

The University of Southern Mississippi
School of Library and Information Science

Program Presentation for
The Committee on Accreditation of
The American Library Association

January 16, 2012

Contents

1 Introduction

- 1.1 History.....3
- 1.2 Related Programs and Organizations.....7

2 Information Section.....11

3 Standards Section..... 12

- 3.1 Standard I. Mission, Goals, and Objectives.....12
- 3.2 Standard II. Curriculum25
- 3.3 Standard III. Faculty.....38
- 3.4 Standard IV. Students.....60
- 3.5 Standard V. Administration and Financial Support...75
- 3.6 Standard VI. Physical Resources and Facilities.....82

4 Synthesis and Overview..... 88

- 4.1 Summary.....88
- 4.2 Concluding Statement.....90

5 Appendixes – Provided on USB drives

- 5.1 Appendixes Standard I Mission, Goals and Objectives
- 5.2 Appendixes Standard II Curriculum
- 5.3 Appendixes Standard III Faculty
- 5.4 Appendixes Standard IV Students
- 5.5 Appendixes Standard V Administration and Finances
- 5.6 Appendixes Standard VI Physical Resources and Facilities

1 Introduction

This Program Presentation contains: a brief history of the School of Library and Information Science (SLIS) at The University of Southern Mississippi (Southern Miss) in the opening chapter, an expanded interview based history of the school is contained in the appendices, a brief statement of the missions of USM and SLIS, an Information Section, a Standards Section, a summary of the Program Presentation, and a brief conclusion. The Appendixes include material that applies to more than one section of the Program Presentation.

1.1 *History*

Courses in library science were offered at what is now The University of Southern Mississippi as early as 1926. In 1957, the program in library science became a department in the College of Education and Psychology. The master's degree was initiated in 1963-64, and the School of Library Service was established July 1, 1976 as a professional school. The master's program has been continuously accredited by the American Library Association since 1980, with full-scale evaluations and site visits in 1987 and 1995 and 2002. In July 2002, the Committee on Accreditation placed the program on conditional status. The accreditation review in February/March 2005 yielded continuous full accreditation with the next visit to be 2012.

During the 1981-1982 academic years, the Board of Trustees of State Institutions of Higher Learning in Mississippi assigned The University of Southern Mississippi the leadership role in library science. Library science was one of ten programs at the University assigned such leadership within the State system of higher education. This was public acknowledgement of the progress of library education at the University. On July 1, 1988 as a result of University-wide reorganization, the School of Library Service became the School of Library Science in the College of Liberal Arts. This move facilitated cooperation with other departments in the College. In February of 1992, as a result of severe economic depression, which led to "downsizing" in state-supported Universities, a University Planning Team recommended that the School, as well as other units at The University of Southern Mississippi be closed. A strong campaign of supporters including alumni, employers of graduates of the School, faculty, and students convinced the University administration to retain and support the School. Since that time, SLIS has been fortunate to have the encouragement and support of the presidents and other academic officials of the University and the library community in Mississippi. To demonstrate administration and faculty response to current trends in the profession, the name of the School was officially changed to the School of Library and Information Science in the fall 1993. The degree awarded became the Master of Library and Information Science.

In January 2003, the University of Southern Mississippi was re-organized from nine colleges to five and the School of Library and Information Science was moved from the College of Liberal Arts (CLA) into the College of Education and Psychology (CoEP), where it began some twenty years earlier. An advantage of moving to the CoEP for SLIS has been an increased presence and role in the college. SLIS has a representative from its faculty on the Advisory Board of the college, the body that conducts the college level evaluation of faculty for tenure and promotion. (In the College of Liberal Arts the school did not always have this

access because of the voting system employed by that college.) In CoEP each department and school has a member elected to serve. We have been active participants in all aspects of the CoEP governance; in response to the changes in the university organization new college by-laws were written; tenure and promotion policies were studied extensively as part of the university striving to ensure junior faculty would have clear guidelines for departmental, college and university support for tenure and promotion.

The CoEP is in a continuous process of accreditation and review as part of its participation in NCATE and a variety of other accrediting agencies. The school has been a participant in the accreditation processes of the Department of Child and Families Studies, and the Department of Curriculum Instruction and Special Education, as well as having ongoing involvement with Southern Association of Colleges and Schools (SACS).

In two University wide peer and self-examinations to identify programs for support or deletion, the Academic Program Group (APG 2009) and the University Priorities Committee (UPC 2010) both identified the School of Library and Information Science programs among those to be retained and nurtured.

Master's Program

The Master of Library and Information Science program is a comprehensive generalist program with a required core of courses fundamental to the profession that prepare students for a wide variety of roles in the profession. In August 2011 SLIS conducted reviews of the ALA Core Competencies in comparison to SLIS course outcomes and assessments that revealed SLIS is covering 90 percent of the competencies in our required courses. Within the curriculum there are opportunities to choose emphases that enable students to assume professional positions in school, academic, public and special libraries as well as archives. Thirty-nine semester hours are required for graduation this includes completion of a three-semester credit hour master's project, which is a capstone research activity for the graduates and a comprehensive exam. In fall 2012, credit hours for completion will change to 40 credit hours as a one hour orientation and professionalism course will be added. The demand for school library media specialists has increased enrollment in the school certification emphasis area. Two dual-master's programs allow students to obtain coursework, research, and practical experience in such areas as museum librarianship, archives, digitization, and primary research methods. A third dual-master's program with Political Science allows students to have significant public administration and service orientation.

International Aspects of SLIS

SLIS has attracted students from a number of foreign countries, including Bangladesh, China, India, South Africa, Germany, France, Mexico, Belize, Brazil, and Canada. Historically, students attended face to face classes from overseas during our summer terms; attracting students from Department of Defense sites pursuing the MLIS in a three to four summer completion format. Moving to online formats marginally increased international exposure, but decreased on-campus summer attendance. American students living in foreign countries continue to enroll in our program. The contact international students and students living outside of the states have with domestic students is valuable not only because of the opportunities to share professional information, but also because it provides cross-cultural exposure to everyone in the programs.

British Studies Program

The School has participated with the College of International and Continuing Education in the British Studies program since 1981. Courses in the British Studies program have been primarily in Children's and Young Adult Literature, and Libraries and Museums.

