STANDARD II: CURRICULUM

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. 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.

Overview

SLIS offers a Master of Science (MS) in Library and Information Studies degree and a Master of Arts (MA) degree. The MS curriculum is a 36-credit degree that requires completion of four core courses and eight elective courses. The MA program requires students to take additional credits to achieve the foreign language proficiency requirement. *Note:* Throughout this document, the term "Master's" and "the Program" will be used to refer to both of these degrees.

The Master's curriculum aims to provide students opportunities to explore different areas of interest while gaining a strong foundation in Library and Information Science (LIS) theory, principles, practice, and values related to the provision of services in a variety of information organizations and contexts. As such, Master's students may choose from eight optional specializations to help focus and align their learning with their professional goals. SLIS also offers a variety of certificates, certifications, and a joint degree program with the College of Law. More details about the goals of SLIS's Master's program, the design of the curriculum, and the process in place for curriculum development and conducting curricular reviews are provided in the following sections. A complete description of the Master's program and its options is available on the SLIS website[1].

II.1.1. The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process.

[1] http://slis.fsu.edu/Graduate-Program

Program Goals

Curriculum development and refinement are guided by five main program goals, which were also discussed in Standard I of this report:

- **Goal 1:** To develop graduates who are well versed in the theoretical, conceptual, and practical foundations of library and information science through a curriculum grounded on research, theory and practice.
- **Goal 2:** To develop leaders capable of responding innovatively and effectively to the rapidly changing political, economic and technological environment impacting the information professions.
- **Goal 3.** To develop information professionals committed to addressing users' needs and to providing high quality and ethical service within culturally diverse environments.
- **Goal 4:** To prepare information professionals who can adapt to rapid technological changes and who can find innovative ways to improve access to information in a variety of contexts.
- **Goals 5:** To foster commitment to professional growth through active and ongoing engagement in professional associations and the literature of the field.

Measures to Ensure Alignment of Curriculum with Program Goals

Standardized Course Approval Process. All courses offered by SLIS must pass through the University-mandated course approval process to ensure that course descriptions, objectives, topics, and measures for evaluating mastery of course material are properly aligned (see *Appendix II.1–SLIS Course Syllabus Template*). Moreover, the School's internal course approval process also ensures that proposed courses are properly aligned with targeted learning outcomes at the Master's program level.

Assessment of Learning Outcomes. In addition to these course approval procedures, all institutions at FSU are required to track their degree programs' effectiveness using the Institutional Effectiveness Portal. This tool enables the School to assess progress toward achieving program goal-driven learning outcomes by mapping outcomes to student performance

at the individual course level. Submissions to the Institutional Effectiveness Portal are guided by a rigorous set of rubrics for designing goals, student learning outcomes, and assessment plans[2].

Curriculum Planning and Review. The Master's program curriculum is regularly reviewed according to a codified process to ensure that the program and specific course offerings are aligned with: (1) the School's vision, mission and Program Goals; and (2) the most current and relevant professional standards and outcomes measures. This process demonstrates the School's commitment to ensuring that the program continues to be responsive to the changes in the LIS field and practice as well as to the challenges of the prevailing political and socio-economic climate shaping the field. The current curriculum described here was subjected to a rigorous review and revision process in 2005-2007, at which time a schedule for ongoing regular curricula reviews was enacted (see *Appendix II.2–Course Review Process* and *Appendix II.3–Course Review Results*). More details about the goals of the Master's program, the design of the curriculum, and the process in place for curriculum development and conducting curricular reviews are provided in subsequent sections of this chapter.

The remainder of this chapter provides details about the SLIS Master's curriculum, its design and ongoing review.

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.

Master's Curriculum

In keeping with the Program Goals, each course in the Master's curriculum covers different aspects of the theory, principles, practice, and values related to the provision of information services. Courses have varying degrees of emphasis dependent upon specific course content. Required mastery of core LIS theories, principles and values is best articulated in the two core foundation courses required of all Master's students:

[2] http://provost.fsu.edu/smalcs/level1.pdf

- ***LIS 5408 Management of Information Organizations*.** This course is designed to develop a conceptual framework for integrating fundamental management concepts, principles, theories, and practices into an effective personal management process that relates to information organizations of the 21st century.
- ***LIS 5703 Information Organization*.** This course establishes the conceptual and theoretical framework for organizing and retrieving information, including the study of systems, their objectives and structure, formats, standards, and vocabularies; and the information object and its relationship to organizing systems and to other information objects.

Course Delivery and Support for Enhanced Student Learning

SLIS faculty and instructors are encouraged to use a variety of teaching techniques, activities, assignments, and structured learning experiences to support the achievement of learning objectives and enhance student engagement. The School and the University provide excellent technical support for both face-to-face and online synchronous or asynchronous instruction (e.g., using tools like *Blackboard* and *Blackboard Collaborate*). In-person classes and one-on-one assistance are also provided. The faculty have a great deal of leeway in exploring the best ways to deliver course content and to enrich the educational experiences of students whether this is through the use of different technologies (e.g., blogs, wikis, social media), collaborative projects, service learning projects and internships, and other opportunities designed to demonstrate theories and concepts in real-world settings (see *Appendix II.4–Internship Sites*). Students may also do a Directed Individual Study (*Appendix II.5–Directed Individual Study* contains examples of titles of these) with a faculty member to gain more depth of knowledge in specific areas.

The innovative use of technology by faculty provides a dynamic platform for information sharing and exchange among students. For example, our online learning system, Blackboard Collaborate, which takes advantage of chat and real-time audio and video, allows students from all over the country (and sometimes the world) to engage in rich discussions and share diverse perspectives and interests. These opportunities help expose students to the problems and challenges of different work settings and share ideas for activities and solutions. Faculty are also able to bring in a wide variety of outside speakers/experts to their classes, which enriches their content considerably.

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.

Core Courses

The SLIS curriculum covers the two broad areas of *recordable information and knowledge,* and *the services and technologies to facilitate their management and use* through its required core courses and the wide range of electives available to students (see *Appendix II.6 – Table II.1 Required course work for the SLIS Master's program*). There are six core courses in the Master's curriculum. Two are required and two are chosen from paired options, for a total of four required core courses (12 credits).

II.2.1 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use.

