Proposed Course Review Process

Three-year course review cycle:

A continuous course review process will be established, with a three-year cycle, so that all courses are reviewed every three years. Core courses will be reviewed in the first year. Courses in four in of the eight areas of specialization will be reviewed in the second year.[1] Courses that are not reviewed in Year 1 or Year 2, will be reviewed in Year 3.

Year 1 (2010, 2013, etc.)	Core courses and courses in two areas of specialization
Year 2 (2011, 2014, etc.)	Courses in four areas of specialization
Year 3 (2012, 2015, etc.)	Remaining elective courses

Components of the review:

1. To determine relevance to professional practice, course content—as represented in the course syllabus—will be compared with appropriate standards and competencies. The following criteria will apply to each group of courses under review:

   Core Courses
   - Each of the ALA curriculum standards is met in at least one of the six core courses. In cases where there is a choice between two related core courses, related standards must be in both courses.
   - Each of the ALA competences is met in at least one of the six core courses. In cases where there is a choice between two related core courses, related standards must be in both courses.

   Areas of Specialization
   - Each special association standard/competency is met within the specialization.

   Elective Courses
   - Applicable special association standards/competencies are met within the course.

2. At the end of each year, revisions to course content as indicated by that year's reviews should be suggested and course syllabi revised as needed during the following year.

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[1] Reviewing courses by area of specialization serves two purposes: 1) review for compliance with special association (e.g., SLA, ALSC, YALSA, ACRL, etc.) competencies relevant to the area of specialization; 2) review of the areas of specialization for continued relevancy to professional practice.

3. To determine whether course content meets the needs of the professional community, a SLIS Advisory Board will be established. The SLIS Advisory Board will be composed of six employers, four alumni, and two current students (one local and one distance student). The SLIS Advisory Board will advise the MS/Sp. Team on the appropriateness and currency of course content based on feedback from the constituencies they represent. The MS/Sp. Team and the SLIS Advisory Board will also work together to develop appropriate instruments to collect data on employer, alumni, and student satisfaction with the master's curriculum, such as online surveys, informal interviews at conferences, etc.

4. Year 3 should also be used as a time to suggest revisions to the course review process itself.