After a ten-year lapse, the LIS courses were revived in 2007; in the past five years, 93 students from USM and 25 other universities from across the U.S. have participated. This program offers students the opportunity to learn about the libraries and archives of London and Edinburgh, including the British Library and Conservation Studio in London and the National Archives of Scotland in Edinburgh. British librarians, archivists, and information specialists with expertise in a variety of areas within the profession have been lecturers. The content of these courses varies from year to year, but it always includes outstanding lectures and field trips to points of interest important to the field of study, such as the Bodleian Library (Oxford), Shakespeare Library (Stratford-upon-Avon), St. Paul's Cathedral Library, Barbican Lending Library, London Library, National Art Library at the V&A, and King's College Maughan Library and Special Collections. British Studies LIS 2011 information can be found in the class blog: <http://usmbritishstudies11.blogspot.com/>. Course information, including syllabus and grading rubrics, are available online at: <http://www.usm.edu/slis/British.htm>.

International Conference

Dr. Teresa Welsh has been proactive in working to update the British Studies program of SLIS but she has also lead a movement to participation in the international conference area, encouraging participation of faculty and students in the **Qualitative and Quantitative Methods in Libraries International Conference (QQML)**.

The 1st Qualitative and Quantitative Methods in Libraries International Conference was organized by Dr. Anthi Katsirikou, University of Piraeus Library, Greece, and Prof. Christos Skiadas, Technical University of Crete, Greece, in Chania, Crete, May 26 - 29, 2009. SLIS Associate Professor, Dr. Teresa S. Welsh, has served on the QQML Advisory Committee since QQML09 and attends the conference each year. Dr. Welsh chaired several sessions in '09 and organized sessions on bibliometric research and historical case-study research in 2010, 2011, and for the upcoming 2012 QQML conference in Limerick, Ireland. In the 2nd Annual QQML10 Conference, six SLIS students and recent graduates presented papers; four of those papers were chosen for publication in the conference proceedings, *New Trends in Qualitative and Quantitative Methods in Libraries: Selected Papers Presented at the 2nd Qualitative and Quantitative Methods in Libraries, Proceedings of the International Conference on QQML2010*, edited by Anthi Katsirikou and Christos Skiadas, published by World Scientific Publishing Co. in 2011 (papers listed at: <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>). In 2011, Dr. Welsh was one of the invited keynote speakers at the 3rd QQML Conference in Athens, Greece, May 24 - 27, 2011, where she spoke on "Information Literacy in the Digital Age An Evidence-Based Approach," the subject of a book co-authored with Dr. Melissa Wright published in 2010. The conference was attended by about 200 librarians, academics and students from 55 different countries (<http://www.isast.org/>).

Interdisciplinary Programs

SLIS offers three dual-master's degrees, one with the Department of History, the Department of Anthropology and the Department of Political Science. The dual degree with history has been in place more than a decade and its graduates have assumed positions in libraries, archives, and museums. Based on that program's success, SLIS developed a second dual-master's degree with Anthropology in 2000, and was approached by the Political Science department in early 2002 to create a dual program. With many academic libraries requiring second master's degrees, such degree combinations are attractive. The skills acquired in the anthropology or history dual degree programs are intended for application in academic libraries, research libraries, archives, museums, digitization projects, and technical services in which specialized subject knowledge is required or in which a solid background in the organization of information is desirable. The political science dual degree program serves as a public administration foundation that compliments the library science degree creating an information specialist with substantial focus in several fields of political science including American government, international relationships, public law and political theory.

Distance Programs

Distributed education has been offered by various modes for many years, including face-to-face instruction at a variety of sites throughout the state. Between 1995 and 2003, SLIS used the state wide interactive video networks (IVN) to reach a variety of sites throughout the state. Many students in Mississippi are place bound and one of the goals of the program was to provide access to the MLIS for those students in remote areas of the state. Use of the IVN system by SLIS decreased rapidly as we moved into the online environment. SLIS has led the University in online education. In 1998, it offered the institution's first entirely online course, though SLIS had been teaching using a combination of online with face to face classes since 1995. In fall 2002, SLIS offered the University's and the state's first online master's degree program as well as an 18-credit supplemental endorsement for school library media specialists. (The supplemental endorsement was modified in fall 2003 to a 21-credit hour program to comply with No Child Left Behind.) SLIS has made a name for itself within the University and Mississippi as a leader in online education. In 2010 SLIS obtained approval for an online Graduate Certificate in Archives and Special Collections, and continues to develop online course opportunities to support student needs and interests.

Though the program retains University approval to offer Master and Bachelor's classes in face to face modes, the Master's program has been offered entirely online since 2002. Students will inquire about taking face to face classes, but will not enroll for face to face classes.

The undergraduate program has been approved to be entirely online in 2012; while most of the classes were online in the LIS undergraduate major, many of the general education core classes such as English, History, foreign language, were not. A recent change in state policies now allows students to take courses via a statewide online system that can fulfill the general education core; this change has allowed LIS, and other Bachelor programs, to be recognized as offering an online undergraduate degree.

1.1.a NOTE :**Anecdotal History of the School of Library and Information Science**

Dr. Joy Greiner, Professor Emeritus and former SLIS Director (1991-1999) provides an interview based history of the School of Library and Information Science at The University of Southern Mississippi. This document will be one of the items made available onsite as part of providing additional evidence and context about the school.

The anecdotal history of the School of Library and Information Science will include historical information dating back to 1926 when the first Library Services classes were held at the University of Southern Mississippi. President Emeritus Aubrey K. Lucas spoke with us about the first accreditation, and Dr. Glen Terry Harper, former Dean of the College of Liberal Arts, contributed by answering a questionnaire. Dr. Ann Blackwell, dean of the College of Education and Psychology, and Ms. Ellen Ruffin, curator of the de Grummond Collection, have also been interviewed. Dr. Joy Greiner, former director of the School, shared memories of the program. We have interviews with current members of the faculty: Dr. M.J. Norton, Dr. Teresa Welsh, Dr. Elizabeth Haynes, and Dr. Catharine Bomhold. Early graduates of the program, William Buchanan, Brenda Coleman, and Julie Bascom, also participated. These interviews briefly discuss programs integral to the School of Library and Information Science, including the Faye B. Kaigler Children's Book Festival, the de Grummond Children's Literature Collection, the British Studies program, the School Library Media Specialist Certification, and the Graduate Certificate in Archives and Special Collections.

