>
</tbody>
</table>

### Independent Projects in Library and Information Studies:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5823</td>
<td>Internship in Library/Information Centers</td>
</tr>
<tr>
<td>5920</td>
<td>Directed Research (1-3 hours)</td>
</tr>
<tr>
<td>5940</td>
<td>Directed Project (1-3 hours)</td>
</tr>
<tr>
<td>5960</td>
<td>Directed Readings (1-3 hours)</td>
</tr>
<tr>
<td>5970</td>
<td>Special Topics/Seminar (1-3 hours)</td>
</tr>
<tr>
<td>5980</td>
<td>Research for Master’s Thesis (2-6 hours)</td>
</tr>
<tr>
<td>5990</td>
<td>Special Problems (1-3 hours)</td>
</tr>
</tbody>
</table>

The ability to generate, access, and use information has become the key factor in personal, social, and economic growth. The expanding global information society requires careful management of the free flow of information. The impact of rapidly changing information and communications technologies is reshaping our personal, educational, and social activities; our organizational and political practices; and our local, national, and international institutions.

OU SLIS understands that the roles, responsibilities, and career opportunities for professionals who can function as creative information resource managers; act as culturally sensitive guides, navigators, and interpreters for local and global users; and produce customized, culturally relevant, value-added services and products for diverse clienteles are expanding. These professionals are playing an increasingly vital role in empowering individuals, organizations, and communities to maximize the benefits of the information age.

This chapter describes how SLIS’s ongoing deliberation and systematic consideration of our courses and delivery modes, with input from multiple constituencies, result in an innovative and responsive curriculum. Through SLIS’s curriculum, our graduates are equipped with the knowledge, skills, and attitudes necessary to be ethical, culturally aware, and transformative leaders of the information profession.

As discussed in Standard I and as updated by faculty in November 2012, the Mission of OU SLIS is to:

Provide excellence in education, prepare leaders for a diverse, highly technological, information-based global society; to engage in research and creative activities that generate new knowledge and applications for effective practice and that foster interdisciplinary approaches to address information challenges; and to meet the complex information needs of society through public and professional service.
**II.1.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process.**

The School’s curriculum is based on the School's Educational Objectives A.1 through A.5 and A.10, and the School’s related Student Objectives A.1 to A.5 and are reflective of ALA’s Curriculum Standard II.1.1 (Figure II-2).

**Figure II-2 School and MLIS Student Education Goals and Objectives**

<table>
<thead>
<tr>
<th>SCHOOL'S EDUCATION GOALS AND OBJECTIVES</th>
<th>MLIS STUDENT GOALS AND OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Goal: Educate students at the graduate professional and postgraduate levels to provide information services and products to a pluralistic society.</strong></td>
<td><strong>A. Goal: Function effectively in the provision of information services and products to a pluralistic society.</strong></td>
</tr>
<tr>
<td>1. Support within required components of the graduate programs the theories, principles, and practices that form the foundation of library and information studies and knowledge management and their relationship to other fields.</td>
<td>1. Interpret, evaluate, and advocate the theories, principles, and practices that form the foundation of library and information science.</td>
</tr>
<tr>
<td>2. Offer students a variety of elective courses to provide career-oriented concentrations within library and information studies and knowledge management.</td>
<td>2. Interpret, evaluate and promote the use of information resources, technologies and services.</td>
</tr>
<tr>
<td>3. Teach interpretation, evaluation, and promotion of information and knowledge resources, technologies, and services within a diverse global context.</td>
<td>3. Demonstrate professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a democratic society.</td>
</tr>
<tr>
<td>4. Provide student advising that promotes informed program choice.</td>
<td>4. Design and implement information products and services that respond effectively to changes in an increasingly pluralistic society.</td>
</tr>
<tr>
<td>5. Promote through course work and by example professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a diverse democratic society.</td>
<td>5. Demonstrate competency in communication, leadership, and management skills.</td>
</tr>
<tr>
<td>6. Encourage participation in professional activities and organizations at School, University, state, national, and international levels.</td>
<td></td>
</tr>
<tr>
<td>7. Promote professional development through student involvement in School planning and governance.</td>
<td></td>
</tr>
<tr>
<td>8. Incorporate theories, principles, techniques, and applications of research within all components of the curriculum.</td>
<td></td>
</tr>
<tr>
<td>9. Cooperate with other academic units in the sponsorship of specialized educational programs terminating in dual degrees.</td>
<td></td>
</tr>
<tr>
<td>10. Deliver courses to students throughout the state.</td>
<td></td>
</tr>
<tr>
<td>11. Model the practical and productive use of information technology in instruction.</td>
<td></td>
</tr>
<tr>
<td>12. Seek and systematically integrate into planning processes practitioners’ input on the knowledge, skills, and attitudes needed by graduates of the School’s degree programs.</td>
<td></td>
</tr>
</tbody>
</table>
Ongoing Planning Process

Since the last accreditation cycle, SLIS has continued to deliver a curriculum reflective of its goals and objectives using a cohesive, organic, and iterative review process as outlined in the four components below:

1. Data Collection

Every spring and fall, data are collected using surveys and formal advisory meetings. Data is gathered from alumni (2009, 2013), employers, and graduating students via surveys. Members of the SLIS Alumni Board, SLIS Advisory Board, and School Library Certification Committee (SLCC) serve as key informants during their regular meetings. The membership of the School’s Advisory Board includes a wide range of constituents including archivists, school librarians, and production engineers; the SLCC includes librarians representing urban and rural schools, faculty from OU’s College of Education, and SLIS MLIS students seeking school librarian certification. Student feedback is gathered from the Graduate and Undergraduate Student Advisory Councils and the End-of-Program Assessment Surveys. The primary assessment mechanisms that provide data for assessment and review of the curriculum are presented Figure II-3.

Figure II-3 Primary Assessment Mechanisms for Review of the Curriculum

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Frequency</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Survey</td>
<td>Every four years</td>
<td>Alumni who graduated two and five years ago</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Every three years</td>
<td>Known employers of SLIS graduates</td>
</tr>
<tr>
<td>Key informants</td>
<td>Spring and Fall</td>
<td>SLIS Advisory Board</td>
</tr>
<tr>
<td></td>
<td>Quarterly</td>
<td>SLIS Alumni Board</td>
</tr>
<tr>
<td></td>
<td>Quarterly</td>
<td>School Librarian Certification Committee</td>
</tr>
<tr>
<td></td>
<td>Monthly during Spring and Fall</td>
<td>SLIS Undergraduate and Graduate Student Advisory Councils</td>
</tr>
<tr>
<td>Assessment of the results of the End-of-Program Assessment Surveys by Graduate Studies Committee</td>
<td>Spring and Fall</td>
<td>Faculty and students</td>
</tr>
<tr>
<td>Exit Survey</td>
<td>Spring, Summer, and Fall</td>
<td>Graduating students</td>
</tr>
</tbody>
</table>

2. Data Analysis

Results from the data gathering activities are analyzed and reviewed by the Director, Committee A, and the faculty, resulting in, but not limited to a) recommendations of charge
items to the Curriculum and Graduate Studies Committees, b) discussion among the SLIS faculty during faculty meetings, and c) changes to the Course Rotation Schedule of course offerings.

3. Curriculum Committee Activity

Recommendations for charge items related to the curriculum are assigned to the SLIS Curriculum Committee each fall; however, additional items may be assigned to the Curriculum Committee as faculty deem necessary. The SLIS Curriculum Committee is specifically charged with conducting formal periodic review and facilitating continuous examination and revision of the curriculum. The Curriculum Committee investigates the charge items as assigned and makes recommendations to the SLIS faculty during regular SLIS faculty meetings. The faculty vote on all recommendations brought from the Curriculum Committee. (See the following section for an explanation of the Curriculum Committee and its role in curriculum evaluation and planning.)

4. Campus Wide Review

After a major change is voted in the affirmative by the SLIS faculty, the curricular change is subject to academic review by the Graduate Council, the Academic Programs Council, and the Provost. For substantive program changes, the University of Oklahoma Board of Regents and the Oklahoma State Regents for Higher Education also participate in the review. In addition, the School and its programs are examined at the University level every seven years through the Academic Program Review Committee (APRC) as described in Standard I.

Role of the Curriculum Committee in Curriculum Review and Revision

SLIS’s Curriculum Committee is a standing committee that meets monthly during the regular academic year and “serves in an advisory capacity for curriculum matters 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 conducting curriculum review and development.” It is also charged with oversight of all policy relative to the curriculum, including course descriptions. Upon its creation in Fall 2003, the Graduate Studies Committee was given responsibility for policy relevant to the Master of Library and Information Studies (MLIS) program planning and End-of-Program Assessment.

In addition to charges assigned to the Curriculum Committee by Committee A each year, the SLIS faculty may charge the Curriculum Committee with other curriculum-related review and revision projects as needed. The faculty identifies and discusses curriculum matters of importance during the School’s annual Fall Planning Day before the fall semester begins and also at faculty meetings throughout the academic year. Committee A includes the activities and issues identified at these meetings, as well as recommendations from the previous year’s Curriculum Committee, in the current Curriculum Committee’s charge. The Curriculum Committee reviews these items and conducts its own assessment of issues needing attention. The Curriculum Committee formalizes its charge and returns it to the faculty for approval. Throughout the year, the Curriculum Committee brings any recommendations for action to the monthly faculty meetings.

Following approval by the SLIS faculty, all program modifications are reviewed by a series of College and University committees depending on their categorization. Changes are categorized
as substantive or non-substantive depending on whether or not they impact what a student must do to earn a degree. **Substantive changes**, such as altering the credit hours required or the degree program name, impact a student’s degree; therefore, they must be approved by the State Regents and are subject to a rigorous campus-wide evaluation process. **Non-substantive changes**, including a course prefix change or a change in list of electives, do not impact a student’s degree requirements and are also subject to a campus-wide evaluation process; although they must be reported, they do not need approval by Oklahoma State Regents for Higher Education.

The School’s commitment to maintaining a relevant and current curriculum is illustrated by the following summary of changes made by the Curriculum Committee (Figure II-4). The table provides an overview of the organic nature of SLIS’s planning and the systematic evolution of the curriculum over the previous planning cycle.

**Figure II-4 SLIS Curriculum Committee Activities 2007 to 2013**

<table>
<thead>
<tr>
<th>Year</th>
<th>Curriculum Committee Activities</th>
</tr>
</thead>
</table>
| 2006-07 | • Reviewed general electives for any needed revision of course numbers, descriptions, titles, and possible consolidation or elimination of courses.  
• Developed principles for review of course proposals.  
• Developed guidelines for assessing the overall capacity of the curriculum given current faculty resources.  
• Revised and forwarded for faculty adoption a new version of the SLIS course syllabus template. Faculty approved 10/06/06.  
• Revised the course proposal form. Faculty approved 4/13/07.  
• Reviewed the status of the SLIS-adopted style manual. Following data collection from students and from practice in the field, recommended adoption of the current edition of *The Chicago Manual of Style* and requested OU Libraries to obtain a site license for the online version. Faculty approved 12/08/06, effective Fall 2007.  
• Analyzed the faculty assessments of student responses to the fall and spring comprehensive examinations for curriculum implications.  
• Developed and conducted an inventory of types of assignment and evaluation tools used in courses in the MLIS and MSKM degree programs.  
• Developed and forwarded a survey for student assessment of the comprehensive examination to the Graduate Studies Committee for their consideration. Reviewed the course rotation schedule and provided recommendations for consideration by the Director. |
| 2007-08 | • Rearticulated the new student orientation components of KM/LIS 5033.  
• Reviewed and refined definitions for courses in the three tiers of the SLIS curriculum for use when appropriate, such as on the program planning form and list of published courses. |
| 2008-09 | • Reviewed the content of LIS/KM 5603 Information Systems and Networks.  
• Evaluated the potential of courses currently in the undergraduate and graduate programs to be combined (slash-listing). Made recommendations for changes deemed effective in maximizing use of faculty resources and in enhancing course access across all three programs.  
• Revised program planning guides. |
### 2009-10
- Designed and implemented one-page course summaries to serve as a coordinated and ongoing mechanism to provide faculty members information regarding the content and expectations of upcoming courses.
- Studied technology competencies documents and guidelines, research reports, and OU SLIS faculty expectations for technological competences. Specifically, reviewed the technology-related curriculum of the School and discovered that some students lacked even minimal technology skills while others were not given the opportunity to develop higher level skills. Therefore submitted a proposal to the faculty to:
  - add a basic, technology-oriented course to the core curriculum
  - eliminate the Information Technology Guided Elective category. Faculty approved both 4/9/2010.