The two required core courses provide the student with an introduction to the many forms of information objects and the wide range of methods that are used to represent these information objects (*recordable information and knowledge),* and to the management of organizations, services, personnel, and technologies (*the services and technologies*) that make it possible for society to access this information:

LIS 5408 Management of Information Organizations. This course is designed to develop a conceptual framework for integrating fundamental management concepts, principles, theories, and practices into an effective personal management process that relates to information organizations of the 21st century.

AND

LIS 5703 Information Organization. This course establishes the conceptual and theoretical framework for organizing and retrieving information, including the study of

systems, their objectives and structure, formats, standards, and vocabularies; and the information object and its relationship to organizing systems and to other information objects.

The first paired set of core course options introduce students to the ethical issues and policies that institutions and individuals encounter and manage within the information provision environment that includes individuals, organizations, technologies, and traditions:

LIS 5020 Foundations of the Information Professions. This course provides background information about the information profession and aims to facilitate optimal information management. Topics include librarianship, the disciplines of library and information science (LIS) and of information technology (IT), the organizations and institutions of the information provision environment, as well as the applications of technology to information provision.

OR

LIS 5411 Introduction to Information Policy. Course examines selected fundamental policy questions relating to information use, access, and dissemination. Particular attention is given to complex policy issues that involve value conflicts among information ownership rights, personal privacy rights, and public access rights to information in a societal context.

The second paired set of core course options introduce students to widely used methods of investigating information problems in an information environment:

LIS 5203 Assessing Information Needs. Provides students with an overview of the user's perspective in the analysis of information needs and preferences. Provides the fundamentals to a broad approach emphasizing a unifying structure to understand human information seeking behaviors.

OR

LIS 5271 Research Methods in Information Studies. Examines the principles and methods of systems analysis and research in the context of library and information studies. Considers problem identification and definition, techniques of data collection, and analysis including statistical analysis.

The core courses required of all Master's program students are designed to incorporate the five broad goals that SLIS has outlined for its program (see *Standard I - Our Program Goals and Objectives*), while various aspects of these goals are covered in more depth in specific courses. The guiding themes and principles embedded in the Program Goals and consequently in all course offerings include: leadership, innovation, diversity, awareness and action, use and mastery of information technology, and engagement and growth. More detail about how the core courses work together to meet these goals is found in *Appendix II.3 - Course Review Results.*

Course Electives

The remaining 24 credits are completed with elective coursework, which may include internships, a Directed Independent Study, and/or a thesis. SLIS offers eight specializations and an Individualized Program of Study option to help students design their program of study. Full course lists for each specialization are found on the SLIS website. (*Note*: During the 2005-2007 curriculum revision, the specializations were grouped into "concentrations." In this document, we use the current term "specializations" to refer to the same concept. Where the term "concentration" appears in this document, it is generally in reference to a document created prior to or in 2007).

II.2.2 The curriculum encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management

In addition to addressing the main foundational requirements for LIS curricula, the Master's program courses address a wide range of core knowledge areas relevant to LIS:

1. information and knowledge creation, communication, analysis, interpretation, evaluation, synthesis, dissemination
2. identification, selection, and acquisition
3. organization and description

4. storage and retrieval
5. preservation
6. management

Because a large percentage of our students are already working in libraries, a number of them will have been exposed to different facets of library operations. The Master's program curriculum complements areas of information practice with which they may already be familiar with relevant theories and opportunities to explore less familiar aspects of the profession (e.g., through interactions with other students working in other settings or guest speakers from different fields). The opportunities provided by such a rich mixture of classmates and course content exposes our students to a wide range of areas in information work.

Core knowledge areas are distributed across the Master's curriculum (see *Appendix II.7 – Table II.2 SLIS Master's level curricular offerings mapped to core LIS knowledge areas*). Ongoing curriculum review ensures that courses work together to adequately cover these core areas (see *Appendix II.2–Course Review Process and Appendix II.3–Course Review Results)*.

II.3 The curriculum fosters development of library and information professionals who will assume an assertive role in providing services; emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields; integrates the theory, application, and use of technology; responds to the needs of a diverse society including the needs of underserved groups; responds to the needs of a rapidly changing technological and global society; provides direction for future development of the field; and promotes commitment to continuous professional growth.

The Master's program curriculum undergoes a continuous process of review to ensure that it maps to its program goals and aligns with the curriculum goals recommended by ALA.

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***

The components of II.3 were also mapped to the SLIS core courses to ensure their coverage (see *Appendix II.3–Course Review Results*). Table II.3 illustrates how SLIS program goals align with the aforementioned curricular goals (see *Appendix II.8 – Table II.3 Alignment of SLIS program goals with ALA curricular goals*).

II.4 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. The curriculum includes, as appropriate, cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

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 to foster competencies necessary for productive careers.

Graduate Student Support Services

Students have access to Graduate Student Services which is staffed by four full-time graduate program professionals equipped to clarify degree program requirements and advise students in constructing their plan of course work (see http://slis.fsu.edu/academics/graduate-programs/). The Graduate area of the SLIS website provides guidance regarding the most beneficial courses for students to take if they are interested in a particular area or type of information organization and gives access to several planning tools to help students to construct a coherent program of study. The Course Rotation Schedule, another planning tool available to students, helps students plan courses two years at a time to ensure they are able to complete their degrees in a timely manner (see *Appendix II.9–Course Rotation Schedule*).

Each semester the graduate program professionals schedule faculty to conduct online orientation sessions (in Blackboard Collaborate) for incoming students. These sessions consist of general orientation to the Master's program in Library and Information Studies as well as orientations in specialties such as school library media.

Specializations

Specializations are designed to aid students in developing a focus and engaging in career planning but are not a program requirement. To earn a specialization, students complete four courses (12 credits) from a list of specialization options. A student can complete up to two specializations as part of the Master's program. Building on the foundation of the core courses, the specializations allow "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 eight specializations are:

1. Reference and Instruction

2. Information Organization
3. Leadership and Management
4. Youth Services
5. School Library Media
6. Web Design
7. Technology and Networking
8. General Librarianship

Results of a recent survey of students (see *Appendix I.1–2012 COA_Alumni_Survey_Results_0411*) showed that many students reported pursuing multiple library studies areas (21.6%), multiple information studies areas (15.1%), or multiple library and information studies areas (18.7%). The most frequently reported area of specialization was General Librarianship (15.1%) followed by School Library Media (7.2%). The majority (68.6%) of survey participants agreed or strongly agreed that enough courses are offered in their areas of specialization. Slightly less than one-fifth of students (17.9%) did not think that enough courses are offered in their specialization. This result warrants further investigation to clarify the types of courses students feel need to offered. A majority (80.3%) of students agreed or strongly agreed that the scheduling of courses facilitated their timely graduation, which may also indicate that students are able to make satisfactory choices.