1.2 *Related Programs and Organizations***Undergraduate Program and Courses**

A Bachelor of Arts with a major in library science is offered. Mississippi allows students with Library/Media Bachelors degrees who pass the PRAXIS to serve in school libraries. When students learned this path was available and that it did not involve a semester of dedicated students teaching, we were unable to sustain enrollment to support our undergraduate licensure program. After discussing the BA with Licensure program issues for several semesters the SLIS faculty made the decision to discontinue the LIS BA with licensure (effective Spring 2010) at a faculty retreat held June 26, 2009. The decision was made because the additional demands on the faculty to provide appropriate services for the full undergraduate licensure, including dedicating a faculty member to student teacher supervision with fewer than 15 undergraduates in a semester, was not economically viable. However, to mitigate the situation SLIS modified the LIS BA program to include more school library courses, and still require students with an interest in school librarianship to complete their practicum experience in school settings. Undergraduates in LIS are prepared to work in school library media centers or as paraprofessionals in other libraries and other information centers.

An eighteen-hour undergraduate minor in library and information science was designed and granted approval by the College of Liberal Arts college council and academic council (university level council), in fall 2002. The minor was intended to provide students of any

major with an emphasis in information skills and a background in information-related issues that could benefit them as consumers and creators of information. The minor was set aside by SLIS upon learning of our conditional accreditation status in 2003. Hurricane Katrina intervened after our accreditation was continued in 2005 and we did not move forward with a general LIS minor until fall 2011. SLIS has submitted the paperwork to add an undergraduate LIS minor as a result of renewed requests by students. We have received permission to offer the LIS minor beginning in fall 2012. The minor involves courses regularly taught by the SLIS and will expand exposure of students to the field of library science.

A general undergraduate course in information literacy (LIS 201 Introduction to Information Literacy) was approved by the college and university curriculum bodies in fall 2002. The College of Liberal Arts made the course (or its equivalent) a requirement of the Liberal Arts degree. Though the university has since been re-organized and the School of Library and Information Science has been moved into the College of Education and Psychology, the College of Arts and Letters (Liberal Arts) has many disciplines that continue the LIS 201 requirement. To minimize the impact of offering LIS 201 on the graduate faculty an instructor position on the faculty has been assigned to teach the course, and appropriately qualified graduate students are used to teach some sections as well. Unfortunately, a recurring error in undergraduate student full-time equivalences on the annual ALISE statistics forms caused the students enrolled in LIS 201 to be miscalculated in our student to faculty ratios. The error resulted in COA requesting clarifications on our student to faculty ratios, which has now been addressed and the calculation problem has been resolved this fall. Students enrolled in LIS 201 are not LIS majors and are only taking the one three credit hour course; they should have been reported as part-time students relative to LIS and counted in FTEs as 15 hours = 1 FTE, or five undergraduates were one FTE. A reporting and calculation error was counting these students as individual FTEs based only on their full-time enrollment in USM courses, rather than as part-time LIS students.

Children's Book Festival

The Children's Book Festival has been an annual event at Southern Miss for more than 40 years. Attracting between 300 and 500 participants each spring, the conference brings together authors, illustrators, historians, storytellers, and clinicians with international reputations. Since its beginnings under Dr. Warren Tracy in 1968, the festival has been directed by an individual SLIS faculty member with cooperation and support from the Curator of de Grummond Children's Literature Collection and the University Libraries. The administrative organization of the Festival was modified in 2010 in recognition of the significant additional workload required for such an undertaking. A SLIS staff member, rather than a faculty member, now serves as festival director guided by a steering committee composed of Southern Miss SLIS faculty and the Curator of the de Grummond Children's Literature Collection. The event is one of the major university events of each year. The festival was renamed the Fay B. Kaigler Children's Book Festival in 2002 to honor Ms Kaigler who has designated the festival in her estate to support scholarships for librarians and teachers to participate.

The University of Southern Mississippi Silver Medallion has been presented annually at the Children's Book Festival since 1969. This annual award was established to honor an author or illustrator who has made an outstanding contribution to the field of children's literature. The author or illustrator's entire body of work is taken into consideration. Nominations are

received from publishers, authors, illustrators, professors, and others interested in children's literature. A committee composed of authors, librarians, and children's literature specialists makes its choices from a ballot consisting of all nominations. A silver medallion with the likeness of the recipient on one side and a representative book character on the other is presented to the winner. Additional silver medallions are struck and retained in the permanent collection housed at the de Grummond Collection. Additional bronze replicas are struck and are available for sale.

The Ezra Jack Keats Foundation announced December 14, 2011, that The Ezra Jack Keats New Writer and New Illustrator Book Awards will be moved to the de Grummond Children's Literature Collection at The University of Southern Mississippi Libraries from the New York Public Library. Known collectively as The Ezra Jack Keats Book Award, the award will be presented in conjunction with The University of Southern Mississippi's Fay B. Kaigler Children's Book Festival beginning with the 2012 ceremony.

Mississippi Library Association

The School of Library and Information Science works with the state organization in a variety of ways, including conducting presentations, poster sessions and workshops at the annual conferences. The annual conference is an important contact point for the school and the community, during the MLA conferences beginning in 2002, the school has held focus groups and made informational presentations, as well as contributed programming. The MLA listserv is one of the contact points for sharing information about the SLIS program. Faculty also contribute to the state journal, and have served as reviewers for several MLA competitions.

Mississippi Library Commission

The Mississippi Library Commission, established in 1926 by the Mississippi legislature, is the state funded agency that assists in continuing education and services for librarians. The Commission provides support and resources for the library community, public and school, as well as services to the general public and legislative branches. The Commission and the School have collaborated on a number IMLS grant applications with MLC being a supporting member. MLC has contributed significantly to the practicum aspect of the Minority Scholarship Initiative IMLS grant SLIS received in 2009; MLC helped to place and train the student participants. The School and the Commission continue to work together to support the libraries and librarians in the state.