### 2010-11
- Worked with the SLIS office to ensure one-page course summaries were submitted and archived on the SLIS server.
- Analyzed curriculum for content concerning funding and development; recommended a funding and development module to be taught in the core course KM/LIS 5023 Management of Information & Knowledge Organizations, starting in Fall 2011.
- As proposed by the Curriculum Committee the faculty approved:
  - removal of the orientation component from KM/LIS 5033. Beginning in Spring 2011 new student orientation would occur at “Meet-ups” coordinated by the SLIS office and Director.

### 2011-12
- Conflicts in differing prerequisites for graduate and undergraduate sections of slash-listed courses were resolved with recognition that the differing prerequisites appropriately reflect differences in approach and performance expectations for undergraduate and graduate students.
- To address faculty member and student concerns about the inflexibility of the categorization of guided elective courses imposed upon students, especially those in the specialized tracks of Archival Studies and School Librarianship, proposed to faculty that:
  - courses listed in each guided elective category serve as suggestions. Students are not required to take a course on the list for a particular area. The guided elective categories are for advising purposes (approved by the SLIS faculty 2/6/12). Thus, effective Fall 2013, the curriculum comprises 5 specified required core courses (LIS 5033, LIS 5023, LIS 5043, LIS 5053, LIS 5063) and an additional required core course selected from either LIS5713 Research Methods or LIS 5733 Evaluation Methods, with the remaining 18 hours as elective courses.
- Reviewed and brought to the faculty three Undergraduate Committee proposals to:
  - offer an open-ended and changing set of approved BAIS courses rather than listing specific courses for fulfilling program requirements to create greater flexibility in BAIS program planning and advising.
  - offer a BAIS minor (approved by SLIS faculty 10/3/11 and CAS in the Spring of 2012).
  - remove MATH 2123 Calculus II from the BAIS major support requirements (approved by faculty 9/12/12 and by CAS March 2013, and awaiting approval by the OU Academic Program Council).

### 2012-13
- Reviewed all prerequisites for MLIS and slash-listed courses to reflect the new curriculum structure.
- Proposals originating from the Curriculum Committee were approved by CAS 6/16/12 to:
  - slash-list: LIS 4523/5523 (Online Information Retrieval), LIS 4143/5153 (Government Information--formerly Government Publications), and LIS 4553/5553 (Competitive Intelligence).
  - employ an open-ended and changing set of approved courses rather than listing specific courses for fulfilling program requirements for the undergraduate Information Studies program.
Data Gathering Related to Curricular Planning and Actions Taken

Curriculum development and planning is informed by data gathered from a variety of sources and constituencies as outlined above in Figure II-3. Results related to curricular planning from the data gathering during the years 2007 and 2013 are presented in Figure II-5 and discussed below.

Figure II-5 Alumni Survey Responses* to Questions about the School and Student Education Goals and Objectives

<table>
<thead>
<tr>
<th>SCHOOL’S EDUCATION GOALS AND OBJECTIVES</th>
<th>MLIS STUDENT GOALS AND OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Goal: Educate students at the graduate, professional, and postgraduate levels to provide information services and products to a pluralistic society.</td>
<td>A. Goal: Function effectively in the provision of information services and products to a pluralistic society.</td>
</tr>
<tr>
<td>1. Support within required components of the graduate programs the theories, principles, and practices that form the foundation of library and information studies and knowledge management and their relationship to other fields.</td>
<td>1. Interpret, evaluate, and advocate the theories, principles, and practices that form the foundation of library and information science.</td>
</tr>
<tr>
<td>• Strongly agree 26% (2013) 30% (2009)</td>
<td>• Strongly agree 26% (2013) 45% (2009)</td>
</tr>
<tr>
<td>• Mostly agree 26% (2013) 48% (2009)</td>
<td>• Mostly agree 42% (2013) 48% (2009)</td>
</tr>
<tr>
<td>2. Offer students a variety of elective courses to provide career-oriented concentrations within library and information studies and knowledge management.</td>
<td>2. Interpret, evaluate, and promote the use of information resources, technologies, and services.</td>
</tr>
<tr>
<td>• Mostly agree 21% (2013) 21% (2009)</td>
<td>• Mostly agree 16% (2013) 31% (2009)</td>
</tr>
<tr>
<td>3. Teach interpretation, evaluation, and promotion of information and knowledge resources, technologies, and services within a diverse global context.</td>
<td>3. Demonstrate professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a democratic society.</td>
</tr>
<tr>
<td>• Mostly agree 16% (2013) 34% (2009)</td>
<td>• Mostly agree 42% (2013) 28% (2009)</td>
</tr>
<tr>
<td>4. Provide student advising that promotes informed program choice.</td>
<td>4. Design and implement information products and services that respond effectively to changes in an increasingly pluralistic society.</td>
</tr>
<tr>
<td>• Strongly agree 11% (2013) 34% (2009)</td>
<td>• Strongly agree 21% (2013) 69% (2009)</td>
</tr>
<tr>
<td>• Mostly agree 42% (2013) 34% (2009)</td>
<td>• Mostly agree 37% (2013) 28% (2009)</td>
</tr>
<tr>
<td>5. Promote through course work and by example professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a diverse democratic society.</td>
<td>5. Demonstrate competency in communication, leadership, and management skills.</td>
</tr>
<tr>
<td>• Mostly agree 42% (2013) 28% (2009)</td>
<td>• Mostly agree 47% (2013) 58% (2009)</td>
</tr>
<tr>
<td>6. Encourage participation in professional activities and organizations at School, University, state, national, and international levels.</td>
<td></td>
</tr>
<tr>
<td>• Strongly agree 11% (2013) 28% (2009)</td>
<td></td>
</tr>
<tr>
<td>• Mostly agree 26% (2013) 41% (2009)</td>
<td></td>
</tr>
<tr>
<td>7. Promote professional development through student involvement in School planning and governance.</td>
<td></td>
</tr>
<tr>
<td>• Strongly agree 0% (2013)</td>
<td></td>
</tr>
<tr>
<td>• Mostly agree 11% (2013)</td>
<td></td>
</tr>
</tbody>
</table>
8. Incorporate theories, principles, techniques, and applications of research within all components of the curriculum.
   - Strongly agree 21% (2013) 43% (2009)
   - Mostly agree 47% (2013) 31% (2009)

9. Cooperate with other academic units in the sponsorship of specialized educational programs terminating in dual degrees.
   - Strongly agree 5% (2013)
   - Mostly agree 11% (2013)

10. Deliver courses to students throughout the state.
    - Strongly agree 16% (2013) 52% (2009)
    - Mostly agree 32% (2013) 41% (2009)

11. Model the practical and productive use of information technology in instruction.
    - Strongly agree 16% (2013)
    - Mostly agree 42% (2013)

12. Seek and systematically integrate into planning processes practitioners’ input on the knowledge, skills, and attitudes needed by graduates of the School’s degree programs.
    - Strongly agree 11% (2013)
    - Mostly agree 39% (2013)

*In 2009, n=29 and in 2013, n=19

Generally, the alumni responding to the 2009 (n=29) and 2013 (n=19) surveys strongly or mostly agreed that the School’s Educational Goals and Objectives and the School’s MLIS Student Education objectives were achieved. Notable exceptions, from the 2013 survey particularly, include the responses to the following three objectives under the School’s Educational Goals and Objectives (and highlighted in light gray in Figure II-5):

6. Encourage participation in professional activities and organizations at School, University, state, national, and international levels.
7. Promote professional development through student involvement in School planning and governance.
9. Cooperate with other academic units in the sponsorship of specialized educational programs terminating in dual degrees.

Responses given by alumni for objectives #6 and #7 were lower than expected. SLIS actively encourages and supports student participation in professional activities and School planning and governance as described in detail in Standard IV. The School’s promotional and outreach activities should be enhanced to promote the importance of student involvement in professional activities and organizations and to emphasize the vital role that SLIS places on student involvement in planning and governance. To take steps toward ensuring a greater awareness of the opportunities available to students, we began the online dissemination of the SLIS Weekly Digest, created the SLIS Facebook page, and redesigned the SLIS website to be dynamic and visually appealing. It is anticipated that these efforts will result in higher responses to these questions in the next survey cycle. The OU SLIS Graduate Student Advisory Council has indicated that the Weekly Digest is a much more effective method for disseminating information to students compared to the previous practice of frequent, unrelated emails. Additionally, the OU SLIS Facebook page now has 319 “likes,” indicating that this is an additionally effective way to reach our constituents.
The low response to objective #9 is not surprising as the School is not actively pursuing any dual degree programs beyond that with the History of Science, and we do not have plans to do so in the future.

Results and comments from the Exit Survey (Fall 2007 to Spring 2012, n=113) question #5 indicate that at the end of their program students think they achieved the student goals and objectives for the master's program. Comments include:

- Yes; covered research, education, and service and taught appropriate theories and methodologies for each and thus knew what to focus on and was also encouraged to find opportunities to build on those goals.
- Yes, I believe I achieved the student goals and objectives for the master's program. I feel that I have gained a great deal of knowledge from my time in the program and that it is evident in my current job performance.
- Yes. I will need to practice what I've learned, especially in the technology area, to keep up with the changes.

Comments indicating room for improvement, particularly in the area of hands-on experiences, include:

- I think more ‘hands on’ learning would help me more than just the theory behind what we do. I also think more ethics should be taught. I also think that maybe multicultural studies should be pushed a little more than it is.
- Yes for the most part. I feel well trained for some things and know I would need some additional training in order to do other things.

SLIS offers internship opportunities around the state; however, it is often difficult for students who work full-time to incorporate the 135 semester hours required for an internship into their lives. As one means to address the above comments, a partnership was established between SLIS and the Pioneer Library System in the Fall of 2011 to develop an eight-week program focusing on music, art, fitness, and cooking for at-risk tweens. The program continued in Spring 2012, focusing on social engagement. Fourteen MLIS students participated in the two programs, reaching approximately 30 children. The opportunity will be offered again in Fall 2014. The School is developing additional service learning opportunities, including the reorganization of the library at the Oklahoma County Juvenile Detention Facility, development of an information literacy program for the Homeless Alliance in Oklahoma City, and the creation of a formal shadowing program.

Results of the 2010 Employer Survey (n=32) suggest that the curriculum prepares SLIS graduates to perform well on the job with 91% of respondents rating graduate performance 3 or greater on a 5-point scale in the area of “implementing services and/or programs to meet organizational needs” (item 1). In 16 specific areas of application (items 2-17), rankings of graduates ranged from a low of 38% for ability to “apply indexing/abstracting techniques to local materials” to 100% for the three areas of:

- Item 6: Performing competently as an information professional
- Item 7: Applying knowledge of bibliographic tools
- Item 11: Accessing information across resources and formats.
These three highest rated attributes, which relate to public service and reference skills, did not receive any N/A responses and were perceived as at least of average importance for all of the responding employers of recent SLIS graduates, and, therefore, are not under scrutiny at this time.

The low ranking for the ability of SLIS graduates to apply indexing/abstracting techniques to local materials may in part be the result of 56% of employers selecting the N/A option for this question. These data indicate that this skill may not be of great importance to the employers responding to the survey (n=32). Although it appears that SLIS graduates’ ability to apply indexing and abstracting techniques does not need further attention at this time, the competency deserves monitoring in the future according to trends in the field.

The employers’ low ranking of SLIS graduates’ ability to appropriately adhere to professional cataloging practices (44%) and ability to assess legislation in terms of implications for libraries/information centers (48%) were of at least average importance to 60% of employers surveyed. The low ratings of SLIS graduates’ ability to appropriately adhere to professional cataloging practices suggest this area of the curriculum needs improvement. The basic elective cataloging course, LIS 5403 Cataloging and Classification, has traditionally been offered by SLIS every other year to ensure sufficient enrollment; however, our plans to offer the class every year and/or find more opportunities for cataloging internships or experiential learning opportunities could serve to enhance our graduates’ cataloging proficiency. In order to prepare students for the forthcoming transition to Resource Description and Access (RDA), the new cataloging standard, Dr. Abbas delivered LIS 5970 Cataloging with RDA in Fall 2012, indicating SLIS’s proactive response to changes in the cataloging field. In 2013, Dr. Abbas folded instruction of the RDA standard into LIS 5403, the basic cataloging course.