Certificates

SLIS offers six graduate certificates in the following areas:

1. Leadership and Management
2. Information Architecture
3. Youth Services
4. School Library Media Leadership (only available for Master's or post-Master's students)
5. Reference Services
6. Museum Studies (in conjunction with the FSU Departments of History and Art History)

Graduate certificates offered at SLIS are generally intended to serve two constituencies: (a) LIS professionals who wish to develop additional competencies; and (b) current SLIS graduate

students who wish to earn a specific credential identifying their focus in a specific area of the curriculum. It is also possible for individuals with only a Bachelor's degree to enroll as non-degree-seeking students in order to earn a certificate. This allows them an opportunity to survey a field that interests them before taking the Graduate Record Examination (GRE) and applying to the Master's program.

Prior to being offered, certificate programs must be approved by the faculty, the CCI Academic Affairs Committee, and the FSU Graduate School. Certificates were originally designed for non-degree-seeking students with a Bachelor's or a Master's degree; at that time, enrolled Master's students were not permitted to earn certificates. The SLIS faculty, in response to increasing demand from students who viewed the certificate as more "valuable" than a specialization, voted on April 27, 2011, to allow degree-seeking students to earn certificates concurrently with their degrees. Therefore, it is now possible for a student to graduate with up to two certificates along with their Master's degree. However, it is important to note that each course can only count toward one certificate in addition to counting toward the Master's degree.

Most certificates require students to earn 12 credit hours by completing four courses chosen from a list of courses determined by the SLIS Master's and Specialist Committee[3]. Non-degree seeking students must earn a grade of "B" or better in all courses in order to receive the certificate. Certificate students who are "non-degree-seeking" register for courses after degree-seeking students register, so they do not take away seats that would otherwise be occupied by the latter.

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

SLIS students can customize their programs to meet their professional goals through electives, courses taken from other FSU academic units, in-depth research through a thesis, a Directed Individual Study, and internships. Students can also earn an M.A. degree instead of an M.S degree if this is more appropriate to their future careers (for instance, if their interests are more humanities focused, such as becoming an art history librarian or an archivist). Specifically,

[3] http://provost.fsu.edu/smalcs/level1.pdf

- SLIS offers ***elective courses that are not affiliated with a specialization***. Students who opt for one specialization instead of two can take any of these courses, or they can combine a specialization with a particular type of library. Examples include LIS 5241 International and Comparative Information Services and LIS 5528 Storytelling for Information Professionals.
- SLIS students may take ***coursework outside the school*** that counts toward their degree. Students can transfer up to 12 credit hours from other FSU academic units. For instance, students have taken Project Management courses in the School of Communication and the Knowledge Management/Business Intelligence course offered in the Management Information Systems program of the College of Business. These options are also offered online.
- The Master's degree does not require a thesis, but students may ***opt to complete a thesis*** for up to 6 credit hours. Very few students have elected to complete this option. Between Spring 2006 and Fall 2011, six students have worked on thesis projects. Students completing a thesis often return at a later date to enter the doctoral program.
- SLIS offers a ***Directed Individual Study*** course through which a student can work with a faculty member on "guided study for individual professional and subject needs" (LIS 5900r, Directed Individual Study, http://slis.fsu.edu/academics/graduate-programs). Between Spring 2006 and Fall 2011, 107 students have taken advantage of this option.
- SLIS offers an ***internship*** option so that students can avail themselves of an opportunity to learn how library and/or information studies principles and techniques are applied in a professional setting. The internship option requires a minimum of 45 hours working in the internship environment per credit hour earned, and it may be repeated for up to a maximum of six (6) credit hours as agreed upon by the faculty supervisor. Dr. Christie Koontz, Research Associate in Information Studies, is the internship coordinator for SLIS. School library media internships are handled by the school library media internship coordinator and have more specific requirements that are discussed in a later section of Standard II. Between 2008 and 2012, 316 students have taken advantage of this option (see *Appendix II.4–Internship Sites*).
- SLIS currently offers two ***overseas internship opportunities*** in the FSU Florence and London Study Centers' libraries (see *Appendix II.10–International Internship Opportunities*). There are openings for students twice a year. The London Study Center

places two students, one who assists with library technology and one who assists with more traditional library functions. The student at the Florence Study Center has a range of responsibilities. Students must apply for these placements through a competitive process that involves a written application and an interview with the Study Center's director. The SLIS Director also conducts an interview with the student before they depart, to assure them they can get help from SLIS if any difficulties arise. Students register for the internship class, and they may also take other coursework while overseas. For example, London Center interns have taken the summer media production course that SLIS faculty member Dr. Nancy Everhart has been offering at FSU London Study Center since 2008.

The Master of Arts Degree

Instead of the Master of Science in Library and Information Studies, students may earn a Master of Arts degree by opting to complete, as part of the 18 semester hours of electives in their Master's program, six or more semester hours of graduate credit in one or more of the following fields: art; classical language, literature, and civilization; communication (not including speech correction); English; history; humanities; modern languages and linguistics; music; philosophy; religion; and theatre. In addition, they must demonstrate proficiency in a foreign language. Proficiency in a foreign language may be demonstrated by: (a) certification by the appropriate language department, or (b) completion of 12 semester hours in a foreign language with an average grade of at least 3.0 (B), or (c) four years of a single language in high school. Six students have completed the Master of Arts Degree since the 2005 ALA Accreditation Review.

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.

II.5.1 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.

Three other specialized options (apart from the specializations that are part of the SLIS Master's curriculum) allow students to engage in "specialized learning experiences [that] are built upon a general foundation of library and information studies." These three options are the School Library Media Specialist Certification, the Museum Studies Certificate and the JD/MS program. SLIS is currently exploring joint degree programs with other disciplines such as history. Regardless of the specializations, certificates, or degrees students pursue, they still complete the four required core courses. Additionally, with prior permission and a syllabus analysis completed by the SLIS Director, students may transfer up to six credit hours of equivalent courses from other universities or 12 hours of electives from within FSU.

The following section discusses these three options. For the purposes of illustration, the School Library Media program is used as an example of SLIS's commitment to providing quality education. This program exemplifies best practices in designing a coherent curriculum that adheres to professional standards and that has clearly aligned goals, learning outcomes, and assessment plans. Other program areas will be summarized following this profile.