Mississippi Department of Education

The Mississippi Department of Education (MDE) seeks to create a world-class education system that gives students the knowledge and skills that will allow them to be successful in college and the workforce and flourish as parents and citizens. The MDE has partnered with SLIS in seeking funding from IMLS for the continuation of the Minority Scholarship Initiative grant awarded to Southern Miss SLIS in 2009. The proposed continuation grant will focus on recruiting minority candidates wishing to become school librarians.

Mississippi Children's Museum

The Mississippi Children's Museum (MCM) provides a unique and exciting educational experience that ignites and inspires a thirst for discovery, knowledge and learning in all children. The MCM has partnered with SLIS in seeking funding from IMLS for the continuation of the Minority Scholarship Initiative grant awarded to Southern Miss SLIS in 2009. The proposed continuation grant will focus on recruiting minority candidates wishing to become school librarians.

2. Information Section

- a. The correct name of the unit organized and maintained by the parent organization for the purpose of graduate education in library and information studies. This is the unit that is referred to in the 2008 Standards as the "school of library and information studies."

School of Library and Information Science
College of Education and Psychology
Melanie J Norton, Director

- b. The correct name of the parent institution, with names and titles of chief executive and chief academic officers, and the parent institution administrative officer to whom the principal administrator of the school of library and information science reports.

The University of Southern Mississippi
Martha D. Saunders, President
Denis Wiesenburg, Interim Provost
William Powell, Associate Provost
Ann Blackwell, Dean of the College of Education and Psychology
Diane Fisher, Associate Dean of the College of Education and Psychology
The Director of the School of Library and Information Science reports to the
Dean of the College of Education and Psychology

- c. The name of the institutional accrediting agency accrediting the parent institution. The University of Southern Mississippi is a Carnegie Doctoral Research-Extensive and Four-Year Class 1 Southern Regional Board (SREB) institution regionally accredited by the Southern Association of Colleges and Schools.
- d. The names and brief descriptions of all the program(s) being brought forward for accreditation by COA.

Master of Library and Information Science

The Master of Library and Information Science program is a 39 semester hour program, which includes 21 semester hours of required core courses and 15 semester hours of electives. A three semester hour master's project and passing a comprehensive exam are required of all students for graduation. The program is a generalist program, which allows students to concentrate in specific areas such as public, special or school libraries. School library media certification is one of the options available to students. A Graduate Certificate in Archives and Special Collections is a recent addition to the program. Dual masters' programs with the Department of History, Anthropology or Political Science are other options.

3. Standards

The following section contains the 2008 Standards in italics, followed by the School of Library and Information Science's statements addressing those standards. Items that will be presented as evidence of SLIS commitment to the Standards, and acts of compliance are listed at the end of each section. The majority of evidence items will be available on site. Samples of some of the evidence items are attached in the various appendices.

Standard I – Mission, Goals and Objectives

1.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

The mission of the master's of library and information science program is to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities.

Our broad-based planning process to serve our mission and address the goals of the strategic plan has been built on the participation and contributions of our constituencies. Assessing the SLIS Program relative to compliance with broad based systematic planning means involving all of our constituencies. It is through our interactions with the constituencies that we ensure we are pursuing the mission, goals and objectives of the school and that they are congruent with the profession. This is an ongoing and ever evolving activity that must be responsive to the issues of our constituencies. Involving external constituencies in the planning processes of the School include alums, regional practitioners, employers, the University and other bodies we may serve or interact with through professional or educational vehicles. The October 2006 Biennial/Special report was the first report after hurricane Katrina changed the face of the Gulf States in August 2005. At the time of that writing we were planning participation in the Mississippi Library Association annual conference, the first conference since Katrina. At the time of the 2006 report we were concerned about the impact of Hurricane Katrina upon our constituencies' ability to be active in our planning, assessment and evaluation. We found the practitioners, alums, friends and colleagues in our region to be committed to the School and the field; our constituencies are active in encouraging and advising the school as permitted by the demands of their own situations. To improve our contact with our many alums we solicit feedback at the annual Mississippi Library Association conferences, regional conferences and through survey contacts. One such survey revealed the majority of respondents preferred activities, both social and professionally related, be conducted in conjunction with the Mississippi Library Association conference. As a result we have held alumni breakfast meetings at the 2006 through the 2011 conferences, as well as holding reporting meetings, focus groups and content presentations in support of the conferences. All of the conferences had strong participation at the Southern Miss SLIS focus group meetings, luncheons and presentation meetings where activities, issues and concerns related to the school and the field are discussed. Information gathered in these meetings is most often reflected in the curriculum standard as the majority of recommendations have been related to course offerings and

professional orientation. The 2006 MLA focus group was primarily interested in receiving news about the School's accreditation (first meeting after receiving unconditional accreditation) and the situation on campus relative to recovering from Katrina, and sharing their own concerns about the impact of the storm on educational resources in the state. A presentation by Executive Director Karen O'Brien about COA was one of the SLIS sponsored events that helped clarify COA involvement and invited practitioners' participation in the process. The 2007 MLA focus group continued to involve discussion of Hurricane recovery and curricular issues; more management and budgeting training was recommended. Technology continued as an area of concern, and one that the School continues to monitor with periodic technology surveys of our courses. The 2008 MLA focus group provided feedback about how well prepared some of the graduates felt, and how employers viewed the new graduates' preparation and what they would like to see in our program. There was continued discussion of the long term impact of the hurricane on the state funding picture and the ongoing efforts to regain resources for libraries impacted by the storm, as well as the economic crisis brewing at the national level. While uniformly applauding the quality of our graduates there was discussion at the 2008 conference expressing concerns that print based reference resources (specifically Readers Guides) were not being given the appropriate primacy in the reference courses since we teach online. At the same time hailing the advantages of our online program there was discomfort expressed by older alums that they felt certain they personally could not have been successful in such a program. Faculty members theorized this is a continuation of technology resistance, but respect it as legitimate concern due to the speed of change in the field. Ultimately, the concern about using Readers Guides and print resources was as much linked to the need to impress upon students the interpersonal skills necessary to provide reference services as to keep the students aware of the value of print/local resources. While we provide skill work with online resources we still do require students examine print resources as available. In 2012 students will be required to submit (rather than volunteering to submit) video/vodcasts of themselves conducting mock interviews and demonstrating patron assistance behaviors. The School continues to implement advancing technologies as our students become able to obtain and support more developed technology tools. As technology and software costs have decreased our students have invested in better technology for use with our courses. With national student participation in our classes we find the discrepancies among their technology tools to be notable. We still service students who only have access to dial-up internet providers. We provide access to materials in advance so students can download and view large files at their own speed. We are developing more interactive class room situations, practicum and internship opportunities that stress using local resources, as well as sensitivity to the personal component of all library activities. Reaching out to practitioners across the nation we have been able to place more students in classrooms, libraries, museums, archives and university libraries for practical experience and professional mentoring, which MLA focus groups have indicated to be the "dream" courses, and best educational opportunities. Providing grant writing experience has been a frequent suggestion from the focus groups, and the required management course now includes a grant writing assignment. An advanced management course to cover more policies and procedure and grant writing has also been recommended. Responsiveness to curricular development suggestions to support the needs of our constituencies may be one of the most important methods we have to meet our mission "to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities".