The 2010 Employer Survey data also suggest the curriculum could benefit from additional attention to the importance of staying abreast of legislative issues affecting libraries and information centers. The foundational core course, LIS 5033 Information and the Knowledge Society, includes this topic to some extent, as do the elective courses LIS 5143 Government Publications and LIS 5253 Community Relations and Advocacy. Yet it is evident that infusion of topics such as how to find information about legislation related to libraries and ways to become active in local government into additional courses is necessary. The Curriculum Committee will explore this charge during 2014-15.

Graduates’ ability on the remaining 12 attributes were ranked as average and above by at least 59% of the employers responding, and these attributes were ranked as average and above in importance by two-thirds or more of the responding employers of recent OU SLIS graduates. Taken together, these results suggest that the SLIS curriculum is addressing skills and techniques that are currently of most value in the workplace and not in need of focused attention at this time. Nonetheless, SLIS is very aware of the seismic shifts occurring in the field and in LIS education worldwide. As the discipline moves from a focus on collections in libraries and other information organizations towards an emphasis on human activities as mediated by information and technology, SLIS is constantly seeking ways to prepare our students for this shift and the others that will inevitably occur in the future. For example, in Fall 2011, we moved LIS 5063 Information and Communication Technology to our core suite of courses. Additionally,
Dr. Kun Lu joined our faculty in Fall 2013 as an Assistant Professor of Information Storage and Retrieval. He is using his expertise to develop our information technology courses, beginning with taking a lead role in LIS 5063 as well as LIS 5223 Information Technology Management.

Input from both alumni and employers also suggests that the curriculum is effective in developing the values of the profession and not in need of revision at this time. When alumni (2009, n=29 and 2013, n=19) were asked whether the program developed professional attitudes in the following areas:

- scholarship, 64% (2009) 26% (2013) strongly agreed or mostly agreed, another 22% (2009) 37% (2013) somewhat agreed (item 4, 2009 Alumni Survey; item 3, 2013 Alumni Survey)
- professional ethics, 89% (2009) 79% (2013) strongly agreed or mostly agreed (item 5, 2009; item 4, 2013)
- intellectual freedom, 92% (2009) 90% (2013) strongly agreed or mostly agreed (item 6)
- access to information in a democratic society, 94% strongly agreed or mostly agreed (item 7, 2009; item 5, 2013).

Furthermore, the majority of employers agreed that students have internalized the values necessary for provision of services. In the 2010 Employer Survey respondents (n=32) indicated that graduates:

- “Demonstrate an understanding of the ethical issues facing information professionals” (83% rating performance 3 or higher) (item 5)
- “Respond to the information needs of a multicultural and multiethnic society” (87% rating performance 3 or higher) (item 23)
- “Exhibit a professional attitude in the performance of responsibilities” (87% rating performance 3 or higher) (item 28).

However, students responding to the Exit Surveys from 2007 to 2012 (n=113) expressed the need for greater flexibility in advising, program planning, and scheduling in their response to question #10—“What was the most disappointing aspect of your educational experience?”

- The fact that the more specific/specialized courses are offered so rarely meant that I was unable to take the electives that I really wanted within my established time frame.
- Sometimes it seemed like the most interesting courses were offered only on rare occasions (for ex. every other year during one semester only). Figuring out when to take a course was often challenging since the rotation allowed for classes to be offered at odd intervals.
- Was unable to take one elective because it was offered during the same time as another class that was required.
- Was not able to take some electives I wanted because they were not offered during the time I was in the program.

In response to these comments, the faculty investigated options for increasing the flexibility in program planning and elective course choices. The result is a curriculum structure (effective Fall 2013) with five specified required core courses (LIS 5023, LIS 5033, LIS 5043, LIS 5053, and LIS 5063) and an additional required core course selected from either LIS 5713 Research Methods or LIS 5733 Evaluation Methods. The core courses are offered every spring and fall, alternating between online and face-to-face delivery. Rather than requiring students to select
one elective from each of four specific content categories, as in the past, students are now able to freely select their remaining 18 hours of elective courses. As per the School’s Education Goals A.1 and A.4, faculty advisers will continue to work closely with their advisees to provide student advising that promotes “informed program choice”; ensures a program plan that meets their educational goals; and provides a balance of the “theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.” The result of these changes will be assessed in the next Alumni Survey and early indicators of impact will be gleaned from the Fall 2013 and Spring 2014 Exit Surveys.

Course syllabi illustrate the variety of teaching methods and learning opportunities employed by the SLIS faculty reflecting the School’s sensitivity to subject matter and diverse learning styles. Faculty balance individual and group work; lecture, discussion, and hands-on activities; and experiential and in-classroom learning. The curriculum includes opportunities for individualized experiences, including directed readings, directed projects, directed research, on site internships, and thesis study. The processes for curriculum improvement discussed earlier in this chapter demonstrate the faculty’s commitment to the ongoing identification and inclusion of the skills, knowledge, and attitudes necessary for service provision. To ensure that the School is meeting its Student Goal A.4 to educate students to be able to “design and implement information products and services that respond effectively to changes in an increasingly pluralistic society,” we began offering a series of “Hot Topics” classes. These courses allow in-depth study of current trends in the field. Examination of course evaluations and Exit Surveys may lead to a class being offered a second time but with updated content. The courses are numbered LIS 5970 and include:

- Cataloging with RDA
- Health Informatics for Information Professionals
- Current Issues in Library Administration
- Information and Communication Technology
- Database Management
- Information Security
- Digital Collections
- Libraries and Popular Culture
- Digital Information Ethics
- Scholarly Communication
In Fall 2010, the MLIS was designated as an online program reflecting the School’s educational Goal A.10 to “deliver courses to students throughout the state,” as well as ALA Standard II.1.2: “…the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service…”

Exit Survey (n=113) comments from 2007 to 2013 indicating the positive reception of the convenience of online course delivery include:

- There are no MLIS/MLS programs near where I live, and OU offers a lot of their classes online, which is exactly what I was looking for.
- I chose the OU program because of the IMLS grant and because the program was mostly online.
- I chose OU/SLIS for two reasons. It is the only ALA program in Oklahoma, and I needed to continue working while I worked on my degree. Online and evening classes made it more convenient for me.

Fifty nine percent of respondents to our 2013 Alumni Survey (n=19) agreed that the School made “needed courses available regardless of location” (item 23). It is uncertain whether those who did not think courses were available were disappointed in the delivery of the courses or if it was the course rotation schedule that caused disappointment. Future surveys will attempt to parse these variables apart. It is hoped that the greater flexibility in elective course selection and our revised course rotation schedule will improve graduates’ perceptions of the courses available to meet their educational and professional goals.

During the 2011 Fall Planning Day, the SLIS faculty reaffirmed its commitment to the delivery of online courses; however, we have redesigned the Course Rotation Schedule, effective Fall 2013, to offer a greater selection of face-to-face options based on input from the Graduate Student Advisory Council and Exit Survey comments (examples listed below):

- The move to online classes was disappointing. In some ways, it was helpful in terms of working around my full-time job. But educationally, I can definitely say that I got more from in-person courses.
- I would say that the SLIS Director should continue to consider which courses are online and which are in person. I’ve taken some that I really think would not work as online courses, but were great as face-to-face courses, some that worked fine as online courses, and some that were online but shouldn’t have been.

The rotation schedule illustrates our efforts to offer the required courses on a cycle of face-to-face and online while the elective courses, which are typically offered every other year to balance faculty teaching load and student demand, remain primarily online to meet the needs of our distance students. The practice of rotating the delivery format of the core courses began in Fall 2013, and although the impact remains to be fully realized, early enrollment for Spring 2014 indicates a preference for online delivery of the foundations course, LIS 5033 Information and Knowledge Society.

**Additional Ongoing Curriculum Review and Development Activities**

Traditionally SLIS has focused on the American Library Association accredited master’s degree. During academic year 1999-2000, the Dean of the College of Arts and Sciences, Paul
Bell Jr., encouraged SLIS to consider development of an interdisciplinary bachelor’s degree. This initiative led to the development of the Bachelor of Arts in Information Studies (BAIS) degree, which was designed and developed during academic year 2000-2001 and first admitted students in Fall 2001. To provide feedback and advice on the development, evolution, and relevance of the BAIS curriculum, the SLIS External Advisory Board’s membership includes potential employers of program graduates alongside traditional colleagues from libraries and information centers. Representatives from Williams Companies, Hitachi Computer Products, and NextThought, LLC provide insight into the ongoing development of the BAIS program. The effectiveness of this feedback mechanism is exhibited by the steady growth in BAIS enrollment since the last accreditation cycle (Figure II-6). Graduates of the BAIS program are employed in a variety of positions in a wide array of organizations, including Reserve Analyst at Bluestone Natural Resources, Tulsa, Oklahoma; Records Management Technician at Devon Energy, Oklahoma City, Oklahoma; and System Administrator at Altair Global Relocation, Dallas/Fort Worth area.

Figure II-6 BAIS Enrollment Trends from 2007 to 2013

<table>
<thead>
<tr>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>24</td>
<td>27</td>
<td>21</td>
<td>25</td>
<td>29</td>
<td>34</td>
<td>30</td>
</tr>
<tr>
<td>34</td>
<td>30</td>
<td>37</td>
<td>33</td>
<td>39</td>
<td>24</td>
<td>35</td>
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<tr>
<td>35</td>
<td>35</td>
<td></td>
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</tr>
</tbody>
</table>

Also during 2000, discussions with the Tulsa Graduate College Dean, Dr. William Ray, led the SLIS faculty to consider a master’s degree program designed specifically to address the graduate degree needs of the state’s information technology community. This initiative resulted in the development of the Master of Science in Knowledge Management (MSKM), which was designed and developed from 2000 through 2002 and first admitted students for Fall 2003. During the September 13, 2010 SLIS faculty meeting, the data presented in Figure II-7 were reviewed in concert with the low MSKM enrollment in Fall 2010 (3 students), and the faculty weighed two alternatives:

1. Conduct a large MSKM marketing push with emphasis in Tulsa
2. Discontinue the MSKM program
After careful deliberation, the SLIS faculty voted to suspend the MSKM program. When Dr. Suliman Hawamdeh resigned in Summer 2010, Dr. Kim (tenure-track) became the primary Knowledge Management specialist in Tulsa. The consensus was reached that a marketing campaign of the necessary scope was overly burdensome Dr. Kim, an assistant professor with tenure-track obligations. Plus, available resources limited SLIS’s ability to launch an effective, extensive marketing campaign. The SLIS faculty decided that the School’s resources would be best directed towards the recruitment of students to the long-standing, proven, and successful ALA accredited MLIS degree.

On November 23, 2010, Dean Bell approved the suggestion for suspending enrollment in the MSKM program until a plan can be developed and implemented to increase enrollment, or, if not, to discontinue the program. To date, no plan has been developed. Exploration of the process for deletion of the MSKM program is projected for 2013-14. The School remains committed to incorporating relevant knowledge management content in the curriculum by emphasizing the theories and concepts concerning the role of information in all sectors of society, including libraries.

II.1.2 Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

The School’s suite of six required courses provides a strong foundation in the treatment “of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.” The content, projects, and assessment activities in each of the core courses are based on ALA’s Core Competencies for Librarianship and align with
our mission:

“to provide excellence in education, preparing leaders for a diverse, highly technological, information-based global society; to engage in research and creative activities that generate new knowledge and applications for effective practice and that foster interdisciplinary approaches to address information challenges; and to meet the complex information needs of society through public and professional service.”

Figure 11-8 outlines the alignment of the core courses with ALA’s Core Competencies and the SLIS mission statement. The core course syllabi further illustrate these relationships.