School Library Media Program

FSU offers an excellent School Library Media Program that is currently ranked #3 in the latest *U.S. News and World Report* ranking of LIS Graduate Programs – School Library Media Specialty. This program prepares students for initial certification and leadership roles as school librarians in grades PK-12 schools. FSU has the only school library media program in Florida that is currently accredited by ALA, the National Council for the Accreditation of Teacher Education (NCATE), and the Florida Department of Education (FLDOE). Other Florida programs have opted out of one or more of these accreditations.

The curriculum is based on the ALA/AASL Standards for Initial Preparation of School Librarians (http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf), the FLDOE Program Standards and the State Standards for Educational Media (http://www.fldoe.org/asp/ftce/pdf/10EdMediaPK-12.pdf), and the Florida Educator Accomplished Practices (FEAPS) competencies (see *Appendix II.11*–

FEAPS). The School Library Media program is tightly constrained by these requirements, and students must plan their program closely with their advisor in order to graduate on schedule. There is only one elective in the program.

The number of hours in a School Library Media student's program depends on whether or not s/he is already a certified teacher. Certified teachers pursue a 36-credit program consisting of 33 credits in LIS coursework and a 3-credit internship. Those who are not certified teachers pursue a 48-credit program consisting of 33 credits in LIS coursework, a 6-credit internship, and the following Professional Education courses: TSL5325 English to Speakers of Other Languages (ESOL); RED5337/ LIS 5441 Supervision and Instruction of Secondary School Reading/Leadership in Reading; and LIS 5916 Educational Strategies for School Librarians.

Since the last accreditation, these Professional Education Courses have evolved in direct response to student input and needs in order to address gaps in the curriculum, help distance students who could not take these on campus, and more closely align this content to the responsibilities of a school librarian. Dr. Everhart and Dr. Swaine, with support from Dean Dennis, collaborated with the FSU College of Education to make TSL5325 available online, to accept our own Leadership in Reading course (LIS 5441) for the reading requirement, and to develop LIS 5916, Educational Strategies for School Librarians course. The Educational Strategies was taught for the first time during the Summer 2012 semester and is being taught temporarily as a LIS5916, Special Topics, course. In this course future school librarians get an introduction to the educational concepts and strategies necessary to function successfully in schools and examines basic language and concepts of human growth and development, teaching and learning, classroom management, individual differences, standards and observations, as well as contemporary issues related to the field. It also examines relationships with other members of the learning community. Student feedback, both in course evaluations and via email, has been very positive.

Learning Outcomes, Evaluation and Assessment

Certifications. Students in the School Library Media program must meet the state approved program criteria for PK-12 certification in Educational Media. The certification requirements depend upon the student's prior current teaching certification status and place of residence. The certification options are explained on the SLIS School Library Media specialization website (http://slis.fsu.edu/academics/graduate-programs/). Because each student's situation can be unique, students are encouraged to seek the advice of the School Library Media program

director or the School Library Media internship coordinator. To complete their certification, all School Library Media students must also pass the required Florida Teacher Certification Exams (FTCE) in General Knowledge, Professional Education, and Subject Area (PK-12 Educational Media Specialist).

Portfolios. School Library Media students must also demonstrate mastery of the Florida Educator Accomplished Practices (FEAPs). This mastery is documented in *Chalk and Wire*, FSU's electronic portfolio system, in which students upload specific assignments that address FEAPs competencies. Faculty evaluate these assignments using four-level rubrics designed to assess whether students have mastered the FEAPs (see *Appendix II.12– Chalk and Wire Assignments*).

Field experience is an important component of the School Library Media program. Students begin their field experiences observing school librarians in an instructional role and move into planning and leading a lesson in LIS5524, Instructional Role of the Information Specialist. Students videotape themselves and, using the National Board for Professional Teaching Standards method, reflect on the improvements they would make the next time they teach the lesson. Peer assessment is also provided in planning and executing the lesson with an emphasis on curriculum integration and teacher collaboration. An on-site school librarian and the professor monitor candidates throughout these field experiences.

Internships. During the final semester, students are placed in official student teaching internships. SLIS is a member of the University's Professional Education Unit, and, therefore, works closely with the Office of Academic Services and Internship Support (OASIS) at the College of Education to place students in internships in school districts near their residences, and to verify that our students have effectively achieved all transition point benchmarks, demonstrated mastery of the FEAPs, and submitted the appropriate paperwork before beginning their internships. To resolve the shortage of school librarians clinically trained to supervise these internships, Dr. Linda Swaine has designed an online clinical educator training course that has open enrollment, is self-paced, and is free to participants. The course is entitled "Clinical Educator Training for School Librarians" and is accessed via the SLIS Moodle Server (http://moodle.ci.fsu.edu). Three outstanding area school librarians, who have previously supervised student internships, collaborated with SLIS to design this course, which addresses the unique strategies and challenges of supervising a school library media intern. We have allowed open access to this course, and it has been utilized by other programs in Florida (University of South Florida and Nova Southeastern University).

Students enrolled in 6 credit internships are placed with school librarians for a 15-week period. The internship is evaluated through School Library Media internship coordinator site visits, Skype observations, and evaluations; school librarian evaluations, and students' self-evaluations along with the students' production of a portfolio of projects aligned with the Florida Educator Accomplished Practices.

Students who are already certified teachers enroll in 3-credit internship referred to as a "working internship," which allows them to focus on school librarian tasks within their own school or another school under the guidance of a clinically trained school librarian who serves as mentor. This internship is evaluated through communication with the School Library Media internship coordinator, the school librarian mentor evaluation, and production of a student portfolio of projects aligned with the FEAPs. These hands-on portfolio projects can be completed during prep periods, and before and after school. Internship information sessions are held yearly in December, and orientations are held a few weeks prior to the start of the internship.

Curriculum Review and Program Evaluation

SLIS faculty actively seek input to continually improve the School Library Media program in various ways:

- Faculty participate in state, national, and international organizations in which issues in the field are discussed. Participation in these organizations allows faculty to be responsive and proactive to curriculum needs.
- Faculty work closely with the Director of Library Media Services at the FLDOE. Because of the physical proximity of the FLDOE to SLIS, interaction is frequent and mutual. An example of this collaboration was the development and implementation of a state evaluation rubric for school library media programs.
- The internship coordinator solicits and incorporates feedback from school library media site supervisors and interns during site visits. This feedback has resulted in ongoing improvements to the internship assignments.
- The internship coordinator conducts annual follow up surveys of graduates one year after graduation, and surveys the internship sites' principals (see *Appendix II.13–School Library Media Graduates and Principals Survey*). Additionally, OASIS has implemented a Beginning Teachers' Survey that is distributed to program completers in the State of

Florida in their first year of teaching. These surveys provide useful information about areas in which we need to improve.