In 2002 COA's conditional accreditation decision involved concern about Southern Mississippi's broad based planning processes. These concerns have been and continue to be addressed; systematic broad-based planning is an ongoing, overarching and critical component to address all of the Standards. The School of Library and Information Science planning processes are imbedded in the program as a component of the University planning and assessments system and as part of our commitment to support our student/employer constituencies, maintain compliance with Southern Association College and Schools (SACS), National Council on the Accreditation of Teacher Education (NCATE), American Library Association and the ALA Committee on Accreditation, and the mission of The University of Southern Mississippi.

Planning at all levels of the university focuses on assessment, evaluation and application of data to decision making. The School participates through representation on university and college committees in the review and analysis of existing Southern Miss strategic goals and plans, economic planning, curriculum review and educational Quality Enhancement Plans (QEP). All assessment and planning activities are tracked by university oversight groups including the Office of Institutional Effectiveness (under the Provost), the General Education Core (GEC) assessment review committee, the Professional Education Council (PEC), NCATE unit review committee, Academic Council, Graduate Council, University Priorities Committee and others. We employ a monitoring assessment and evaluation system through WEAVE Online and the Teacher Education Program employs TK20. The nature of the QEP, GEC, NCATE review committees and university accrediting bodies has integrated "continuous review and revision of ...vision, mission, goals, objectives, and learning outcomes" (Standards, 2008, 3) into the Southern Mississippi system. The University is engaged on all levels in broad based strategic planning, from physical plant to student enrollment and retention to academic accountability. The University of Southern Mississippi demonstrates commitment to the concepts and activities of planning, assessment, realignment and open documentation such that enrollment/retention consultants Noel-Levitz summary observations after a campus visit were -

First of all, we must mention that throughout the visit we observed an environment that is already embracing institutional strategic planning ...This complex task will be much easier because of the groundwork that was already set prior to our visit and because of the quality and enthusiasm of the planning leaders that we met"(Noel-Levitz, February 2008, 5)

As part of the university's strategic and budget planning processes SLIS has been engaged through the College of Education and Psychology and in conjunction with the university Academic Planning Group (2008-2009) and the University Priority Committee (2009-2010) in the review of all aspects of the program, including mission, goals and objectives. The processes have involved the analysis of all university initiatives – programs, degrees, certificates, etc. Employing a system of review based upon Robert Dickeson's 1999 *Prioritizing Academic Programs and Services*, designed and monitored by the University's Faculty Senate, every element of The University of Southern Mississippi has been engaged in this process. The review has also been a method to identify programs to be supported and grown or considered for discontinuation. The School of Library and Information Science ranked highly among the programs identified to be supported and grown. The MLIS program ranked number 7 in the College of Education and Psychology's 54 initiatives, and was ranked in the top tier (tier 5) of the University ranking at number 19 of 257 ranked

initiatives.(Additional documents related to both APG and UPC will be made available on site)

Multiple data collection and analysis components are pulled together to assist programs to improve recruitment and retention, to monitor student outcomes and program quality. As part of the University assessment system we employ the WEAVE online software to report on our curriculum outcomes/objectives, and related measures and findings. While we describe our own plans of assessment for each program, there is a university committee that examines the documents and advises us on methods to provide better description and suggests potential areas of improvement in our assessment plans, or reporting. With the continued in-depth involvement of the University assessment support systems we are confident that the process of continuous planning and review will continue.

The mission, goals, objectives and outcomes of the School of Library and Information Science are reflective of the vision and mission of The University of Southern Mississippi and the College of Education and Psychology. It is notable that the development of the revised Mission, Values and Plan of The University of Southern Mississippi involved a long-term and very inclusive exploration of the university's and the communities' vision for Southern Miss. Multiple interest and focus groups were brought together to develop them, and that pattern of development was carried through to the College and School levels.

The University Web pages host a variety of media that explore the history, vision, mission and plans for The University of Southern Mississippi, to have the full experience visit <http://www.usm.edu/about/overview-facts>

This section provides the following statements of interest to this section

The Mission, Values and Plan of The University of Southern Mississippi

The Mission of the College of Education and Psychology

The Mission, Goals and Objectives of the School of Library and Information Science

The University of Southern Mississippi Vision, Mission, Values, Plan

Our Vision

The University of Southern Mississippi will emerge as the premier research university of the Gulf South, engaging and empowering individuals to transform lives and communities.

Our Mission

Our primary mission is to cultivate intellectual development and creativity through the generation, dissemination, application and preservation of knowledge.

Our Values

Our mission is supported by the values that have been formed through the history and traditions of our institution. These values are widely and deeply held beliefs of our faculty, staff, students and administrators:

- Education provides opportunities to improve the quality of intellectual, social economic and personal well-being. These opportunities should be available to all who are willing and able to meet our standards of excellence.
- Our success is reflected by the degree to which our students become well-read, articulate and creative critical thinkers. It is measured by their display of specialized knowledge and abilities suitable to the pursuit of a career and life in our complex, everchanging world.
- We cherish innovation in the creation and application of basic and applied research findings, creative and artistic expression, meaningful learning experiences, the scope of services provided to our students and the broader community that we sustain, and the continuing evolution of degree programs that both respond to and anticipate the evolving demands of our society, employers and the labor market.
- Education encourages and advances the ideals of a pluralistic democratic society: civic responsibility, integrity, diversity and ethical behavior.
- Academic freedom and shared governance are long-established and living principles at the university. We cherish the free exchange of ideas, diversity of thought, joint decision making, and individuals' assumption of responsibility.
- We make efficient and effective use of our resources, for we are accountable to our university communities, the Board of Trustees and taxpayers.