**Figure II-8 Core Course Alignment with ALA’s Core Competencies of Librarianship and SLIS’s Mission Statement**

<table>
<thead>
<tr>
<th>Core Course</th>
<th>ALA’s Core Competences</th>
<th>Mission Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 5023 Management of Information &amp; Knowledge Organizations</td>
<td>8. Administration and Management</td>
<td>diversity, information based, interdisciplinary approaches</td>
</tr>
<tr>
<td>LIS 5033 Information &amp; Knowledge Society</td>
<td>1. Foundations of the Profession</td>
<td>diversity, information based, complex information needs, public and professional service</td>
</tr>
<tr>
<td></td>
<td>7. Continuing Education and Lifelong Learning</td>
<td></td>
</tr>
<tr>
<td>LIS 5043 Organization of Information &amp; Knowledge Resources</td>
<td>3. Organization of Recorded Knowledge and Information</td>
<td>technology, information based, complex information needs</td>
</tr>
<tr>
<td>LIS 5053 Information Users in Knowledge Society</td>
<td>2. Information Resources</td>
<td>diversity, information based, complex information needs, interdisciplinary approaches</td>
</tr>
<tr>
<td></td>
<td>5. Reference and User Services</td>
<td></td>
</tr>
<tr>
<td>LIS 5063 Information &amp; Communication Technology</td>
<td>4. Technological Knowledge and Skills</td>
<td>technology, information based, complex information needs, interdisciplinary approaches</td>
</tr>
<tr>
<td>LIS 5713 Research Methods <strong>AND</strong> LIS 5733 Evaluation Methods</td>
<td>6. Research</td>
<td>generation of new knowledge, applications for effective practice, interdisciplinary approaches</td>
</tr>
</tbody>
</table>

The elective courses provide opportunities for application and specialization within and across the contexts explored in the core courses including: management of libraries and information centers, organization of information, user services, information technology, and program evaluation and assessment. The preparation of SLIS’s course and curriculum design also relies on professional competency and standards statements to ensure that the curriculum reflects current principles and standards of practice and supports education for future information professionals. For example, the Archival Studies sequence of classes reflects the
competencies necessary for the Society of American Archivists Guidelines for a Graduate Program in Archival Studies. The courses recommended for those seeking School Library Media Certification in Oklahoma align with the standards of the American Library Association/American Association of School Librarians (ALA/AASL) and the National Council for Accreditation of Teacher Education (NCATE) and are based on the Oklahoma Commission for Teacher Preparation (OCTP) Library Media Specialist Test Competencies. The reconstituted School Librarian Certification Committee, with membership representing urban and rural schools as well as MLIS students seeking certification, has been instrumental in reviewing our curriculum to ensure our graduates are well prepared to become effective, certified school librarians, with a revised course of study for students seeking school library certification becoming effective in Fall 2013.

The relevance of SLIS’s core and elective courses to our students and their employers is reflected in the range of positions secured by our graduates as illustrated in Figure II-9.

Figure II-9 Student Placement by Type of Organization: Information from the Library Journal Placement Survey 2007 to 2011 (n=78)

The School employs a range of planning and assessment mechanisms, from individual faculty use of professional competency statements to surveys of alumni and employers, in order to ensure the curriculum is grounded in tradition but is forward-looking and responsive to changes in the field. The membership of the School’s Advisory Board includes a wide range of constituents including archivists, school librarians, and production engineers. The Advisory Board facilitates the articulation and actualization of the School’s objectives in the modern information environment. The SLIS curriculum is continuously assessed and revised to ensure that graduates are grounded in theories and concepts that enable them to adapt to, and affect change within, a wide array of library and information center settings, as well as work across organizational contexts. These mechanisms indicate that the SLIS curriculum is satisfactorily
providing the needed foundation in theory, principles, practice, and values for the situations in which SLIS graduates are employed.

**II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use.** The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

The School’s Education Goal A.1 and Student Education Goals A.1 and A.2 presented in Figure II-2 above support Standard II.2 and are used by the SLIS faculty in the identification of the skills, competencies, and attitudes that are expected of every SLIS MLIS graduate. Figure II-10, Master of Library and Information Studies Degree Requirements and Figure II.11, Standard Curriculum Elements as Addressed in Required Courses and Guided Electives illustrate the manner in which these elements have been incorporated throughout the curriculum as seen in the course descriptions, syllabi, and one-page summaries.

**Figure II-10 Standards Curriculum Elements Addressed in Required Courses and Electives**

<table>
<thead>
<tr>
<th>Management and use of recordable information and knowledge</th>
<th>Required Courses</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services</td>
<td>5023, 5033, 5043, 5053, 5063</td>
<td>All</td>
</tr>
<tr>
<td>Technologies</td>
<td>5023, 5033, 5043, 5053, 5063</td>
<td>5163, 5223, 5453, 5473, 5523, 5633, 5683</td>
</tr>
<tr>
<td>Information and knowledge creation</td>
<td>5033, 5043, 5053, 5063</td>
<td>5453, 5463, 5553, 5563, 5633, 5683, 5713, 5733</td>
</tr>
<tr>
<td>Communication</td>
<td>5023, 5033, 5043, 5053, 5063</td>
<td>52XX, 55XX</td>
</tr>
<tr>
<td>Identification</td>
<td>5023, 5033, 5043, 5053, 5063</td>
<td>5133, 5143, 5183, 5193, 52XX, 5343, 54XX, 5513, 5553, 5563, 5633, 5653, 5683, 5713, 5733,</td>
</tr>
<tr>
<td>Selection</td>
<td>5033, 5053</td>
<td>5283, 5443, 5513, 5553, 5563, 5173, 5183, 5193, 5653</td>
</tr>
<tr>
<td>Acquisition</td>
<td>5033, 5043, 5053</td>
<td>5183, 5193, 5243, 5273, 5283, 5293, 5343, 5443, 5453, 5473, 5513, 5553, 5563, 5653</td>
</tr>
<tr>
<td>Organization and description</td>
<td>5033, 5023, 5043</td>
<td>5223, 54XX, 5563, 5653, 5683</td>
</tr>
<tr>
<td>Storage and retrieval</td>
<td>5033, 5043, 5053, 5063</td>
<td>5223, 5343, 54XX, 5513, 5523</td>
</tr>
</tbody>
</table>
II.3 The curriculum

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services;

II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.3.3 integrates the theory, application, and use of technology;

II.3.4 responds to the needs of a diverse society including the needs of underserved groups;

II.3.5 responds to the needs of a rapidly changing technological and global society;

II.3.6 provides direction for future development of the field;

II.3.7 promotes commitment to continuous professional growth.

Figure II-11, Standards Curriculum Elements Addressed in SLIS Goals, Courses, and Evidences, provides a matrix aligning SLIS Goals, courses, and evidences with the elements of ALA Standard II.3.

**Figure II-11 Standards Curriculum Elements Addressed in SLIS Goals, Courses, and Evidences**

<table>
<thead>
<tr>
<th>ALA Standard II.3</th>
<th>SLIS Goal</th>
<th>Courses*</th>
<th>Evidences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The curriculum...</strong></td>
<td>School Educational A.5 thru A.7</td>
<td>5023, 5033, 5043, 5183, 5193, 52XX, 5443, 5453, 5463, 5473, 55XX, 5713, 5733, 5633, 5653, 5683</td>
<td>ALA Student to Staff, OLA Scholarships, Dr. Frances Laverne Carroll Student Paper Award, OLA Future Librarians session, OLA &amp; ALA Leadership Alumni positions</td>
</tr>
<tr>
<td><strong>II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services</strong></td>
<td>Student C.1 thru C.4</td>
<td>5033, 5043, 5053, 5063</td>
<td>OLA Future Librarians session, OLA &amp; ALA Leadership Alumni positions</td>
</tr>
</tbody>
</table>

*XX indicates all courses beginning with 52, 54, or 55
| II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields | • School Educational A.1, A.9, B.2  
• Student B.1 thru B.3 | • 5033, 5053, 5443, 5453, 5713, 5733, 5920, 5940, 5980 | • Job placement  
• Surveys** |
| II.3.3 integrates the theory, application, and use of technology | • School Education A.3, A.11  
• Student A.1, A.4 | • 5063, 5143, 5163, 5223, 54XX, 5503, 5523, 5533, 5622, 5683 | • Surveys** |
| II.3.4 responds to the needs of a diverse society including the needs of underserved groups | • School Education A.3, A.5, B.7  
• Student A.3, A.4 | • 5053, 5173 | • IMLS Grant  
• Surveys** |
| II.3.5 responds to the needs of a rapidly changing technological and global society | • School Education A.11  
• Student A.4 | • 50XX, 5500, 5970 | • Surveys** |
| II.3.6 provides direction for future development of the field | • School Education A.5, A.6, A.7  
• Student C.1 thru C. 4 | • 50XX, 55XX | • ALA Student to Staff  
• OLISSA  
• Meet-ups  
• Surveys** |
| II.3.7 promotes commitment to continuous professional growth | • School Education A.5, A.6, A.7  
• Student C.1 thru C. 4 | • 50XX, 55XX | • OLISSA  
• Meet-ups  
• Surveys** |

*XX indicates all courses beginning with 50, 52, 54, or 55  
**Alumni (2009, n=29 and 2013, n=19), Employer (2010, n=32), and Exit (2007-12, n=113)

Figure II-12, presents evidence from the 2013 Alumni (n=19) and 2010 Employer Surveys (n=32), indicating the success of SLIS’s curriculum in meeting the seven components of ALA Standard II.3. The remainder of this section discusses the other evidences that reflect the SLIS curriculum’s achievement of ALA Standards II.3.1 through II.3.7.
II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services
- 58% Strongly or mostly agree (item 27)
- 85% Above average or higher (item 1)

II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields
- 68% Strongly or mostly agree (item 21)
- 31% Strongly or mostly agree (item 26)
- 59% Above average or higher (item 18)

II.3.3 integrates the theory, application, and use of technology
- 68% Strongly or mostly agree (item 24)
- 78% Above average or higher (item 14)
- 74% Above average or higher (Item 16)

II.3.4 responds to the needs of a diverse society including the needs of underserved groups
- 58% Strongly or mostly agree (item 2)
- 48% Strongly or mostly agree (item 16)
- 90% Above average or higher (Item 24)

II.3.5 responds to the needs of a rapidly changing technological and global society
- 69% Strongly or mostly agree (item 8)
- 78% Above average or higher (Item 28)

II.3.6 provides direction for future development of the field
- 58% Strongly or mostly agree (item 28)
- 63% Above average or higher (Item 30)

II.3.7 promotes commitment to continuous professional growth
- 59% participate in their state organization
- 63% Above average or higher (Item 31)

Exit Survey comments from Fall 2007 to 2012 (n=113) indicate the high level of professional preparedness students feel at the end of the program (item 7):

- I think I am very balanced in terms of learning theories and practical knowledge which would work nicely for job preparation.
- I feel I am well prepared to manage subordinates, digitize materials, create digital collections, create wikis, manage records, answer reference, as well as work with web based services to make them accessible and user friendly.
- I feel confident in my ability to meet the patron’s needs be it reference or reader’s advisory needs. I feel confident in my ability to help the patron meet their information need or desire.
- Apply the enduring values of librarianship through effective customer service. Essentially, regardless of the details, to be a proactive advocate of library service.

In addition to the evidence provided by the Alumni (2009, 2013), Employer, and Exit Survey data, SLIS incorporates the elements of Standards II.3.1 and II.3.7 into its regular activities, including funding the travel expenses for the student chosen represent OU SLIS for the annual ALA Student-to-Staff program. SLIS also works with the Oklahoma Library Association’s (OLA) Library Education Division (LED) or University and College Division (UCD) to coordinate an annual paper session for students at the annual OLA conference. Acceptance to the session is...
competitive and SLIS supports the student presenters’ conference registration, lodging, and travel. SLIS also provides similar support (OLA pays registration) for students volunteering with the local arrangements committee and/or with the SLIS recruitment table at the OLA annual conference. Additionally, SLIS works with our Alumni Association to promote their annual student paper competition, recently renamed the Dr. Frances Laverne Carroll Student Paper Award in honor of SLIS former director (1974-75) and faculty emeritus, Frances Carroll, who died on June 4, 2012. The author of the paper selected for the award is invited to present his or her work at the annual OLA conference, usually during the student session. SLIS funds the awardee’s conference attendance.

Also in support of Standard II.3.1 is the wide range of leadership positions our alumni hold within professional organizations and their places of work. Recent examples include:

- naming of 2006 graduate, Darla W. Jackson, July 22, 2012, as the Director of the McKusick Law Library, University of South Dakota School of Law
- election of 2010 graduate, Julia McConnell, as the Secretary of OLA for 2013 to 2014
- naming of 2012 graduate, Lenore St. John, as one of ALA’s Emerging Leaders of 2013
- appointment of 2012 graduate, Ashley Miller, in May 2013 as branch manager of Moore Public Library, a branch of the Pioneer Library System.

Additionally, in the 2013 Alumni Survey (n=19):

- 53% strongly or mostly agreed with the statement, “The program developed in students the commitment to actively engage in communities of practice and professional networks.” (item 10)
- 47% strongly or mostly agreed with the statement, “The program developed in students the commitment to assume leadership roles within their professional communities.” (item 11).

And when asked in the 2013 Alumni Survey (n=19) about membership in professional organizations (item 70):

- 59% of respondents indicated that they actively participated in their state library association
- 59% of respondents indicated that they actively participated in ALA
- 12% of respondents indicated that they actively participated in the following organizations: Medical Library Association (MLA), SAA, or SLA
- 59% of respondents indicated that they actively participated in other organizations including ACRL, AASL, SSA, KIPA, PLA, SCC, SIGALO, LSW, AAIM, ARMA, and ISACA.

