Revision to the College of Information MS Program
Florida State University
Draft, January 30, 2006 (v. 5.0)

INTRODUCTION

The Master's/Specialist Team was given instruction by the Dean to review the existing ALA-accredited master's program to:

- Assess the degree to which the goals and objectives of the 2002 curriculum revision were being met;
- Assess the degree to which the degree program meets the needs of the information professions, with an emphasis on libraries within our service region, given the evolution of librarianship and the information environment;
- Review the status of the 2002 curriculum revision in terms of concentration use, course development, and ability to fully offer the proposed concentration courses;
- Determine which strategies will enable the College to manage the program in terms of instruction, scheduling courses, advisement, and other support aspects; and
- Identify and resolve other issues associated with the existing program as identified by faculty, staff, students, and employers.

This document serves as an initial planning document compiled by the Master's/Specialist Team. The document offers suggestions for changes to the master's degree program, provides a plan for seeking community feedback, and outlines various goals and objectives associated with managing a revised program. This document is not final, and serves as a means through which the Team can collect feedback from multiple stakeholders – the CI faculty, LIS educators, students, alumni, and library leaders and librarians in a variety of settings, to name a few.

This document will continue to evolve as the Team receives feedback.

TIMELINE

The team envisions a 2-year phased process during which the proposed revisions would be implemented. Thus, the "new" master's program would officially go into effect with the 2007/2008 academic year. This would allow for ample time to solicit feedback, plan for the development/revision of courses, and develop the infrastructure necessary to manage the program.

Below is a rough timeline for the revision process.

1. October 2005-December 2005
    a. Development of draft MS revision
2. January 2006-April 2006
    a. Feedback solicitation with key stakeholders
    b. Creation of Program Committee
    c. Plan for FLA activities
3. May 2006-July 2006

    a. Revision of MS program based on feedback
    b. Follow-on feedback on revisions
4. August 2006-April 2007
    a. Presentation to faculty at faculty retreat
    b. Preparations for implementation
        i. Course revisions, creation
        ii. Literature development
        iii. Meetings with community and students
    c. Phase in pieces of revised program as appropriate and possible

METHODOLOGY/PROCESS

The Team, and other CI faculty, staff, and administrators, engaged and continue to engage in a number of activities to derive the proposed changes to the master's program. More specifically, the following means were used to inform the development of the proposed revisions:

- Interviews, meetings, and discussions with selected library and information profession leaders and staff;
- Discussions with LIS educators about their programs, courses, and other implementations;
- Reviews of other peer LIS programs;
- Discussions with current CI staff regarding issues in managing, advising students, and operationalizing the existing program;
- Input from current and recently graduated students;
- Discussions with various CI faculty (not just Team members) regarding existing courses, course needs, desired curriculum changes, and other relevant items;
- Discussions with the Deans;
- Reviews of the COA report submitted by the CI and the report filed by the COA site visit committee;
- Reviews of state certification requirements (existing and pending) for programs such as School Media; and
- Reviews of current employment ads.

Together, these efforts served to provide important background, current state-of-affairs, and other information that fed into the work of the Team.

It is important to note that the revision process does not exist and/or occur within a vacuum. Some items that affect our program revision and development include:

- The recent ALA accreditation process pointed to a number of issues regarding program goals and objectives, how our curriculum meets accreditation standards, and a range of data, feedback, alumni, and other data gaps.
- The SACS accreditation process pointed to a need for more substantial identification of degree, concentration, and course learning outcomes and the means by which we measure those.
- The currently ongoing QER review highlighted issues identified by the ALA and SACS accreditation processes/requirements.

- Comments from library directors and leaders indicate that the profession has a number of needs that our curriculum meets in part – but that they need qualified candidates in management and leadership, youth services, school media, reference, instructional services, and digital library development (e.g., metadata, cataloguing, design, evaluation).
- The profession is looking at providing/facilitating the education of librarians through various means such as the PLA/ALA Certified Public Library Administrator Program (http://www.ala-apa.org/certification/cpla.html).