Our Plan

Four priorities guide The University of Southern Mississippi, each helping to support our vision. These priorities, identified through a strategic planning process in 2007-08, provide a solid foundation for progress.

- Climate of Academic Success
- Image Development
- Community Connection
- Healthy Minds, Bodies and Campuses

Climate of Academic Success

Our vision for a climate of academic success includes a unified environment that minimizes barriers for prospective and enrolled students, attracts and retains quality faculty and staff, embraces and reflects diversity, and produces graduates who are truly competitive in the global marketplace.

Students, faculty and staff at Southern Miss, along with the larger community, benefit from a wide range of cultural, social and educational experiences that yield informed, responsible and productive citizens with a standard of lifelong learning.

University experiences are supported by quality facilities and up-to-date technology accessible to the entire university community. Educational programs adhere to rigorous standards in terms of student advisement, engagement and mentoring; curriculum development and delivery; and the exploration and generation of scholarly work.

Students admitted to Southern Miss have every opportunity to earn a degree and acquire a comprehensive educational foundation that expands their perspectives, enhances their opportunities and enriches our society.

Supporting Measures: Baccalaureate degrees awarded/six-year graduation rates/student return rates/square footage of new or substantially renovated facilities/accreditation for eligible programs/NSSE senior scores in the top 50 percent in each of the five benchmark areas/percentage of graduates employed in desired field or admitted to graduate school within one year of graduation

Image Development

Image development promotes the internal and external reputation of the university and supports the vision of Southern Miss. Image development must be linked to what we do and how well we do it.

Supporting Measures: Results on Chronicle/Gallup Branding Index/scores in U.S. News and Forbes University rankings/positive national media coverage

Community Connection

We envision engaged citizens of Southern Miss (students, faculty and staff) who genuinely invest in their university community and their host communities (locally, regionally, nationally and globally).

Our engaged citizens internationally build community through learning and working together inside and outside the university in order to create and sustain a culture of respect and civility. We do this through hosting, serving, sharing and discovering.

- *Hosting* refers to the importance of every contact made on campus – from the first to the last.
- *Serving* allows university citizens to invest in people, agencies/businesses and organizations through volunteering, service learning, internships, applied scholarship and university/ community partnerships.
- *Sharing* focuses on how we build relationships and engagement inside the university and with our host communities.
- *Discovering* encompasses the scholarship and creative activities of the university communities.

Supporting Measures: Student volunteer hours/square footage of sharing (social/learning) space/ attendance at university-sponsored events/peer-reviewed publications and presentations/external research funding/total endowed portfolio/alumni giving

Healthy Minds, Bodies, and Campuses

A culture that emphasizes a multidimensional healthy environment at Southern Miss is deemed central to attain the goals of this strategic plan. An emphasis on healthy lifestyles will enhance the quality of the Southern Miss experience and beyond. Appropriate efforts in campus sustainability will contribute to an improved environmental impact and an informed perspective on resource use.

Continuous efforts to maintain safety and security of all at Southern Miss will increase the potential to attain individual and community goals.

Supporting Measures: Participation in university-sponsored wellness/fitness activities/employee absenteeism/LEED-certified buildings and renovations/solid waste reduction/recycling

The College of Education and Psychology Mission Statement

The College of Education and Psychology prepares and develops educators, researchers, mental health professionals, and information specialists while generating and disseminating knowledge that connects and advances individuals, communities, and society.

Students develop knowledge and skills through exposure to exemplary teaching, research, and professional service. The College contributes to the mission of the University through all aspects of scholarship that promote academic success; enhance the image of the College and the University; foster community relationships and involvement; and create healthy minds, bodies, and campuses.

School of Library and Information Science

Mission, Goals and Objectives – revised and adopted August 2011

The mission of the master's of library and information science program is to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities.

GOAL 1

To foster and promote among master's degree candidates a knowledge of and commitment to ethical practice on the part of library and information professionals.

OBJECTIVES

As a result of this goal candidates will:

- A. Discuss and defend the articles of the Library Bill of Rights.
- B. Develop policies on how to deal effectively and fairly with persons who seek to censor materials in libraries and information centers.
- C. Develop policies for providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the patron's right to read.
- D. Analyze the needs of the community being served.

GOAL 2

To develop among master degree candidates a knowledge of the basic tenets of assisting users, collection development and maintenance, organization of materials and information, and management of libraries and other information agencies.

OBJECTIVES

As a result of this goal candidates will:

- A. Demonstrate ability to interact with patrons to effectively assist with information needs and usage.
- B. Develop procedures and policies for analyzing needs and providing a collection of materials to meet those needs.
- C. Demonstrate ability to organize those materials and services so that they are readily accessible to the public being served by a library or information center.
- D. Develop, evaluate, and discuss the elements of management theory, including goal setting, budget and fiscal management, collection management, program planning, implementation, and evaluation.
- E. Develop methods of promoting and advocating for libraries and library services

GOAL 3

To create an environment for master's degree candidates to know, understand and appreciate the importance of professional organizations and continuing education, the evolution of libraries, and the library profession, in the context of social and cultural diversities.

OBJECTIVES

As a result of this goal candidates will:

A. Demonstrate knowledge of the history of information technologies and a historical perspective of their chosen profession.

B. Analyze the role that libraries, information centers, books, and communication media in general plays in the development of human culture.

C. Demonstrate knowledge about professional organizations and the benefits of membership.

GOAL 4

To introduce master's degree candidates to theoretical and applied professional research in all areas of librarianship; to develop cognizance of the role of scientific research in building a theoretical and practical knowledge base; and to provide an opportunity for each student to conduct original research.

OBJECTIVES

As a result of this goal candidates will:

A. Apply methods of scientific social research and analysis, and draw appropriate inferences from the results of such studies.