The IMLS Grant “Partnering to Build a 21st Century Community of Oklahoma Academic Librarians” supports Standard II.3.4. The $414,545 award was used to recruit, fully support, and educate fifteen academic librarians qualified to work with underserved and minority groups. Graduates from the cohort are now successfully employed as academic librarians across the state, including Rogers State, Oklahoma State, and Panhandle State Universities.

Several mechanisms related to the SLIS curriculum address Standards II.3.6 and II.3.7. The SLIS student organization, Oklahoma Library and Information Studies Student Association (OLISSA), offers many opportunities for professional growth and development. OLISSA sponsors presentations by practitioners as well as resume writing workshops at their monthly meetings.

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The newly developed SLIS Meet-ups for new and returning students include a series of breakout sessions and/or panels where students have the opportunity to interact in small group settings with practitioners and faculty in their area of interest to assist in crafting their curriculum trajectory. Finally, the annual SLISebration brings together practitioners, alumni, Beta Phi Mu members, current students, and the SLIS faculty to celebrate the accomplishments of SLIS’s students and faculty members. The event is highlighted by a presentation given by nationally known authors, researchers, and information professionals. In the past, the event has featured Native American musician and poet, Joy Harjo, the Director for the National Science Digital Library, Dr. Kaye Howe, and Dr. Virginia Walters from the UCLA Graduate School of Education and Information Studies. The event in 2013 also recognized the renaming of the scholarship founded by Professor Emeritus Lotsee Patterson as the Lotsee Patterson American Indian Scholarship, and had a record attendance of 96.

These meetings, gatherings, and celebrations extend the SLIS curriculum and mission into our constituents’ daily lives, build professional networks, and maintain valuable ties with the School that are beneficial to our graduates’ careers and professional development.

The results of the alumni and employer surveys and the additional assessment endeavors discussed in this section indicate the effectiveness of the SLIS curriculum. SLIS nonetheless continues to seek novel and innovative ways to meet the ever-changing needs of the field. For example, we are bolstering the information technology components of our curriculum by requiring LIS 5063 Information and Communication Technology, by hiring Dr. Lu to develop our information technology courses, and by offering a series of innovative “Hot Topics” courses to quickly respond to new trends in the field, including:

- Cataloging with RDA
- Current Issues in Library Administration
- Database Management
- Digital Collections
- Digital Information Ethics
- Health Informatics for Information Professionals
- Information and Communication Technology
- Information Security
- Libraries and Popular Culture
- Scholarly Communication

**II.4.1 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers.**

These four objectives from SLIS’s School Education Goal A, to “educate students at the graduate professional and postgraduate levels to provide information services and products to a pluralistic society,” pertain to the above segments of ALA’s Standard II.4:

1. Support within required components of the graduate programs the theories, principles, and practices that form the foundation of library and information studies and knowledge management and their relationship to other fields.
2. Offer students a variety of elective courses to provide career-oriented concentrations within library and information studies and knowledge management.

4. Provide student advising that promotes informed program choice.

10. Deliver courses to students throughout the state.

These goals and objectives are met through six primary mechanisms that promote informed program choice and allow students to develop coherent and individualized programs of study that meet their needs while ensuring professional competencies and values necessary for service provision in a rapidly changing pluralistic, global environment.

1. Meet-ups

Early every fall semester, and occasionally in spring semesters, Meet-ups are held on the Norman and Tulsa campuses to orient new students to, and refresh returning students about, the policies and procedures of the School of Library and Information Studies and the resources available to them at OU to support their learning. Meet-ups also serve to build community among new students, returning students, staff, practitioners, and faculty members.

Feedback gathered after the 2011 Meet-up sessions indicated that 85% of the Meet-up attendees (n=13) responding to an online poll were “somewhat” to “very satisfied” with the amount and quality of information given. Comments about the most enjoyable parts of the Meet-up include:

- I enjoyed all parts of the day. I liked the introduction part: it was nice to meet my fellow students face to face. The information about LIS courses and OU-Tulsa Library services was very useful. Also, the cookies were delicious!
- Getting to meet fellow students, the advising session.
- I enjoyed being able to meet the professors and talk about issues of interest to me, and meet the students who are in my classes.

Comments about the least enjoyable aspects include:

- While somewhat interesting, the guest speaker's presentation was not necessary.
- Icebreaker activity went a little long.

Respondents made several excellent suggestions for future sessions including:

- Possibly adding breakout sessions/activities for returning students; this might also encourage more to attend.
- Maybe there could be more getting-to-know-you type things. As a distance learner, it's nice to have an opportunity to meet classmates and instructors face-to-face.
- More general info about the program and what courses are offered, and about the different tracks available. I don't know exactly "where I'm going" so I would have liked to have gotten a better overall feel for the program.

SLIS used these suggestions and comments to make the following changes: streamline the ice-breaker activity; include break-out sessions with faculty members and practitioners (Norman) and a practitioner panel (Tulsa) rather than one speaker; and create a trifold “Survival Guide” with links to further information about the program and OU.
2. Open online program planning information

All documentation and materials needed for planning and enrollment are available on the SLIS website including: the SLIS Graduate Student Handbook; videos and handbooks for the three End-of-Program Assessment options (comprehensive exam, portfolio and thesis); program planning forms (current form and form effective for students admitted Fall 2011 to Summer 2013); program planning guides; course schedules (in both Norman and Tulsa); and the course rotation schedule. Seventy-nine percent of the respondents from the 2009 (n=29) and 84% of 2013 (n=19) Alumni Surveys strongly agreed or mostly agreed with the statement “Course schedules were available in a timely manner” (item 23 or 35).

3. A clearly defined curriculum

SLIS’s newly reconfigured curriculum structure is designed to provide the conceptual foundation in six fundamental areas of the field (including one of two options in the area of research and evaluation), with a range of electives in five content areas plus four independent study options, including an internship. This structure was developed in response to Exit Survey comments indicating that elective course offerings were restrictive, and, therefore, did not allow students to easily build toward specialization and an increasingly individualized program of study as specified by Standard II.1.2. SLIS’s program planning guides help students in their selection of electives. These guides are available on the SLIS website and updated periodically by the Curriculum Committee.

The structure of the curriculum provides numerous opportunities for tailoring the academic program to suit individual needs. Although six courses are required, there are many opportunities for creativity and customization in fulfilling assignments. Students are given great latitude in completing the remaining hours required; they may select additional courses from five areas of specialization (management of libraries and information centers, organization of information, archival studies, user services, and information technology), courses offered by other OU departments, or transfer courses. In addition to these options, the School offers opportunities for individualized study: LIS 5823 Internship; LIS 5920 Directed Research; LIS 5940 Directed Project; LIS 5960 Directed Readings; and LIS 5980 Research for Master’s Thesis. Each of these independent study options involves students and faculty members working closely together. Permission from both the student’s adviser and the faculty member with whom the course is taken is required; and the appropriate independent study contract outlining goals, objectives, activities, and projected outcomes must be filed with the School office. Figure II-13 lists the range of topics of the independent readings undertaken from 2007 to 2013.
Figure II-13 Examples of Directed Readings Topics 2007-2013

<table>
<thead>
<tr>
<th>Abbas</th>
<th>Martens</th>
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<tr>
<td>Digital Libraries</td>
<td>Issues in Online Competitive Intelligence</td>
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<td>Advanced Indexing</td>
<td>Theory Development in ICT</td>
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<td>Advanced Cataloging</td>
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<td>Brown</td>
<td>White</td>
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<td>Information literacy skills as they apply to</td>
<td>Archival Authenticity and Trust</td>
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<td>professional development among humanities scholars</td>
<td>Native American Archival Systems and Trust</td>
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<td>User Centered Design and Information Architecture:</td>
<td>Preservation of Digital and Aural Records</td>
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<td>Successful Library Website Redesign</td>
<td>Social Worlds in Information Behavior; School</td>
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<td>Modern Archiving Techniques, Theories, and Methods</td>
<td>Library Use &amp; English Language...</td>
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<td>Cancer Patients and Information Seeking: Background</td>
<td>Preservation of Illuminated Manuscripts</td>
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<td>and Trends in Research</td>
<td>Aboriginal Epistemology and Remembering</td>
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<td>MasterPieces</td>
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<td>Interface Design and Content Management of Library</td>
<td>Development of Sound Archives</td>
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<td>Website for Elementary School Students</td>
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<td>Informal Science Programming</td>
<td>Interdisciplinary Resources to create a more</td>
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<td>dynamic &amp; interactive archive</td>
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<td>Kim</td>
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<td>Library 2.0 in the Public Library</td>
<td>Burke</td>
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<td>Core Content of the MLIS Program</td>
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<td>Intellectual Freedom</td>
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<td>Andrew Carnegie and African American College</td>
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<td>Cambridge Platonism and the Transmission of</td>
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<td>Torricellean Vacuism to Anglophone Puritanism:</td>
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<td></td>
<td>the Case of Sir Robert Boyle (1627-1691)</td>
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</table>

The 25 students undertaking Directed Projects from 2007 to 2013 tackled a wide range of projects, such as the Masterpieces project with Pioneer Library System, usability studies for campus websites, and digitization of maps and theses for the OU Youngblood Energy Library.

SLIS faculty supervised 62 MLIS student internships from 2007 to 2013. Examples of internship sites are:

- Oklahoma Historical Society, Research Division, Manuscript Archives
- OU Bird Health Sciences Library
- Tulsa City-County Library System
- Pioneer Library System, Virtual Library.

From 2007 to 2013, seven students successfully completed and defended a thesis by researching issues and problems in library and information studies such as:

- Islam: Portrait or Caricature (Elizabeth Bolton, 2007).
- Using Book Reviews for Readers' Advisory Service: The Case of History of Science Narrative Nonfiction (JoAnn Palmeri, 2008)
- Using Statistically Improbable Phrases to Automate the Creation of an Ontology for a Technical Document Collection (Joseph Colannino, 2009)

Most respondents in the 2009 (n=29) and 2013 (n=19) Alumni Surveys rated the School’s performance in providing component parts of Standard II very highly:
- For the statement, “The curriculum offered a variety of elective courses that provided for concentration within a focused aspect of library and information science.”
  - In 2009, 45% strongly agreed or mostly agreed and 31% somewhat agreed (item 12).
  - In 2013, 47% strongly agreed or mostly agreed and 32% somewhat agreed (item 15).
- For the statement, “Information on independent study options (internships, directed readings, and directed research) was provided.”
  - In 2009, 59% strongly agreed or mostly agreed and 21% somewhat agreed (item 18).
  - In 2013, 47% strongly agreed or mostly agreed and 26% somewhat agreed (item 30).
- For the statement, “Course schedules were available in a timely manner.”
  - In 2009, 79% strongly agreed or mostly agreed and 17% somewhat agreed (item 23).
  - In 2013, 84% strongly agreed or mostly agreed and 5% somewhat agreed (item 35).

4. **A comprehensive, individualized, advising process with faculty mentors**

The advising process is supported by program planning documents, including the program plan ([current form](#) and [form effective for students admitted Fall 2011 to Summer 2013](#)) and annual **student self-evaluations** and **faculty evaluations of progress**. Upon admission to the program, each student is assigned a faculty adviser based on the student’s interests and career goals as expressed in their application materials. Group advising sessions, in which students are introduced to advisers and receive general planning advice, are incorporated into the Meet-ups. Students are required to meet individually with advisers (in person, by telephone, via Skype, and/or through email) early in their academic programs to formulate individualized, focused programs of study, and are encouraged to contact their adviser anytime they have questions or concerns. Faculty advisers hold published office hours each week during the academic terms in which they teach and can also be reached by email and telephone.

The following comments from the **Exit Survey** (n=113) question #4 suggests that students appreciate working with a faculty adviser who is based on their campus:

- *When I started the program, I was placed with an advisor in Tulsa. No student should be paired with an advisor at another campus, the entire idea is ridiculous. So, after wanting an advisor in Norman, I was placed with a different faculty member.*
- *I found my advisement opportunities lacking. My original advisor left the program after my first semester, and the next advisor assigned to me was based out of Tulsa, so I never met her.*

Therefore, to facilitate the initial advising interaction, unless otherwise requested, all incoming students are assigned to an adviser who is based on the student’s home campus. However, as students progress in the program, they have the option to request a change of adviser, regardless of location, to optimally suit their educational goals and objectives. The change is accomplished by contacting the faculty member they wish to work with and by informing the Coordinator of Admissions, Academic and Student Support Services of the shift. Exit Survey (n=113) comments indicate that the opportunity to change advisers is well received:

- *When I first began the program I had a different advisor. That advisor made the process more difficult. When I was reassigned advisors I greatly enjoyed the process and looked*
forward to spending the short amount of time each semester with my advisor. Plus, the conversion to the online fully self-directed enrollment helped a lot...even if the system was hard to understand at times.