Thus, a key factor in the revision will be to ensure that we can demonstrate how our curriculum and degree program meet the various accreditation requirements and provides means through which to assess how we meet those requirements. We will also need to ensure that our program and curriculum meet the needs and initiatives of the profession. Doing so will require an ongoing assessment process of the program and communication with various constituencies.

The process the Team is using/will use to revise the program is identified below:

1. Solicit initial feedback from key constituencies
2. Review findings from COA, SACS, and QER reports
3. Determine composition of restructured degree program
4. Develop at least two documents
    a. Program in brief (a type of executive summary, which includes projected career paths, descriptions of concentrations and specializations, and brief course descriptions)
    b. Program in detail (includes more detailed course descriptions, learning outcomes pegged to ALA and SACS standards, etc.)
5. Form Program Committee
    a. Advisory to master's program
6. Solicit feedback from key constituency groups
    a. Students
    b. Employers
        i. Publics, academics, schools, IT firms
    c. Educators
    d. Professional associations
    e. CI Faculty
7. Feedback mechanisms (need to develop protocols, surveys, etc.)
    a. Mailings (send out the executive summary and solicit comments)
    b. Interviews
    c. Focus groups
    d. College website
    e. Leader Interviews/focus groups
        i. FLA in April 2006
        ii. Possibly ALA in June 2006
        iii. Other as identified
    f. Other as identified/necessary
8. Revisions based on findings and comments
9. Present suggested revisions to faculty at August 2006 retreat
10. "Final" revision proposal to faculty for vote (Fall 2006)

PROGRAM COMMITTEE

The Team proposes that the College create a Program Committee to ensure that the master's program meets the needs of employers. More specifically, the Program Committee would:

- Review our proposed changes to the curriculum;
- Provide guidance on course content and other aspects of our instruction;
- Assist in identifying learning outcomes, program objectives, etc; and
- Provide feedback over time about our program, student and professional skills needed, etc.

There may be other ways to make use of the Program Committee, but the above are some key duties that the Team envisions.

The Program Committee, not to exceed 15 individuals, would comprise a mix of librarians (school, academic, public, special), consortia/regional providers (e.g., SEFLIN, SOLINET), alumni, students, and others as appropriate.

The Team is not certain at this time whether this is an ongoing Committee or one that serves for a limited timeframe and is reconstituted periodically. The Team does, however, see the Program Committee as providing important guidance, feedback, and other input during the revision process. The Team has identified a number of potential Committee members and would, through the Dean, invite participation during the early months of 2006.

PROGRAM STRUCTURE

As proposed, the revised program would have:

- **Three initial concentrations** (more could be developed and populated as desired over time) with *declared* specializations
    - Information Needs & Services
        - Generalist
        - Various specializations
    - Information Needs of Youth
        - Two specializations
    - Information Architecture & Technology
        - Three specializations

- **A total of 39 credit hours** (a reduction of 3 from our existing program)[1]

[1] Based on the Team's review of selected LIS accredited master's degree programs. The largest number of credits of any of our peer schools was 40, many were 36, some 39.

- **5 core courses** (15 credits), **3 elective courses** (9 credits), **4 specialization courses** (12 credits), **1 internship** (which could be waived depending on experience of student; students would, however, need to acquire the three credits).

- Total of [41] courses over a 2 year period to facilitate graduation of students in all concentrations (see Appendix A).

- Specializations within concentrations could serve stand-alone (or with additional courses) as certificate programs.

It is important to note that the listed electives are those that the team suggests, minimally. This does not prevent the College from offering other courses that could serve as electives.

PUTTING THE INSTRUCTIONAL PIECES TOGETHER

The Team recommends a number of approaches to offering instruction that, when combined, will foster a high quality and community-building experience for our students, faculty, and employers. These include:

- **The internship requirement**. Through the internship, students – particularly those who do not have experience, or those whose professional experience is limited – would gain valuable working experience. The internship would be structured so that students would get practical experience, but also receive mentoring (see below).
- **The use of locally placed mentors**. The team envisions the use of mentors within the local study areas of students. These mentors would meet periodically with students and help them attain their professional goals. In combination, the mentor and internship components could include regular student meetings, the use of guest speakers, and other events to broaden and enhance the learning experience of the students.
- **The cohort approach**. Students in the current LSP grant program, instructors, and literature indicate that a cohort approach to student instruction fosters a student-institution-profession collaborative framework that significantly enhances the students' experiences. Students can interact with each other, offer support, and engage in other learning community building experiences.
    - There are a number of ways to implement a cohort/mentor approach. Preliminary conversations with Florida library leaders indicate a willingness to host students (who may already be existing employees, or simply students in the general area), mentor them, and engage in locally-based activities such as hosting guest lectures, and serving as internship sites. There is a need for more exploration on this topic.
- **The creation of tailored programs of study**. It is possible to create more tailored programs of study within the proposed structure to better meet the specific needs of our libraries. For example, with enough enrollment, a Southeast Florida cohort could be established to meet a specific need (e.g., leadership and management).
- **The use of qualified adjuncts**. There are a number of classes (e.g., reference, cataloguing) that would lend themselves to the use of qualified adjuncts for instructional purposes. With an emphasis on quality, the use of adjuncts can help us bridge theory and practice, offer students important and needed courses at regular intervals, and allow the College to expand its course offerings in key areas.

- **The licensing or purchase of courses**. There may be courses that we wish to add to our curriculum for which the College may not have appropriate faculty to develop. An example might be a course in metadata, a particular reference topic, etc. In such cases, the Team recommends that the College hire qualified persons to develop such classes and purchase the developed course for use. The College could then hire adjuncts or other qualified instructors to actually offer the course.
- **The need for a comprehensive and integrated student tracking system**. This system needs to incorporate student program of study information, course enrollment and completion data, and concentration/specialization data. The system should serve the front office as well as faculty members as they conduct their advising duties.

These are not intended to be comprehensive, but provide a sense of how the Team envisions providing instruction and support for the program. Other issues and approaches exist, and there will need to be various management structures put into place to coordinate the processes.

REVISED PROGRAM (39 credit hours)

Core Courses (15 Credits)

Existing (12 credits)

LIS 5271 Research in Information Studies
LIS 5408 Management of Information Organizations
LIS 5411 Introduction to Information Policy
LIS 5703 Information Organization

Proposed Modified Core Structure (15 credits)

LISXXXX	Introduction to the Information Professions
LIS 5408	Management of Information Organizations
LIS 5411	Introduction to Information Policy
LIS 5703	Information Organization
LIS 5203	Assessing Information Needs
OR	
LIS 5271	Research in Information Studies

Specialization Courses (12 Credits; declared)

Elective Courses (9 Credits)

Internship (3 Credits)

LIS 5945r Internship in Information Studies

Information Needs & Services Concentration

Core (15 credits)

Specialization (12 credits; declared)

Electives (9 credits)

> Depending on specialization, may want to "highly recommend" of provide a set of electives from which students can choose). For example, for the Reference specialization we have "highly recommend" electives.
>
> Also, may want to recommend LIS 5203 Assessing Information Needs as the methods course.

Internship (3 credits)

Management and Leadership Specialization (12 credits)

Specialization Goal: To prepare the next generation of library leaders and managers.

LIS 5XXX	Information Leadership (required, not sure of the ultimate title of course)
LIS 5402	Human Resources Management
LIS 5426	Planning, Evaluation, & Financial Management
LIS 5487	Information Systems Management
OR	
XXXX	[additional management class or organization class; could be one that students take outside the department, such as PAD 5106 Public Organizations; PAD 5935 Strategic Management. It is also possible that students could enroll in a management class locally – e.g., FAU, FIU, NOVA, etc.; this would require formal arrangements with these campuses, per FSU requirements]

Reference Specialization (12 credits)

Specialization Goal: To provide students with the skills necessary to serve as reference librarians.