B. Explain the role of scientific research and of a theoretical knowledge base in librarianship.

C. Be able to conduct original research and communicate the results appropriately.

GOAL 5

To develop an awareness of the effects of technology on all library and information centers' operations,

OBJECTIVES

As a result of this goal, candidates will:

A. Analyze new developments in information technologies and the ways in which these impact provision and usage of information on the part of professionals and patrons. 636

B. Demonstrate ability to use information technologies to communicate effectively. Testing online pathfinder

C. Be cognizant of the impact of technology on the social and economic structure and the library's mission to the community.

GOAL 6

Enable master's degree candidates to solve problems and to communicate effectively and professionally with diverse publics.

OBJECTIVES

As a result of this goal, candidates will:

- A. Demonstrate high-quality communication through writing, and speaking.
- B. Analyze and solve problems relevant to library/information centers

Planning Process

The School of Library and Information Science has engaged in broad-based planning involving various constituencies. SLIS has pursued the following:

- Revised and updated strategic plan – ongoing and in conjunction with college and University guided re-examination – August 2011
- Created a Facebook site, both general and closed for School of Library and Information Science students, alums and friends Spring 2010
- Program sessions were planned and led by SLIS faculty at each of the Mississippi Library Association annual conferences (2002, 2003, 2004, 2006*, 2007, 2008, 2009, 2010, 2011) [* The 2005 MLA conference was canceled due to Hurricane Katrina]. These sessions have included updates on the status of SLIS, focus discussions about preparation of graduates, presentations on the accreditation process, and programs on library issues such as the USA PATRIOT Act and mentoring
- Multiple informal contacts made with employers including academic, public and special librarians
- Group sessions with recent graduates at Annual MLA
- Input from LISSA, the student group

Some of the results of these efforts have included the following:

- Curriculum modifications based on input from employers, students, and MLA focus groups, addition of specific assignments/experiences to required courses
- Redesign of practicum system as requested by practicum supervisors in the field
- Modifications of the strategic plan
- Better visibility and understanding of the School in the Mississippi library community as a whole
- Wider discussion of the importance of accreditation and the processes involved.

SLIS has revised its strategic plan in keeping with changes in the University and College. We believe it continues to reflect our mission and commitment to our constituencies. The strategic plan is included as an appendix (5.1A).

I.2 Program objectives are stated in terms of educational results to be achieved and reflect

I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management

The goals of the school associated with related objectives are identified below.

Goal 2 Objective A: The student will demonstrate the ability to interact with patrons to effectively assist with information needs and usage.

Goal 2 Objective B The student will develop procedures and policies for analyzing needs and providing a collection of materials to meet those needs.

Goal 2 Objective C: The student will demonstrate the ability to organize those materials and services so that they are readily accessible to the public being served by a library or information center.

Goal 2 Objective D: The student will be able to demonstrate ability to evaluate, implement, and discuss the elements of management theory, including goal setting, budget and fiscal management, collection management, program planning, implementation, and evaluation.

Goal 3 Objective A: The student will be able to demonstrate knowledge of the history of information technologies and a historical perspective of their chosen profession.

I.2.2 the philosophy, principles, and ethics of the field

Goal 1 Objective A: The student will be able to discuss and defend intelligently the articles of the Library Bill of Rights

Goal 1 Objective B: The student will be able to develop policies to deal effectively and fairly with persons who seek to censor materials in libraries and information centers.

Goal 1 Objective C: The student will be able to understand the importance of providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the people's right to read.

Goal 2 Objectives C: The student will be able to select from various possibilities those materials and services that are most appropriate in a particular community and organize those materials and services so that they are readily accessible to the public being served by a library or information center.

I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations

Goal 2 Objective B: Demonstrate the role of the library and of the librarian in the information process.

Goal 2 Objective E: Demonstrate a facility for appropriate oral and written communication.

Goal 3 Objective B: Develop awareness of the role that libraries, information centers, books, and communication media in general plays in the development of human culture.

I.2.4 the value of teaching and service to the advancement of the field

Goal 3 Objective A: Demonstrate knowledge of the history of information technologies and a historical perspective of their chosen profession.

Goal 3 Objective B: Develop awareness of the role that libraries, information centers, books, and communication media in general plays in the development of human culture.

Goal 3 Objective C: Demonstrate understanding of the need to remain current with new developments in information technologies and with the ways in which these tend to displace traditional means of communication.

I.2.5 the importance of research to the advancement of the field's knowledge base

Goal 4 Objective A: The student will be able to apply methods of scientific social research and analysis, and draw appropriate inferences from the results of such studies.

Goal 4 Objective B: The student will be able to explain the role of scientific research and of a theoretical knowledge base in librarianship.

Goal 4 Objective C: The student will be able to conduct original research and report the results appropriately.

I.2.6 the importance of contributions of library and information studies to other fields of knowledge

Goal 3 Objective B: The student will develop awareness of the role that libraries, information centers, books, and communication media in general plays in the development of human culture.

I.2.7 the importance of contributions of other fields of knowledge to library and information studies

Goal 3 Objective B: The student will be develop awareness of the role that libraries, information centers, books, and communication media in general plays in the development of human culture.

I.2.8 the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups

Goal 2 Objective C: The student will be able to select from various possibilities those materials and services that are most appropriate in a particular community and organize those materials and services so that they are readily accessible to the public being served by a library or information center.

I.2.9 the role of library and information services in a rapidly changing technological and global society

Goal 3 Objective C: Demonstrate understanding of the need to remain current with new developments in information technologies and with the ways in which these tend to displace traditional means of communication.

I.2.10 the needs of the constituencies that a program seeks to serve.

Goal 1 Objective C: The student will be able to understand the importance of providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the people's right to read.

Goal 2 Objective C: The student will be able to select from various possibilities those materials and services that are most appropriate in a particular community and organize those materials and services so that they are readily accessible to the public being served by a library or information center.