- I did seek (and got) a change from my initial advisor. The second professor was very helpful...

Program planning for the MLIS is supported by various documents, including the program planning form (current and former), program planning guides, course rotation schedule, and videos and handbooks for the comprehensive examination, thesis, and portfolio. The program plan indicates which courses the student will take to fulfill program requirements and advance their educational and career goals and outlines a sequence of courses that is coordinated with the SLIS rotation schedule. The program plan includes any courses to be taken at OU in other departments, any hours taken at OU before official admission to the program, and any courses transferred from other institutions. In addition, students must declare an option for End-of-Program Assessment (comprehensive examination, thesis, or portfolio) and determine whether they will include an internship in their course of study. The student and the faculty adviser develop this plan with the understanding that revisions may be necessary and will be undertaken through ongoing consultation between the faculty adviser and the student. This form becomes part of the student’s permanent file.

Students are encouraged to consult with their advisers each semester to discuss their progress in the program and their enrollment for the upcoming semester. Revisions to the program plan are made as necessary to reflect changing interests, schedules, SLIS personnel, and/or individual considerations. Students complete a Student Self-Evaluation of Progress Toward Graduation each year to determine conformance to the program plan and to evaluate academic progress. Faculty members use these assessments together with the student’s program plan and transcript to monitor student progress and to make recommendations annually. Results from the 2009 (n=29) and 2013 (n=19) Alumni Surveys support the importance of advising and faculty guidance to student success.

- For the statement, “The faculty and staff encouraged consultation and provided advice on program planning and course selection.”
  - In 2009, 76% strongly agreed or mostly agreed and 17% somewhat agreed (item 21).
  - In 2013, 63% strongly agreed or mostly agreed and 16% somewhat agreed (item 33).

- For the statement, “The advisement/program planning process was helpful.”
  - In 2009, 68% strongly agreed or mostly agreed and 14% somewhat agreed (item 22).
  - In 2013, 52% strongly agreed or mostly agreed and 16% somewhat agreed (item 34).

Over half of graduating students (66 of 113) responded positively to the Exit Survey question #4, “Were the Planning Process and other advising opportunities effective in shaping a program to meet your needs and goals?” Exit Survey comments about the effectiveness of the School’s program planning processes include:

- Yes – I lost without them; program plan helped to know what courses to take and when; advising sessions kept on track with end of program assessment and with clear vision of what SLIS experience was about.

- Yes- they were effective. I appreciated the time that I was given on the telephone by my
faculty advisor to advise me and to work out a path for completion of the program. I always felt like she was patient and interested in my situation (distance).

- Yes, my meetings with my advisor and discussing the program planning process were pivotal to addressing my needs and goals in the program and beyond. I think it is essential to meet with you advisor each semester in order to avoid feeling disconnected in a program that is heavily online.

Additional Exit Survey comments, however, indicate there is room for improvement:

- Yes, it was confusing at first and I wish I had a better understanding of it at the beginning to help me better plan.
- The program planning process was helpful, though I would have liked more frequent contact with my advisor. I was happy to take responsibility for my own program planning process, but sometimes I felt unsure if I was fulfilling 100% of requirements at the appropriate times. I kept in contact with the SLIS office often, but more communication would have made me feel more comfortable with my progress throughout the program.

To help alleviate the confusion surrounding the program planning process, detailed information is being provided during the Meet-ups in a printed OU SLIS “Student Survival Guide” tri-fold brochure and a “SLIS Bootcamp” breakout session with the Director. Typically all Meet-ups participants attend the 20 minute Bootcamp breakout session. Additionally, to establish student/adviser relationships early in the program, an ice breaker activity with students and faculty is held during each Meet-up. Students are also encouraged to meet with their adviser while on campus for the Meet-ups.

5. Diverse range of course delivery modes

The School delivers courses in three modes: face-to-face, interactive video, and online. Further, SLIS offers combinations of these modes as hybrid courses. The School’s course delivery system is designed to meet the needs of nontraditional, part-time students, as most of our students are working while pursuing graduate study. Key to accessibility for the SLIS student body is timing, format, frequency, and predictability of course offerings. SLIS courses are scheduled as weekly evening sessions, on selected Saturdays, online, selected summer weekdays, or in intensive weekend sessions. The School provides delivery to Norman and Tulsa via videoconferencing and online. All required courses are offered every spring and fall. Electives courses are offered at least once every other year, staggering fall and spring semesters within concept areas and delivery modes, to afford students with varying schedules the greatest access possible.

The comment below from a Fall 2011 Exit Survey indicates that the mixed formats are well received:

- After doing some research, I knew I wanted an accredited program. I liked that I could take both on-line and in person classes at OU.

Other reactions to course delivery issues from the 2009 (n=29) and 2013 (n=19) Alumni Surveys are also positive:

- For the statement, “The frequency of required course offerings met student needs”
In 2009, 62% of the respondents strongly agreed or mostly agreed with the statement, and 17% somewhat agreed (item 24).

In 2013, 69% of the respondents strongly agreed or mostly agreed with the statement, and 16% somewhat agreed (item 36).

- For the statement, “The frequency of elective course offerings met student needs”
  - In 2009, 45% of the respondents strongly agreed or mostly agreed with the statement, and 17% somewhat agreed (item 25).
  - In 2013, 58% of the respondents strongly agreed or mostly agreed with the statement, and 11% somewhat agreed (item 37).

- For the statement, “The time of day that courses were offered met student needs”
  - In 2009, 100% of the respondents strongly agreed or mostly agreed with the statement (item 26).
  - In 2013, 74% of the respondents strongly agreed or mostly agreed with the statement, and 21% somewhat agreed (item 38).

- For the statement, “The format for course delivery (once a week, selected Saturdays, intensive weekend, online) met scheduling needs”
  - In 2009, 93% of the respondents strongly agreed or mostly agreed with the statement (item 27).
  - In 2013, 74% of the respondents strongly agreed or mostly agreed with the statement, and 16% somewhat agreed (item 39).

During the 2011 Fall Planning Day, the SLIS faculty reaffirmed its commitment to the delivery of online courses; however, the Course Rotation Schedule has been redesigned, effective Fall 2013, to offer a greater selection of face-to-face options based on input from the Graduate Student Advisory Council and Exit Survey comments (examples listed below):

- The move to online classes was disappointing. In some ways, it was helpful in terms of working around my full-time job. But educationally, I can definitely say that I got more from in-person courses.
- I would say that the SLIS Director should continue to consider which courses are online and which are in person. I’ve taken some that I really think would not work as online courses, but were great as face-to-face courses, some that worked fine as online courses, and some that were online but shouldn’t have been.

The rotation schedule illustrates our efforts to offer the required courses on a cycle of face-to-face and online, while the elective courses, which typically are offered every other year to balance faculty teaching load and student demand, remain primarily online to meet the needs of our distance students. The practice of rotating the delivery format of the core courses began in Fall 2013 and although the impact remains to be fully realized, early enrollment for Spring 2014, indicates a preference for online delivery of the foundations course, LIS 5033 Information and Knowledge Society.
6. Three End-of-Program Assessment Options

The University of Oklahoma requires an End-of-Program Assessment for all master’s degree candidates. Options for students in the MLIS program are:

- Comprehensive Exam
- Portfolio Defense
- Thesis Defense.

The School offers three different options so students can choose the End-of-Program Assessment that meets their educational and career goals and best suits their learning style and preferences, thereby aligning with Standard II.4.1 to meet students’ individual needs, goals, and aspirations. Each spring and fall, the School administers a End-of-Program Assessment Survey to students when all End-of-Program Assessments are completed to gather data on students’ experiences taking the comprehensive exam or defending their portfolio.

Students indicated in their Portfolio End-of-Program Assessment Surveys (Fall 2007 to Spring 2013) that the portfolio process positively contributed to their career goals (n=11). Comments include:

- The portfolio process makes every class more meaningful as I would be looking for ways the classes could help me work toward my goals, and how I could show growth. In turn, the classes shaped my goals as I worked through the process.
- The portfolio experience was extremely helpful in reassessing my goals and objectives. I looked at my strengths and weaknesses, anticipated experiences I wanted to have and then pursued them. The goals and objectives helped so that I could make a plan to work toward them.
- Since I wasn’t really sure what type of library I wanted to work in during my first year in SLIS, the portfolio process and reflections needed to do the portfolio helped me decide on the public library track. I was able to put what I was learning in my classes into specific goals related to my future career by doing the portfolio.

Due to the unprecedented number of failures (16 of 27) on the first of two possible written attempts on comprehensive exams in Spring 2008, the SLIS faculty began reexamining the comprehensive exam process. In Fall 2010 the Graduate Studies Committee (GSC), in its role as the official comprehensive examination committee, was charged to:

- continue the 2009-10 GSC’s examination of the current comprehensive examination delivery and evaluation processes and procedures
- review the process for compiling comprehensive examination questions set by the GSC and provide any necessary recommendations to the SLIS faculty.

To address these charges, the GSC distributed two surveys to the SLIS faculty and prepared a comprehensive report on the “Report on SLIS Faculty’s Views of Comprehensive Exams” and subsequently made three recommendations to the faculty during the regular faculty meeting on December 6, 2010:
1. That the SLIS faculty hold a called meeting (an afternoon or morning) to discuss the issues of most concern on the survey, with consideration of possible policy changes regarding the comprehensive exam.

2. That the meeting be scheduled the first week of classes, Spring 2011 (January 18-21).

3. That among considerations would be the increasing growth in SLIS online program experiences, with implications for all EPAs, including the comprehensive exam. Potential issues include administration of the exam in a proctored, off-site location (currently policy allows), administration of an oral off-site (no current policy or procedures), and the consequent staff time for individualizing these experiences, if they are allowed.

The meeting, held on January 21, 2011, resulted in a redesign of the exam as a take-home comprehensive examination to take place over a three and one-half day period and to be first administered in Spring 2011. In the take-home exam, students apply their area of interest and expertise to answer one broad question based on synthesis of their learning in the core courses in 2,000 to 3,000 words.

The change has been encouraging so far. Comments regarding the comprehensive examination redesign are reflected in the response to question #12 on the Exit Survey (n=113), “If you were the SLIS Director here, what changes would you make?” suggesting a need to change the format and an early positive reception of the take-home format:

- I think moving to take home was a great move. It was definitely more representative of what we will encounter out there in the field. (Spring 2013)
- The major change that I would suggest has already happened. The take home version for comps should have been established LONG before now. (Spring 2012)

Comments from graduating students gathered in the End-of-Program Assessment Surveys and Exit Surveys (n=113) indicating the advising of their options is satisfactory include:

- Comprehensive Examinations (Fall 2007 to Spring 2013, n=88):
  - The questions covered a broad range of the issues that were discussed in most, if not all, of the courses I enrolled in. The questions were general enough that I could draw on knowledge from all my courses and did not have to rely on one course in particular. (Spring 2013, End-of-Program Assessment Survey)

- Portfolios (Fall 2007 to Spring 2013, n=11):
  - The portfolio is a great option for those candidates who need to focus and evaluate their studies and goals. I believe this was helpful to me while preparing for my future. (Spring 2013, End-of-Program Assessment Survey)
  - The attempt to understand and put together a portfolio forced me to reassess my goals each time I worked on my portfolio. As I went through the program, my goals became more focused on a specific direction toward my future career. (Fall 2007, End-of-Program Assessment Survey)
  - I enjoyed the process of building a website for my professional life, and found the entire experience rewarding. It was the most tech-centric option of the three presented, and showcased my abilities to work with professional writing, presenting and technical
proficiency in front of a diverse committee. (Spring 2013, End-of-Program Assessment Survey)

- Yes, I believe that I achieved the student goals and objective for my MLIS. The portfolio option caused me to reflect upon these goals and to weigh my goals and progress against them. (Spring 2009, Exit Survey)

This section highlights the six primary mechanisms SLIS employs “to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers” as stated in Standard II.4.1. The data collected from Alumni (2009 and 2013), Employers, Exit, and Student End-of-Program Assessment Surveys indicate that these mechanisms are successful in achieving Standard II.4.1., but there is room for improvement. The School will continue to find easy and convenient means to facilitate and enrich student and adviser interaction for informed program choice. Also, as the School is committed to providing a range of course delivery options to meet our students’ needs, we will maintain a rotation of face-to-face and online course offerings as demand dictates while beginning to explore more deeply the possibility of hybrid modes of delivery. Additionally, to ensure that the School’s three End-of-Program Assessment options are indicative of competence in the field, SLIS will continue to monitor the End-of-Program Assessment outcomes and survey responses.