- FSU SLIS school media faculty interacts with professionals in the field and alumni annually at the Florida Association for Media in Education (FAME) conference where we maintain an exhibit booth and host a reception and at the Florida Educational Technology Conference (FETC) where we have an exhibit booth.

Some of the innovations that have emerged from the survey analyses and community interactions include:

- Design and implementation of a new course, LIS5916, Educational Concepts and Strategies for School Librarians
- Design of an introductory "boot camp course" (taking place in Summer 2012) for the international market as well as for Florida teachers who became certified in educational media by passing the FTCE PK-12 Educational Media Specialist Exam
- Implementation of a reading course designed specifically for school librarians - RED5337/LIS5441, Supervision and Instruction of Secondary School Reading/Leadership in Reading
- Incorporation of the study of reading management programs such as Accelerated Reader, and the most frequently used library automation system in Florida schools, Destiny, into LIS 5512 School Collection Development and Management
- Incorporation of television studio production in LIS 5313 Digital Media Design and Production.

Accreditation

The Program Approval Board (PAB) of the Florida Department of Education (FLDOE) fully approved the School Library Media program on April 16, 2010[4]. For a complete report see *Florida State University: Program Approval Board's Recommendations April 16, 2010* [*Appendix II.14–FSU Final PAB Report April 2010*]. By virtue of agreement with ALA and NCATE, the School Library Media program was automatically approved. NCATE and FLDOE will review the School Library Media program again in 2016.

[4] http://www.fldoe.org/profdev/teachprep/university/floridastateuniversity.pdf

The rigor reflected in the School Library Media program is reflected in all SLIS programs, specializations, and certificates. Of particular note are the JD-MS joint degree and Museum Studies certificate, both of which represent collaborations with other campus departments.

JD-MS Joint Degree Program

The Juris Doctor/MS joint degree program (http://slis.fsu.edu/academics/graduate-programs/) leads to both a Juris Doctor (JD) Degree from the College of Law and a Master's degree from SLIS. Graduates of this program are particularly suited to work in law libraries and other organizations involved with the creation and dissemination of legal information. Students in the joint degree program receive academic advising from both the College of Law and SLIS. A total of 106 hours is required from both programs, including 79 hours of Law courses and 27 hours of LIS courses. In effect, 9 hours of graduate course work in Library and Information Studies are credited toward the 88 hours normally required for the Juris Doctor Degree, and 9 hours of Law coursework is credited toward the 36 hours normally required for the MS degree. All coursework for both degrees must be completed within a five-year period and both degrees are awarded at the same time. The joint degree is not available online.

Museum Studies Certificate

The Museum Studies certificate program[5] prepares graduates for museum careers by giving them the ability to analyze and achieve objectives in the professional museum field, including opportunities to receive valuable training in the field while working closely with museum staff on meaningful projects. The program enjoys a collaborative relationship with museums in London, Florence, and cities throughout Belgium, as well as the FSU Ringling Center for the Cultural Arts in Sarasota and museums located on the Tallahassee campus, including the Museum of Fine Arts, the Historic Textile and Clothing Collection, and The Institute on World War II and the Human Experience. This certificate is available to degree-seeking and non-degree-seeking students. To earn the certificate, students complete 19 credit hours divided among two core courses (7 credits), two elective courses (6 credits), and an internship (6 credits). Up to six credits may be counted toward the certificate AND the Master's degree.

[5] http://www.fsu.edu/~ms/

II.5.2. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

Our ongoing curriculum review process takes into account external documents from relevant professional organizations related to knowledge and competencies (see *Appendix II.3–Course Review Results*). For instance, for the Reference and Instruction Specialization, the Master's Committee Review Subcommittee used Section 5 from the ALA Core Competences (5. Reference and User Services), and the *Professional Competencies for Reference and User Services Librarians* (written by the RUSA Task Force on Professional Competencies), in addition to our own Information Needs and Services Program Learning Outcomes/Competencies (September 7, 2006). Other specializations drew also on the scholarly literature in the field; for instance, Information Organization used the following article:

> Park, J. (2009). Cataloging professionals in the digital environment: A content analysis of job descriptions. *Journal of the American Society for Information Science and Technology*, 60(4), 844-857. doi: 10.1002/asi.21007

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

Much of the course content for the Master's program is delivered online. SLIS's online course delivery began in 1997, putting it in the early vanguard of web-based education, and has continued to grow since then. All syllabi for Master's courses at SLIS are approved for online and face-to-face delivery. Learning outcomes, course descriptions, course materials, and assessments are for both modes of instruction (FSU requires the syllabus for each format to be approved, even when the content is identical). SLIS's ongoing course review process (described in more detail in this chapter) reviews every offering of every course, including online and face-to-face offerings, allowing us to ensure that this consistency is maintained.

Master's courses (both online and face-to-face) are supported through a University-level course management system, *Blackboard*. While online courses tend to make heavier use of this learning management system, face-to-face courses are often also supported by *Blackboard* websites to facilitate discussion boards, provide access to a secure grade book for both

students and faculty, and serve as a central repository for syllabi and other course materials. Face-to-face classes meet in classrooms on the FSU campus. Most of SLIS's online courses meet weekly using *Blackboard Collaborate*, which supports audio interaction among instructor and students, text chat for discussion, video, a shared whiteboard, desktop and application sharing, polling functions, group breakout rooms, and recording of class sessions for later review. Additional interaction occurs outside regular class time via discussion board, blogs, wikis, and/or group sessions (online or in-person).

For courses taught in distance mode, University requirements concerning contact hours, which help to ensure the quality of learning and student engagement, are achieved via a mix of synchronous and asynchronous interaction. The University Graduate Policy Committee, which is tasked with re-approving courses intended for online delivery, conducts regular reviews to ensure that contact hours and interactivity are preserved.

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.

Our ongoing curriculum review process is explained in Chapter I.1.1 and in further detail in this chapter. Evidence of our processes is available in the Appendices as noted here.

II.7.1. 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.