LIS 5603	Introduction to Information Services (required)
LIS 5XXX	Online Searching
LIS 5XXX	Business Information Sources (currently taught as a 5916 course)
LIS 5XXX	Government Information Sources
OR	
LIS 5XXX	Other reference courses as offered (i.e., LIS 5417 Introduction to Legal Resources)

Recommended Electives

LIS 5105	Communities of Practice
LIS 5203 or	Assessing Information Needs (if choose to take LIS 5271 Research in Information Studies)
LIS 5576	Information Needs of Adults
LIS 5564 or	Information Needs of Children
LIS 5565	Information Needs of Young Adults
LIS 5524	Instructional Role of Information Specialist

Instruction Specialization (12 credits)

Specialization Goal: To provide students with the skills necessary to serve in the role of instructional librarians who can design curriculum and course tools for instructional activities in libraries.

LIS 5203	Assessing Information Needs
LIS 5275	Usability Analysis
LIS 5313	Design & Production of Media Resources
LIS 5524	Instructional Role of the Information Specialist

Information Policy Specialization (12 credits)

Specialization Goal: To provide students with the skills necessary to serve in the role of library policy development, policy analysts, and liaisons between the library and the broader legislative community.

LIS 5XXX	Information Leadership (required, not sure of the ultimate title of course)
LIS 5270	Evaluating Networked Information Services & Systems
LIS 5426	Planning, Evaluation, & Financial Management
LIS 5XXX	Government Information Sources
OR	
LIS 5417	Introduction to Legal Resources

It is possible to create other specializations. In addition, if a student does not find a specialization to fulfill his/her career goals, s/he can create his/her own program of study. Finally, if a student does not have a particular career goal in mind, but wants to be a librarian, s/he can opt to take a more general program of study approach, which we recommend below.

Generalist program of study (24 course credits – a "recommended path" for those who want a general program of study)

LIS 5203 or	Assessing Information Needs
LIS 5576	Information Needs of Adults
LIS 5362	Design & Production of Network Multimedia
LIS 5364	Website development and administration
LIS 5426	Planning, Evaluation, & Financial Management
LIS 5511	Management of Information Collections
LIS 5564 or	Information Needs of Children
LIS 5565	Information Needs of Young Adults
LIS 5603	Information Services
LIS 5711	Cataloging & Classification

Student Program of Study (24 course credits of the student's selection (in consultation with advisor) – for students who want to make their own program of study; we currently have a number of students who opt for this approach)

Information Needs of Youth Concentration

Core (15 credits)

Specialization (12 credits; declared)

LIS 5564	Information Needs of Children
LIS 5565	Information Needs of Young Adults
LIS 5566	Multicultural Resources for Youth
OR	
LIS 5567	International Literature for Youth
LIS 5603	Introduction to Information Services

Electives (9 credits)

Recommended (3 from below):

LIS 5203	Assessing Information Needs (if choose to take LIS 5271 Research in Information Studies)
LIS 5313	Design & Production of Media Resources
LIS 5524	Instructional Role of the Information Specialist
LIS 5xxx	Digital Libraries

Internship (3 credits)

School Media Specialization

Requirements for Students with a Valid Teaching Certificate

Core (15 credits)

Electives (0 credits)

Specialization (21 credits; declared)

LIS 5313	Design and Production of Media Resources
LIS 5362	Design and Production of Network Multimedia
LIS 5512	School Collection Development and Management
LIS 5524	Instructional Role of the Information Specialist
LIS 5564	Information Needs of Children
LIS 5565	Information Needs of Young Adults

LIS 5603 Introduction to Information Services

Internship (3 credits)

LIS 5945 Internship in Information Studies (Last semester)

Requirements for Students without a Valid Teaching Certificate (48 credits)

Core (15 credits)

Specialization (21 credits; declared)

LIS 5313 Design and Production of Media Resources
LIS 5362 Design and Production of Network Multimedia
LIS 5512 School Collection Development and Management
LIS 5524 Instructional Role of the Information Specialist
LIS 5564 Information Needs of Children
LIS 5565 Information Needs of Young Adults
LIS 5603 Introduction to Information Services

Education Courses (9 credits)

Human Growth and Development – (for example, FSU course, EDF 4214)
Classroom Assessment – (for example, FSU course, EDF 5431)
Reading – (for example, FSU course, RED 5147)

Electives (0 credits)

Internship (3 credits)

LIS 5945 Internship in Information Studies (Last semester)

Information Architecture & Technology Concentration

This concentration has three distinct specializations aimed at different career paths:

- **IA&T: Information Organization** prepares students for careers in technical services, digital library development, and other information organization aspects of services and resources.
- **IA&T: Web Design** prepares students for careers in web design and development.
- **IA&T: Technology & Networking** prepares students for careers in the development, management, and maintenance of networks.