II.4.2 The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities.

This component of Standard II.4 is evidenced by the Graduate College’s Dual Master’s Degree Guidelines. These Guidelines provide opportunities for students to seek dual master’s degrees in any two areas and foster cooperative degree programs across campus. The student must be admitted to both programs in order to pursue a dual degree. Enrollment in dual degree programs is typically low. Only the Master of Library and Information Studies/Master of Arts (MLIS/MA) in History of Science is pursued regularly. This program provides a course of study for those planning for careers as science librarians, as curators of rare book and manuscript collections in the history of science/health sciences, or as public historians or archivists in the history of science.

Opportunities for interdisciplinary coursework and research include options to take courses outside the School. Students may include up to nine graduate hours from other OU departments in their degree plans, provided these courses are approved by their advisers as being supportive of the student’s program and career goals (see page 6 of the SLIS Graduate Student Handbook). The Curriculum Committee is charged with ongoing curriculum review and development including the designation of appropriate outside courses. The Curriculum Committee routinely reviews syllabi from courses outside of SLIS to ensure continued suitability to SLIS students’ program plans. To facilitate the selection of courses outside of our unit, the courses are listed on our program planning guides, which are available for faculty advisers and students on our website. Figure II-14 lists the courses delivered by other OU departments that
are currently approved by the SLIS faculty to meet the wide range of the SLIS student’s career goals.

**Figure II-14 Other University of Oklahoma Electives Approved for the MLIS**

<table>
<thead>
<tr>
<th>Career Goal</th>
<th>Outside Electives</th>
</tr>
</thead>
</table>
| Academic Librarianship       | ARCH 4213 Facilities Management  
COMM 6323 International Communication  
EDAH 5013 The Adult Learner  
EDAH 5023 Administration of Adult and Higher Education  
EDAH 5123 Decision-Making in Adult and Higher Education  
EDAH 5143 Leadership Development in Adult and Higher Education  
EDAH 5153 Legal Aspects of Higher Education  
EDAH 5413 Design and Delivery of Distance Education Programs  
EDAH 6173 Theory and Research in Distance Education  
P SC 5183 Public Budgeting and Finance  
P SC 5353 State and Local Public Finance and Budgeting |
| Archives                     | ANTH 5803 Theories of Identity  
ANTH 5223 Theories of Culture  
ANTH 5213 Ethnographic Methods  
NAS 5023 Native Cultural Aesthetics and the Heritage Industry  
NAS 5313 Tribal Historic Preservation  
NAS 5803 American Indian Federal Law & Policy  
NAS 5973 Research Methods in Native American Studies  
NAS 5413 Tribal Governance and Leadership  
P SC 5183 Public Budgeting and Finance  
P SC 5243 Managing Public Programs  
P SC 5733 Contemporary Political Theory |
| Children and Young Adult Services | COMM 5553 Persuasive Communication Campaigns  
EACS 6263 Educational and Community Relations  
EIPT 5163 Educational Psychology of Childhood  
EIPT 5173 Educational Psychology of Adolescence |
| Information Technology      | COMM 5363 Communication and Technology  
EIPT 5513 Introduction to Teaching with Technology  
HR 5073 Creative Problem Solving  
ODYN 5173 Technology and Organizations  
ODYN 5223 Performance Management  
TCOM 5213 Network Design and Management |
| Public Librarianship         | ARCH 4213 Facilities Management  
COMM 5113 Nonverbal Communication: Theory and Research  
COMM 5213 Interpersonal Communication  
COMM 5353 Conflict Management  
COMM 5373 Communication and Leadership  
COMM 5553 Persuasive Communication Campaigns  
EIPT 5113 Educational Psychology of Human Development  
EIPT 5163 Educational Psychology of Childhood  
EIPT 5173 Educational Psychology of Adolescence  
EIPT 6113 Educational Psychology of Human Learning  
ODYN 5113 The Psychology of Leadership  
ODYN 5123 Survey of Organizational Dynamics  
ODYN 5133 Teams and Motivation  
ODYN 5173 Technology and Organizations  
ODYN 5313 Planning Processes and Strategy Development  
P SC 5003 Introduction to Public Administration  
P SC 5043 Public Policy Implementation  
P SC 5103 Organizations: Design, Structure and Process  
P SC 5133 Strategic Planning and Performance Measurement |
The independent learning options discussed above, such as LIS 5920 Directed Research, LIS 5960 Directed Reading, and LIS 5980 Research for Master’s Thesis, offer opportunities for interdisciplinary research as well.

Experiential components are frequently integrated into specific courses. For example, LIS 5513 Information Sources and Services requires students to conduct face-to-face and online Reference Interview Analyses in which the student acts as a library user asking a question of a reference librarian and analyzes the service received. Additionally, LIS 5283 School Library Center Administration includes a field experience activity in which each student spends six to eight hours at the school library of their choice engaged in activities with the School Librarian and/or activities related to the library.

The primary experiential opportunities for students within the master’s curriculum are in LIS 5823 Internship and LIS 5940 Directed Project. These courses meet the needs of many students for practical experience and assist students who want to focus in a special area. The internship affords students an opportunity to synthesize principles and theories acquired through course work with the application of those concepts in an outstanding library or information center; the directed project allows students to work through and apply project management principles in an area of interest under close supervision by a faculty member. These experiences require consultation with and approval of the student’s adviser and submission of a proposal outlining the student’s goals, objectives, and anticipated outcomes in advance of enrollment. Specific requirements and guidelines are outlined in appropriate documentation and are available on the SLIS website. Examples of internship sites and directed project topics are given above.

The responses from the 2009 and 2013 Alumni Surveys to the question, “Information on independent study options (internships, directed readings, and directed research) was provided,” show that the majority of alumni who responded are aware of independent study options, but suggest that more information on them could be made available.

- In 2009, 59% (N=29) strongly agreed or mostly agreed and 21% somewhat agreed (item 18).
- In 2013, 47% (N=19) strongly agreed or mostly agreed and 26% somewhat agreed (item 30).

Faculty, placement supervisors, and students all complete evaluations for each internship experience, which are downloadable from the SLIS website. These evaluations are currently used on an individual basis to determine the desirability of a particular site for other internship.

| Reference Services | P SC 5243 Managing Public Programs  
| | P SC 5353 State and Local Public Finance and Budgeting Systems  
| | P SC 5363 Public Financial Management  
| | SOC 5823 Demographic Analysis  
| Special Librarianship | COMM 5113 Nonverbal Communication: Theory and Research  
| | COMM 5213 Interpersonal Communication  
| | EDAH 5413 Design and Delivery of Distance Education Programs (for academic librarianship)  
| | EIPT 5113 Educational Psychology of Human Development  
| | EIPT 5163 Educational Psychology of Childhood  
| | EIPT 5173 Educational Psychology of Adolescence  
| | P SC 5003 Introduction to Public Administration  
| | COMM 5263 Health Communication  
| | COMM 6323 International Communication  
| | ODYN 5363 Global Business Practice and Ethics  
| | P SC 5003 Introduction to Public Administration  

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placements and the School is developing a searchable database to improve the internship’s relevance to student goals and aid in advising and program planning.

II.4.3 Course content and sequence relationships within the curriculum are evident.

The curriculum presented in Figure II-1 above lists the SLIS required and elective courses. SLIS employs a numbering system to organize core and elective courses into subject related categories. For example, the courses falling under the core LIS 5043 Organization of Information and Knowledge Resources are concerned with the organization of information; are numbered 54XX; and include LIS 5403 Cataloging and Classification, LIS 5413 Indexing and Abstracting, and LIS 5453 Digital Collections. For the majority of the time since our 2007 accreditation visit, the School has used a three-tiered curriculum structure: a general conceptual foundation in required areas, a second guided elective tier with course options within defined categories, and a third tier of general electives. As discussed above under Standard II.1.1, to address faculty member and student concerns about the inflexibility of the guided electives, especially those in the specialized tracks of Archival Studies and School Librarianship, this three-tiered structure was dissolved and replaced with that presented in Figure II-1. Thus, effective Fall 2013, the curriculum comprises five specified required core courses (LIS 5033, LIS 5023, LIS 5043, LIS 5053, LIS 5063) and an additional required core course selected from either LIS 5713 Research Methods or LIS 5733 Evaluation Methods. The remaining 18 hours are elective courses. While the previous curriculum structure was generally successful (89% positive response to Exit Survey 2012), we fully expect the current arrangement to better serve students by providing more flexibility in program planning.

When courses are revised or new courses are developed, the relationship of the new content to all other courses in the curriculum is considered. The SLIS Course Proposal Form includes a series of questions regarding content of new courses and impact on the curriculum and enrollment in other courses.

II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

As discussed above under Standard II.1.2, SLIS’s course and curriculum design relies on professional competency and standards statements to ensure that the curriculum reflects current principles and standards of practice and supports education for future information professionals.

The courses recommended for those seeking School Library Media Certification in Oklahoma align with the standards of the American Library Association/American Association of School Librarians (ALA/AASL) and the National Council for Accreditation of Teacher Education.
(NCATE) and are based on the Oklahoma Commission for Teacher Preparation (OCTP) Library Media Specialist Test Competencies.

The reconstituted School Librarian Certification Committee, with membership representing urban and rural schools, OU’s College of Education, and MLIS students seeking school librarian certification, has been instrumental in reviewing our curriculum to ensure our graduates are well prepared to become effective, certified school librarians. Additional knowledge and competencies are brought to the School Librarian Certification Committee by its chair (Dr. Brown), who is also a voting member of the Education Professions Division (EPD). The EPD is an inter-collegiate committee that approves and oversees all University teacher certification programs, including the SLIS teacher certification program in school libraries. Because 25% of SLIS graduates responding to the Library Journal Placement Survey (n=78) elected a career as a school librarian (see Figure II-9, Student Placement by Type of Organization), attention to the required knowledge and competencies are particularly important in the curriculum review process.

Additionally, the Archival Studies sequence of classes reflects the competencies necessary for the Society of American Archivists Guidelines for a Graduate Program in Archival Studies. Although Figure II-9 above indicates only 2% of graduates were employed in an archival setting from 2007 to 2011, this number is expected to increase as the number of newly admitted students declaring an interest in archival studies courses has grown from six in 2007 to sixteen in 2013.

II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

The standards, goals and objectives, degree requirements, and course offerings are identical for all SLIS MLIS students, regardless of location. The range of modes of delivery of SLIS courses from Fall 2007 to Summer 2013 (329 total courses) is illustrated below in Figure II-16, SLIS Courses in Tulsa and Norman by Delivery Mode Fall 2007 to Summer 2013, and in the SLIS Course Delivery Workbook.
Figure II-15 SLIS Courses in Tulsa and Norman by Delivery Mode Fall 2007 to Summer 2013
In Fall 2002, OU-Tulsa established the stand-alone Schusterman campus in Tulsa where the MLIS is one of 25 graduate degree programs offered. The vision of OU-Tulsa is:

“to build a nationally-recognized center of higher education excellence in select areas that emphasize strong campus-community partnerships and leverage the unique opportunities and needs in the Tulsa region.”

The School delivers courses face-to-face and via videoconferencing to two physical locations, Norman and Tulsa. Courses offered via interactive video are delivered by a single faculty member simultaneously to both sites. Although OU SLIS has offered the MLIS program in Tulsa (122 miles northeast of Norman) since the 1960s, Exit Surveys indicate that students’ approval of simultaneous video course delivery is low. For example, in response to Exit Survey (2007 to 2012, n=113) Question #12, “If you were the SLIS Director here, what changes would you make?” a graduate wrote:

- I would eliminate all teleconference courses. It is very difficult to feel connected to the professor and the content when you are on the other end of the video from the professor. It is also difficult to concentrate because the extraneous noise picked up by the microphones is very loud. If it was not possible to eliminate this, I would at least take care of the microphone sensitivity in Tulsa – they have at least 2 microphones, which seems to be too many – Norman has only one and seems to come through fine (although I’m not sure, not having been to the Tulsa classroom).