The ***Master's and Specialist Committee (MSC)*** (referred to as the Master's and Specialist Team in documents created before the merger in 2009) is the primary body charged with developing and reviewing the SLIS Master's and Specialist degrees curricula. According to the Bylaws of the School of Library & Information Studies (September, 2011), the MSC has five areas of responsibility:

- Reviews Master's and Specialist student admission policies and services, including placement, financial support, curricula, and other issues related to Master's and Specialist students.
- Recommends to faculty new or revised policies, regulations, and course offerings.
- Conducts the School's Master's and Specialist programs' effectiveness efforts as part of the ongoing institutional effectiveness efforts. This includes setting program goals and outcomes (also known as objectives), assessment criteria (indicators) evaluating performance, and developing action plans.
- Evaluates the School's ability to meet ALA accreditation standards.
- Recommends Master's and Specialist students for appropriate awards.

Faculty and staff members of the MSC are appointed by the Director in accordance with the procedures laid out in the Bylaws of the School of Library & Information Studies (September, 2011). The Director works with the committee to set annual goals. When courses or programs of study are reviewed, the MSC discusses results and makes any needed recommendations to the faculty during faculty meetings, and faculty are also welcome to bring suggestions or information to the MSC. The entire faculty votes on new courses and program adjustments and continual improvement in the Master's program and student needs are priorities. The MSC undertook a rigorous curriculum review and revision process in 2005-2007 (see *Appendix II.2–Course Review Process*) at which time a regular ongoing review schedule for all courses was created. Results of the 2005-2007 Curriculum Review are discussed here.

In addition to this formalized review process, the Director works with the Graduate Coordinator to evaluate course offerings on an ongoing basis and brings additional suggestions or questions to the attention of the MSC. In Fall 2012 we will start including our Master's Advisory Board in the course evaluation process as well. (The Master's Advisory Board is discussed in more detail below.) Faculty who teach in the school media and youth services specialties meet regularly and have developed a suggested course rotation in order to serve those students' needs of requesting more summer offerings.

Other Stakeholder Inputs

SLIS has always been committed to incorporating the needs and desired outcomes of a variety of relevant stakeholders in its curriculum design process, for example, the major curriculum

review and revision that occurred in 2006-2007 (orientation evaluation surveys were used for the review in 2006 and 2007). SLIS solicits input from its students via surveys, and SLIS also receives results of the annual University survey of new graduate students and feedback through other means, such as the "Chat with the Director" sessions that include on-campus and distance students.

Students. Student membership on the MSC is an important mechanism through which SLIS students have input into the graduate programs. The MSC appoints student members by soliciting applications from SLIS Master's and specialist students. The minimum number of students appointed is two, which must include an on-campus student and a distance student, but up to four students may be appointed. For example, in the 2011-2012 school year, the MSC benefitted from having four student members: two distance Master's students, one on-campus Master's student, and one on-campus Specialist student. Student members are expected to attend all meetings and are encouraged to provide input into the graduate programs. Attendance by the distance students is readily facilitated by use of technology such as Blackboard Collaborate, Skype, or teleconference. Student members are actively encouraged to provide input into the workings of the MSC, are allowed to vote (except where their doing so is precluded by School or University policy), and are assigned to subcommittees.

SLIS Master's Advisory Board. Starting with the 2011-2012 academic year, SLIS has made concerted efforts to increase stakeholder inputs into our planning in a systematic and sustainable way by establishing the SLIS Master's Advisory Board and by developing and deploying student, employer, and alumni surveys [*see Appendix I.1 – 2012COA_Alumni_Survey_Results_0419; Appendix I.2 – 2012COA_Employer_Survey_Results_0424; Appendix I.3 – 2012COA_Student_Survey_Results_0411*].

The SLIS Master's Advisory Board currently includes:

- Shaney T. Livingston (Library Director, Alachua County [Fla.] Library District)
- Ruth O'Donnell (Library Consultant)
- Nicole Stroud (Director of the Ozark Foothills [Ark.] Literacy Project)
- Jennifer Underhill (K-12 school librarian at The Florida State University School)
- Julia Zimmerman (Director of University Libraries, Florida State University)

The Advisory Board was recently assembled by former SLIS Director Corinne Jörgensen in consultation with the MSLIS Committee and includes representatives from the public, academic, private, non-profit and K-12 sectors. The Board will meet beginning in Fall 2012.

SLIS has always solicited input from its students via surveys (orientation evaluations surveys were used in 2006 and 2007) and other means (such as "Tell the Dean" or "Tell the Director" sessions that included on-campus and distance students). During 2011-2012, three surveys were developed by SLIS faculty to collect data from Master's students, alumni, and employers of Master's students and graduates. The surveys are found at [*see Appendix I.1 – 2012COA_Alumni_Survey_Results_0419; Appendix I.2 – 2012COA_Employer_Survey_Results_0424; Appendix I.3 – 2012COA_Student_Survey_Results_0411*]. The results of these surveys will be used to help identify new courses that should be added to the Master's curriculum, existing courses that should be revised, and older courses that might be eliminated in favor of new courses. The student survey will be administered annually; the alumni survey every other year; and the employer survey every three years.

Curriculum Revision Planning, 2005-2007

In 2005, the Dean of the College of Information instructed the Master's and Specialist team to review the curriculum of the ALA-accredited Master of Science program. The plan for reviewing and revising the curriculum is in the document "Revision to the College of Information MS Program, v. 5.0" from January 30, 2006, found in *Appendix II.15–Revision to the College of Information MS Program v. 5.0*. The planned review was to:

- Assess the degree to which the goals and objectives of the 2002 curriculum revision were being met (note that SLIS hired 6 new faculty in 2002); thus these curriculum changes were implemented before a large number of new faculty were hired and before Dean Larry Dennis's tenure as Dean began;
- Assess the extent to which the Master's degree program met the needs of the information professions, with an emphasis on libraries within our service region, given the evolution of librarianship and the information provision 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 would enable the (then) College of Information 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.