The areas of specialization differ by various classes. All have the required Internship (3 credits) and 4 program core courses (12 credits).

Information Architecture & Technology: Information Organization Specialization

Core (15 credits)

Specialization (12 credits; declared)

LIS 5XXX	Introduction to Information Architecture
LIS 5711	Cataloging and Classification
LIS 5737	Subject Analysis
LIS 5771	Information and Image Management
	Or
LIS 5782	Database Management Systems

Electives (9 credits)

Recommended (3 from below):

LIS 5XXX	Metadata for Information Services
LIS 5XXX	Digital Libraries
LIS 5362	Design & Production of Network Multimedia
LIS 5364	Website Development and Administration

Internship (3 credits)

Information Architecture & Technology: Web Design Specialization

Core (15 credits)

Specialization (12 credits; declared)

LIS 5XXX	Introduction to Information Architecture
LIS 5275	Usability Analysis
LIS 5367	Advanced Web Applications
LIS 5XXX	Project Management

Electives (9 credits)

Recommended (3 from below):

LIS 5XXX	Metadata for Information Services
LIS 5XXX	Digital Libraries
LIS 5362	Design & Production of Network Multimedia
LIS 5364	Website Development and Administration

Internship (3 credits)

Information Architecture & Technology: Technology & Networking Specialization

Core (15 credits)

Specialization (12 credits; declared)

LIS 5484	Introduction to Data Networks for Information Professionals
LIS 5489	Network Administration
LISXXX	Network Security (not sure of title)
LIS 5782	Database Management Systems

Electives (9 credits)

Recommended (3 from below):

LIS 5XXX	Introduction to Information Architecture
LIS 5XXX	Metadata for Information Services
LIS 5XXX	Digital Libraries
LIS 5362	Design & Production of Network Multimedia
LIS 5364	Website Development and Administration
LIS 5487	Information Systems Management

Internship (3 credits)

Certificate Programs

The Florida and Georgia library communities with which the Team has interacted expressed an interest in three types of librarian education:

1. An accredited master's degree program for professional librarians;
2. Certificate programs for individuals with a bachelor's degree in areas of librarianship. These individuals are those whom the library has identified as potential leaders – or individuals who they would like to see move into other needed areas of library service. They may or may not continue on for a master's degree. Areas of need include:
    a. Management and leadership
    b. Instruction
    c. Youth services
    d. Reference
3. Certificate programs for those individuals who already have an accredited degree. These would be refreshers, acquisition of new skills, and/or areas of need for the libraries.

The design put forward here can, with the same course offerings for the specialization areas, provide a variety of 12 credit (or more, as deemed appropriate) certificate programs.

Specialist Degree

The current specialist degree program consists of 30 credit hours. Essentially, students in consultation with their advisors create their own programs of study. With the proposed revision to the MS program, it would be possible to create more structured and recommended plans of study as well. For example:

- Combining the Instructional specialization with the education courses and others within the Youth Services/School media concentration;
- Combining the Instructional and Reference specializations;
- Combining the Instructional and IA: Web Design specializations;
- Etc.

There are a number of opportunities to expand the Specialist degree program through the proposed revision that would not require additional courses.

Various Questions

1. Can we implement some changes before the entire revision is done?
    a. For example, create some of the "specializations" so that they are ready and can be offered immediately as areas for those already enrolled and certificates
        i. Management and Leadership
2. How do we manage the transition from the existing program to the revised program?
    a. Migration path
3. What about the specialist program?
4. Will there be an IT program eventually?

a. The IA&T track, as we're calling it now, can serve as both an interim concentration, but one that also has a clear path in libraries. So if an IT degree does come along, it would likely still stand and be valid. If one does not come along, it offers at least 3 flavors of IT.