And to Question #10, “What was the most disappointing aspect of your educational experience?” graduates wrote:

- ...the emphasis on having so many courses taught simultaneously in Norman and Tulsa. This should be something that is a last resort for certain classes, not for every single course in the program. The Tulsa students are obviously more than frustrated because when you are in a place where the professor is not, you feel like the stepchild of the program. Also, hours upon hours of class time are wasted trying to mess with the technology. The learning experience is put at a huge disadvantage having this done for every class. If the program cannot support a second campus with professors at both places, then choose one place and make it the best it can be.
- Not having more face to face classes- the opportunities for dynamic interaction w/the instructor wasn’t there when all we had was a blurry TV screen!

In response, SLIS faculty members have made efforts to deliver classes face-to-face in Tulsa as intensive weekend experiences and to enhance the online class experience by incorporating synchronous online components with Adobe ConnectPro and Skype, as well as by recording brief weekly online videos. Course evaluation comments for Question #1, “What were the strong points of the course?” indicate that this blend of delivery options is appreciated:

- The face to face format of this course was a strong point. I honestly didn’t mind spending 5 Saturdays in a classroom and this material really did deserve actual clastrtime. (LIS 5733 Evaluation Methods, Spring 2011)
- Discussions were very interesting. Although the synchronized meetings started off somewhat cumbersome, changing the format to better address the concerns regarding
papers really helped. (LIS 5023 Management of Information & Knowledge Organizations, Fall 2010)

- I really enjoyed the Skype discussions with my classmates, and the videos provided at the beginning of each unit. Those kinds of connections with my instructor and fellow students were critical in my understanding of content and to my enthusiasm with regard to the subject matter. (LIS 5053 Information Users in the Knowledge Society, Spring 2010)
- ...loved the way the instructor posted videos every so often of the assignments that were going to be due. I would love more of these video lectures, perhaps incorporating the weekly lecture PDFs??? (LIS 5053 Information Users in the Knowledge Society, Spring 2013)

Although SLIS students’ programs of study are primarily a blend of face-to-face and online courses, to date, two students have successfully completed the program entirely online, one from Albuquerque, New Mexico and another located only 40 miles from Norman in Shawnee, Oklahoma.

Exit Survey responses from Fall 2007 to 2012 (n=113) concerning the best (item 9) and most disappointing (item 10) aspects of graduates’ educational experiences indicate a variety of delivery mode preferences ranging from the positive:

- The option of online classes was wonderful for me. (item 9)
- I enjoyed the entire program. It was a thrill to learn the program has gone 100 percent online. Online programs make education for those living in rural areas possible. I feel this opens up an entire world of possibilities for many people. (item 9)

To the most disappointing:

- Lack of more courses taught online. (item 10)
- ...taking online classes that gave no lecture or explanation. One professor did a fantastic online course and I was spoiled. Later classes seemed to throw out articles and links; it felt like “teach yourselves!” (item 10)
- The online classes. I moved to Norman and lived on campus because I knew how valuable face to face classes are. I planned my semesters around when classes were available face to face, but still had to take a lot of online classes. These online classes taught me much less, and left me feeling disconnected from the professors and classmates. Had I known I would have to take so many classes online, I probably would have spent the extra money to go out of state. (item 10)
- All of the online courses! I need the structure of a specific time and place in order to focus on a course, and there were some courses that were only available to me online. I have learned from this experience that I learn much better in a face-to-face environment. (item 10)

During the 2011 Fall Planning Day, the SLIS faculty reaffirmed its commitment to the delivery of online courses; however, we have redesigned the course rotation schedule, effective Fall 2013, to offer a greater selection of face-to-face options. The rotation schedule illustrates our efforts to offer the required courses on a cycle of face-to-face and online, while the elective courses, which typically are offered every other year to balance faculty teaching load and student demand, remain primarily online to meet the needs of our distance students. The practice of rotating the delivery format of the core courses began in Fall 2013, and although the
impact remains to be fully realized, early enrollment for Spring 2014 indicates a preference for online delivery of the foundations course, LIS 5033 Information and Knowledge Society.

II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

The processes for continual review of the SLIS curriculum have been described above, as have the ways in which the results of these review processes are used to ensure the relevance and vitality of our curriculum. Curricular restructuring and improvements have been discussed. Assessment of student achievement is included in Exit, Alumni, and Employer Surveys, as well as in the University-wide Academic Program Review process. Student achievement in individual courses is used in the review and revision process to provide for ongoing course assessment and adjustment.

The School regularly gathers evaluative information from students (Exit Surveys and End-of-Program Assessment Surveys), alumni (2009, 2013), and employers. This information is shared with faculty and has informed curriculum review and revision. The School uses the Exit Survey as part of the completion process for all graduating students. The purpose of the survey is to gather data as one component of an overall assessment of the extent to which the School’s goals and objectives are being accomplished. The survey data provide valuable information to the School in improving the curriculum and delivery of the MLIS program, increasing the level of service to students, and enhancing the overall educational experience of our students. The Exit Survey is delivered electronically to help ensure anonymity and encourage participation. The Exit Survey data are aggregated and shared with the SLIS faculty each semester. Names of faculty members who are specified by students are stripped from the data during the aggregation process before distribution. The Exit Survey data are reviewed and analyzed regularly and consistently by the Director, as well as the Graduate Studies and Curriculum Committees to improve our curriculum and End-of-Program Assessments.

As described previously, the School of Library and Information Studies Advisory Board includes representation of all constituencies served by the School. In some data gathering endeavors, members of the SLIS Alumni Association Executive Board and the School Librarian Certification Committee also function in the role of key informants. The MLIS student officers of the Oklahoma Library and Information Studies Student Association (OLISSA) are responsible for soliciting student input and nominating student representatives to SLIS committees. Additionally, the Director gathers input during monthly meetings of the SLIS Graduate and Undergraduate Student Advisory Councils. All SLIS committees, with the exception of Committee A (the personnel committee) and the Ad Hoc PhD committee have at least one student member.

Students are given the opportunity to complete the College of Arts and Science Instructional...
Evaluation Forms each semester, which are used for annual faculty evaluation. The questions provide evaluative data on both the course and the instructor. The course evaluation data gathered each semester informs the Curriculum Committee’s evaluation endeavors, as well as individual faculty members about their teaching effectiveness.

For most students, the End-of-Program Assessment of student learning has been the comprehensive examination, which is explained to students in the Student Guide to the Comprehensive Examination for the Master’s Degree (2013), in an online video, at the Meet-ups, and during individual advising sessions. The comprehensive examination questions are submitted by faculty members to the Graduate Studies Committee, then discussed, selected, and edited at a faculty meeting. As discussed above under Standard II.4.1, to identify needed areas of change, the methods of administering and evaluating the exam and student outcomes are reviewed by the Graduate Studies Committee every Spring and Fall semester. The most recent revision, Fall 2011, changed the comprehensive examination format from an in-person test to a take-home format, described above in Standard II.4.1.

Few students elect the thesis option; just seven students in the years 2007 to 2013 have completed the thesis. It appears that a 36-hour program may limit course selection and many students choose to enroll in courses rather than thesis research hours.

The portfolio option, added in Fall 2004, includes an ongoing student self-assessment component. As described above under Standard II.4.1, the portfolio is an evidence-based approach involving the student, two SLIS faculty members, and a practitioner. All students who successfully defend their portfolio are asked to complete a End-of-Program Assessment Survey. The information collected from the surveys is used to make improvements to the portfolio experience in the future.

In summary, this chapter describes the School’s ongoing deliberation and systematic consideration of our courses and delivery modes drawing from several data sources and the actions taken in response to these data. Alumni, Employer, and Exit Surveys, in concert with feedback from the School’s Advisory Board, Student Advisory Councils, School Library Certification Committee, and Alumni Board indicate that OU SLIS is achieving many of our curriculum objectives. These objectives directly align with ALA’s Standard II and Core Competencies of Librarianship. Successes include: the variety of elective courses; faculty and staff members’ consultation and advice on program planning and course selection; and the development of a range of professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a democratic society. The data collected have led SLIS to reconsider: the program planning process, the course delivery rotation schedule, improved methods of communication with students, provision of hands-on learning experiences, and the format of the comprehensive exam. Additionally, SLIS proactively strives to deliver a relevant and vital curriculum by offering “Hot Topics” courses and infusing information technology throughout our courses. Early assessments from Exit and End-of-Program Assessment Surveys indicate that SLIS is moving in the needed direction.
Evidence List

- American Association of School Librarians
- American Library Association’s Core Competencies for Librarianship
- Certification Examiners for Oklahoma Educators: 038 Library Media Specialist Study Guide
- College of Arts & Sciences
  - Members on Faculty Senate and Graduate Council
- Graduate College
  - Dual Master's Degree Guidelines
  - Non-Thesis Instruction Packet
  - Thesis Guidelines
  - Thesis Instruction Packet
- Library Journal Graduation Surveys 2007 to 2011 (opens in Excel)
- National Council for Accreditation of Teacher Education (NCATE) Accreditation Standards
- Oklahoma Library Association
- Oklahoma State Regents for Higher Education
- Pioneer Library System
- School of Library and Information Studies
  - Advisory Board Agenda and Membership
    - Advisory Board Members
  - ALISE Reports
  - Alumni Board
  - Alumni Survey Results: 2009 and 2013
  - Campus Departmental Review Documentation - 2008
  - Committee Memberships, Charges, Agendas, Minutes, and Annual Reports
    - Committee A
    - Curriculum Committee
    - Faculty Meetings
    - Graduate Studies Committee
    - School Librarian Certification Committee
  - Course Delivery Workbook (opens in Excel)
  - Course Descriptions, Syllabi, and One-Page Summaries
    - LIS 5283 School Library Media Center Administration Syllabus
    - LIS 5513 Information Sources and Services Syllabus
  - Course Proposal Form – LIS 4/5223
  - Course Rotation Schedule
  - Course Schedule: Norman and Tulsa
- Degree Requirements - Current
- Degree Requirements - effective for students admitted Fall of 2011 through Summer of 2013
- Dr. Frances Laverne Carroll Student Paper Award Instruction (formerly the Alumni Student Paper Award)
- Dual Degree Program, (M.A. History of Science and M.L.I.S.)
- Employer Survey Results: 2010
- End-of-Program Assessment Materials
  - SLIS Thesis Guidelines
  - Student Guide to the Comprehensive Exam
  - Student Guide to the Portfolio
- Exit Surveys 2007 to 2012 (opens in Excel)
- Faculty Position Announcements
  - Assistant Professor of Information Storage and Retrieval: Fall 2013 - Spring 2014
- Fall Planning Day Meetings Agendas
  - Fall Planning Day Agenda and Support Materials 2011 (opens in Excel)
- Graduate Student Handbook
- Independent Study Courses
  - LIS 5823 Internship Documentation and selected list of sites
    - Faculty Evaluation
    - Internship Enrollments 2007 to 2013 (opens in Excel)
    - Placement Supervisor Evaluation
  - Student Evaluation
    - LIS 5920 Directed Research Contract and selected list of topics
    - LIS 5940 Directed Project Contract and selected list of topics
    - LIS 5960 Directed Readings Contract and selected list of topics
    - LIS 5980 Research for Master's Thesis Student Guide and Titles of Completed Theses
- New Course Documentation and Proposal Forms
- Program Planning Form - Current
- Program Planning Form - effective for students admitted Fall of 2011 through Summer of 2013
- Program Planning Guides
  - School Librarianship
- Report on OU SLIS Faculty’s Views on the Comprehensive Exam
- SLISebration Invitation and Reservation Form - 2013
- Student Achievement Evaluation Forms, completed by SLIS Faculty Advisers
- Student Advisory Council Reports

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- Student Meet-up Agendas and Surveys
- Student Self-Evaluation of Progress Toward Graduation
- Student Survival Guide – Fall 2013
- Student Work Examples
- Vision, Mission, Goals, and Objectives

- Society of American Archivists
  - Guidelines for Graduate Program in Archival Studies

- University of Oklahoma
  - eValuate: Online Faculty Evaluation Form
  - Faculty Handbook
  - General Catalog
  - Jeannine Rainbolt College of Education
    - Education Professions Division (EPD) Agendas and Minutes
  - Office of the Senior Vice President and Provost
    - Academic Program Review Committee
    - Academic Programs Council
    - Program Modification Documentation
      - Substantive Changes
      - Non-Substantive Changes
  - Organizational Structures
    - Norman Campus Provost Organizational Chart
    - Norman Campus Research Organizational Chart
    - University Administrative Organizational Chart

- University of Oklahoma - Tulsa Campus
  - Vision