The timeline for the review and revision indicates the overall process and stakeholder inputs:

Oct.2005-Dec. 2005	Development of draft MS revision process
January 2006-April 2006	Feedback solicitation with key stakeholders Creation of Program Committee Plan for Florida Library Association (FLA) activities
May 2006-July 2006	Revision of MS program based on feedback Follow-up on feedback on revisions
August 2006-April 2007	Presentation to faculty at faculty retreat Preparations for implementation ● Course revisions, creation ● Literature development ● Meetings with community and students Phase in pieces of revised program as appropriate

Key stakeholders from whom input was sought included:

- Library and information profession leaders and staff
- LIS educators
- Faculty
- Administrators
- SLIS staff
- SLIS students
- Alumni

Sources of information used to inform the revision included:

- Curricula of peer LIS programs (*Appendix II.16–SLIS Peer and Aspirational Institutions*) for lists of peer and aspirational programs)
- Report of COA ERP from 2004 review
- State certification requirements for School Library Media program
- Competencies, goals, outcomes, and knowledge/skills/abilities (KSAs) from relevant professional associations
- Employment advertisements

A more detailed outline of the process for the review and revision is also found in the "Revision to the College of Information MS Program, v. 5.0" from January 30, 2006, found in *Appendix II.15– Revision to the College of Information MS Program v. 5.0*. This outline demonstrates the review process and also documents the variety of key constituency groups from whom input and feedback were sought.

1. Solicit initial feedback from key constituencies
2. Review findings from COA, Southern Association of Colleges and School (SACS), and FSU Quality Enhancement Review (QER) reports
3. Determine composition of a 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 Advisory to Master's program
6. Solicit feedback from key constituency groups:
    a. Students
    b. Employers
    c. Publics, academics, schools, Information Technology (IT) firms
    d. Educators
    e. Professional associations
    f. CI Faculty

7. Feedback mechanisms (development of 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
8. Florida Library Association (FLA) in April 2006
    a. Possibly ALA in June 2006
    b. Other as identified
    c. Other as identified/necessary
9. Revisions based on findings and comments
10. Present suggested revisions to faculty at August 2006 retreat
11. "Final" revision proposal to faculty for vote (Fall 2006)

The suggested curriculum revision, found in "Revision to the College of Information MS Program, v.5.0" from January 30, 2006, found in *Appendix II.15–Revision to the College of Information MS Program v. 5.0*, was modified based on the input and feedback received through the focus groups and requests for comments on the curriculum (see *Appendix II.17–Stakeholders Report*). According to the Master's and Specialist Team Annual Report for 2006-2007, the new curriculum was approved by the Team by vote on 03/08/2006; approved by the CI faculty by vote on 10/25/2006; and approved by the University on 12/04/2006.

The final curriculum as revised and ratified by the CI (now SLIS) faculty is summarized in *Appendix II.18 – Table II.4 Detailed Comparison between Existing MS Program and Proposed Program*, which also demonstrates the changes from the prior curriculum:

The design of the specializations and their learning outcomes during the 2006–2007 curriculum review was the responsibility of the Master's and Specialist Team. The Team divided into sub-teams that each worked through one concentration and its specializations. Documents that review the learning outcomes for each concentration and specialization, including the SLIS and external sources for those outcomes, are found in *Appendix II.3–Course Review Results*. The learning outcomes were used to determine which courses should be included in each specialization[6] and were carefully matched to outcomes and assessments for each course. This relationship between learning outcomes and the curriculum review process has been

[6] Full course lists for the specializations are linked from http://slis.fsu.edu/academics/graduate-programs/

maintained through SLIS's ongoing curriculum review process, described in more detail later in this chapter.

Adding Flexibility to the Master's Core

After the implementation of the revised SLIS curriculum in 2007, based on student interest and student enrollment in core and other classes, our broadening understanding of the information provision environments that our graduates work in, and the availability of faculty to teach additional course content, Dean Dennis, along with Associate Dean Corinne Jörgensen, charged the Master's and Specialist Team with looking at adding flexibility to the Master's program core course options. On March 5, 2008, the CI faculty voted to approve the following proposal brought forward by the Master's and Specialist Team:

> That the required core courses for the Master's program be modified as follows:
>
> *Current Core (4 courses)*
>
> - LIS 5271 Research Methods in Information Studies
> - LIS 5411 Introduction to Information Policy
> - LIS 5408 Management of Information Organizations (Prerequisite: LIS 5411)
> - LIS 5703 Information Organization
>
> *Proposed Core (4 courses)—changes are in bold:*
>
> - LIS 5203 Assessing Information Needs **OR** LIS 5271 Research Methods in Information Studies
> - LIS 5411 Introduction to Information Policy **OR** LIS 5020 Foundations of Information Professions
> - LIS 5408 Management of Information Organizations (**eliminate 5411 prerequisite**)
> - LIS 5703 Information Organization
>
> *Rationale*
>
> By offering options among the core courses and by eliminating any prerequisites, we will:
>
> A. Give students the opportunity to select (with advising) the courses that seem most relevant to their career goals;

B. Provide flexibility to the CI in scheduling the core courses and ensuring that enough seats are available in any given semester; and

C. Provide more flexibility to students in enrolling in core courses and completing their programs of study in a timely fashion.

The enrollment data for flexible core courses Fall 2005 through Summer 2012 (see *Appendix II.19 – Table II.5 Enrollments*) demonstrates that this modification has become a popular choice for many students. The next core course review will need to verify that the options are adequately meeting the same goals as the two previous courses.

During 2009–2010, the resources of SLIS were largely focused on the merger decision and tasks required to implement the merger with the College of Communication. The Associate Dean for Academic Affairs and Research (Dr. Corinne Jörgensen) maintained oversight over the curriculum and worked with the MSC to make continuous small procedural adjustments during the period 2007–2008 to insure its compliance with SLIS goals and meeting student needs. Following the merger (2010–2011), the SLIS faculty were displaced from our on-campus facility for almost one year for the renovation of Shores, but the Director and the MSC continued work on the program and several new courses were proposed and approved to be added to the curriculum (see *Appendix II.20 New Courses Added to the Master's Curriculum: Spring 2006 through Fall 2012* for a complete list of new course additions). Subsequent to these events, SLIS began the overall curriculum review process again, drawing upon stated competencies for librarians from a variety of sources.

Process for Regular Curriculum Review

There is a three-year review cycle for courses in the Master's degree curriculum. Curriculum review results are in *Appendix II.3–Course Review Results*. Curriculum review is informed by 1) SLIS's goals and objectives; 2) the goals and objectives written for the curriculum when it was reviewed and redesigned in 2006–2007, and 3) the objectives, competencies, or other criteria identified by relevant professional or credentialing entities.

The Master's and Specialist Committee performs the review process [see Appendix II.2–*Course Review Process*], which means that the MSC will:

1. Identify the courses that need to be reviewed each year;

2. Retrieve the course syllabus for each offering of the course over the past 3 years;
3. Identify the criteria along which the courses will be assessed; and
4. Indicate for each course which of the criteria it fulfills.

In the first year of the cycle, the six core courses are reviewed. The criteria used to assess core courses are the SLIS Master's program goals and objectives (see *Appendix I.6–SLIS Fall 2011 Strategic Plan*), ALA's 2008 Standards for Accreditation of Master's Programs in Library and Information Studies, and the ALA 2009 Core Competences of Librarianship. For each course syllabus that is compared with a criterion, the syllabus is reviewed for: 1) a graded assessment that matches the criterion; 2) a course objective that matches the criterion; 3) a course reading that matches the criterion; 4) an in-class discussion or activity that matches the criterion.

In the second year of the cycle, courses associated with the specializations are reviewed. Full course listings for each specialization are found on the School's website at http://slis.fsu.edu/Graduate-Program/Master-of-Science-Degree. For each specialization, the criteria used to assess each course include: 1) the SLIS Master's program goals and objectives (see *Appendix I.6–SLIS Fall 2011 Strategic Plan*); 2) ALA's 2008 Standards for Accreditation of Master's Programs in Library and Information Studies, and 3) ALA's 2009 Core Competences of Librarianship. For each specialization, additional criteria are identified as indicated in *Appendix II.21 – Table II.6 Course Review Criteria.* School Library Media is reviewed separately as part of its NCATE and Florida DOE accreditations. The Information Technology Concentration Outcomes - which cover the Web Design and the Technology & Networking Specializations -- were developed using the professional competencies provided by the Association for Computing Machinery, ABET (recognized by CHEA; "ABET," as of 2005, is no longer an acronym but formerly stood for "Accreditation Board for Engineering and Technology"), and the Special Libraries Association.

The curriculum review process that was developed in 2007 has been revised based on our experience completing the reviews in 2010-2011 and 2011-2012. Goals from the strategic plan developed in fall 2011 and affirmed by the faculty on April 25, 2012, will be incorporated into the curriculum review in its next round. Also during the next academic year, the Master's and Specialist Committee will be using the results of the first round of course reviews to suggest and implement changes to individual courses or to course sequencing or options within the specializations.

Related to these changes, an ongoing item of discussion for the past two years in the MSC has been the possible addition of two more courses to the required core. These are LIS 5020 Foundations of the Information Professions, and the Introduction to Information Technologies course (currently taught as an LIS 5916, Special Topics, course). The Foundations course could be used to ensure that students are exposed to a range of values and choices related to the information professions. Input from faculty teaching our technology courses indicates that students' technology capabilities may be lagging, and that they will not necessarily take steps on their own to correct these deficiencies. The need for technology skills in the information professions only continues to increase.

Development and Review of Special Topics Courses ("LIS 5916")

The LIS 5916 course (Special Topics in Information) allows us flexibility to offer courses of great interest to our students and of import to the LIS profession without adding the course to the permanent curriculum. Special topics courses are approved by the SLIS Master's and Specialist Committee. Such courses may be offered up to three times as special topics courses, at which time the MSC considers the course for permanent inclusion in the SLIS graduate curriculum. The process for making a course permanent requires that the course is approved by the MSC; by the SLIS faculty; by the CCI Academic Affairs Committee; by the University Curriculum Committee, and, finally, is assigned a course number in the Statewide Course Numbering System by the FLDOE.

In 2011 the MSC ratified a position statement designed to encourage faculty to develop special topics courses that are timely and provide students with current knowledge they need to succeed in a rapidly changing LIS professional environment. The position statement is brief and says:

> The Master's Specialist Committee (MSC) supports and encourages the development of LIS 5916 classes that would enhance and attract Master's students specifically for summer sessions.
>
> During summer fewer classes are traditionally offered due to faculty grant-funded research responsibilities. An example class that started out as an LIS 5916 is Dr. Christie Koontz's LIS 5528, Storytelling, which has enrolled high numbers for three years. Another class that we expect will be highly popular is Dr. Don Latham's Graphic Novels course.

> Flexible scheduling such as 6 weeks, instead of 13, that meets university requirements is also possible. Faculty should submit syllabi to the Master's and Specialist Committee and to [the Director] as early as possible; the optimal deadline for the following summer is November 30, but motivated faculty who cannot quite meet that deadline should confer with the MSC chair and with [then Director] Dr. Jörgensen.

Evaluation of Student Achievements

Data concerning student achievement is presented in Standard IV, Students (see *Appendix IV.1– Student Summary – Master's Students Spring 2006 – Fall 2011*). As these data indicate, overall our students perform exceptionally well in the program across the wide range of courses we offer.

The Director monitors student evaluations for signs that a class may be underperforming; she also responds to student complaints about course content (in the vast majority of cases there are specific student situations occurring which factor heavily into any issues that arise) and helps the student reach a resolution. Every year there are far more students who qualify for induction into Beta Phi Mu than the percentage that we can nominate, according to the national bylaws. In addition, CCI and SLIS also confer honors and awards that are discussed further in Standard IV.

Many of our graduates have distinguished careers and are recognized for their accomplishments. Most recently, SLIS alumna Ann Thornton has been named The Andrew W. Mellon Director of the New York Public Libraries, the largest public library system in the world. SLIS alumnus Sol M. Hirsch was presented the 2011 Peggy Sullivan Award for Public Library Administrators Supporting Services to Children by the American Library Association. Hirsch was our School's 2008 Distinguished Alumnus. In 2010, two SLIS alumni won the 2010 Carnegie/NY Times "I Love My Librarian" Award. Alumni Paul Clark and Jeff Dowdy were chosen from more than 2,000 nominations throughout the nation to be two of the ten awardees of this prestigious national recognition. Our graduates have been named LJ "Movers and Shakers" (four recent graduates in 2012), ALA "Emerging Leaders" (Nicole Stroud and Sharla Lair) and Florida Library Association "Librarian of the Year" (Jim Morris).

Faculty stay in touch with many of their former students and share news of their accomplishments informally through our SLIS email list and the SLIS Facebook site. There has been no formal means of tracking this alumni information. However, with the addition of the CCI

Alumni Relations Coordinator, SLIS should be able to begin to track this information, provided it is forwarded to her. One of the positions we are seeking to fill in fall 2012 will also have responsibilities in the area of alumni relations and marketing.