Sources of Evidence

- 1.1 Stated mission, objectives, outcomes of SLIS,
- 1.2 See also Appendix 5.2B of Standard II for the table of relationships among the course objectives and assessments to SLIS program goals and objective
- 1.3 See also Appendix 5.2C of Standard II for the table of the relationship of selected specific course objectives and assessments to ALA Core Competencies
- 1.4 University Graduate Bulletin <http://www.usm.edu/registrar/graduate-bulletins>
- 1.5 SLIS strategic plan Appendix 5.1A of Standard I;
- 1.6 Mississippi Library Association conference programs;
- 1.7 focus group minutes/notes;
- 1.8 surveys;

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.

A flowchart of the University creation and approval process will be provided. Planning the curriculum is linked to our correspondence with our constituencies, and observations of trends in the field and education.

Sources of evidence:

- 1.1. Curriculum Committee:
Chair: Teresa Welsh
Previous Chair: Elizabeth Haynes
Members: Stacy Creel, Xinyu Yu
Secretary to the Curriculum Committee: Karen Rowell
 - 1.2. Curriculum Approval Process Flowchart, Examples of Committee Minutes and Forms (Appendix 5.2A).
-

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

The mission of the School of Library and Information Science (SLIS) is to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities. The focus of SLIS has been and remains on serving the needs of the library community in Mississippi and surrounding states by producing persons who are qualified to assume professional and leadership roles in libraries and related agencies. Based upon discussions with the library community of the state SLIS has retained what might be considered a traditional curriculum. However, the true tradition of librarianship has been adaptation, improvement, and implementation of technologies and systems that better serve the information needs of the various clienteles. We have at the suggestion of our practitioners retained ‘traditional’ courses such as Cataloging, Collection Development and Reference, and have integrated more technology into core and elective courses. Further, we have compared our course assessments and outcomes with the ALA Core Competencies document.

Sources of evidence:

- 2.1 Core Curriculum and Electives
- 2.2 Correlation of Core Course Objectives, Outcomes to SLIS Goals, Objectives (Appendix 5.2B)

2.1. Core Curriculum and Electives

Core Curriculum

This mission and focus are served by a core curriculum that consists of the following:

- LIS 501 – Introduction to Reference Resources and Services
- LIS 505 – Cataloging and Classification
- LIS 511 – Development of Library Collections
- LIS 605 – Library Management
- LIS 636 – Information: The Library and Society
- LIS 651 – Introduction to Information Science
- LIS 668 – Research Methods in Library and Information Science
- LIS 695 – Master’s Project

Electives

Students must include one of the following technology-focused courses as one of their electives

- LIS 516 – Media Utilization
- LIS 557 – Computer Applications in Libraries
- LIS 558 – Internet Resources and Applications

Students may choose from any elective courses offered by SLIS for the remaining four courses. The following electives have been offered in the last three years:

- LIS 506 – Advanced Cataloging and Classification
- LIS 508 – School Library Media Centers
- LIS 516 – Media Utilization
- LIS 517 – Literature and Related Media for Children
- LIS 518 – Literature and Related Media for Young Adults
- LIS 519 – Programs and Services for Youth
- LIS 540 – Information Ethics
- LIS 545 – Sources of Information for a Multicultural Society
- LIS 560 – System Analysis for Librarians
- LIS 580 – British Studies: Studies in Librarianship
- LIS 587 – British Studies: Research
- LIS 607 – The Library Media Center and the School Curriculum
- LIS 629 – Studies in Children’s Literature
- LIS 631 – History of Libraries
- LIS 640 – Academic Libraries
- LIS 641 – Public Libraries
- LIS 642 – Special Libraries
- LIS 646 – Special Collections and Archives
- LIS 647 – Introduction to Archival Organization
- LIS 648 – Archival Practicum
- LIS 656 – Online Database Services and Resources
- LIS 664 – Government Publications
- LIS 670 – Topics in Service to Library Clientele
- LIS 675 – Seminar in Organization of Material: Introduction to Digital Libraries
- LIS 675 – Seminar in Organization of Material: Metadata
- LIS 689 – Library Practicum
- LIS 692 – Special Problems in Librarianship

Graduate core and elective courses are taught by SLIS faculty. The fall 2011 course schedule is available at: http://www.usm.edu/slis/Fall_2011NUMBERS.php#grad and the spring 2012 schedule is available at: http://www.usm.edu/slis/Spring_2012NUMBERS.php#grad

A revised and updated three year rotation of courses is under construction to include changes in the programs' curriculum, such as the addition of the Graduate Certificate in Archives and Special Collections, addition of a one credit orientation course and the new technology elective requirement.

II.3. 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.

SLIS core curriculum is related to ALA Accreditation Standard II.3 and to ALA Core Professional Competencies.

Sources of evidence:

3.1. Relation of Curriculum to Accreditation Criteria II.3

3.2. Relation of SLIS Goals, Objectives and Outcomes of Core Courses to ALA Core Competencies (Appendix 5.2C)

The curriculum meets the criteria set forth in the Accreditation standards as shown in the following table that illustrates the relationship of selected specific course objectives and assessments to the individual criterion. The relationships listed here are intended to be representative, not exhaustive.

Table 3.1. Relation of Curriculum to Accreditation Criteria II.3

| Accreditation Criteria for Curriculum | Selected Individual Course Objectives that Indicate Compliance with Criteria | Course Assessments |
|---|---|--|
| <i>II.3.1The curriculum fosters development of library and information professionals who will assume an assertive role in providing services.</i> | <p>LIS 511 - 1. Gather and analyze data relating to the information needs of a service community. 2. Identify and analyze current issues and trends in collection development. 3. Discuss, evaluate, and revise collection development policies and procedures.</p> <p>LIS 605 - 1. Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development. 2.</p> | <p>LIS 511 – Community Analysis Paper; Reviewing Sources Paper; Collection Development Policy</p> <p>LIS 605 - Written Analyses of Articles from Professional LIS Management Literature; Development of a Position Description; Development of a Performance Evaluation Instrument; LIS-related Grant Proposal</p> |

| | | |
|---|--|---|
| | <p>Demonstrate an understanding of how to effectively negotiate management issues such as funding and how to effectively market library services</p> <p>LIS 651 – 1. Demonstrate the ability to articulate the various interpretations of 'data', 'information' and 'knowledge' and the implications of these differences including the impact communications issues have upon the status of information, both in theory and practice. 2. Demonstrate an understanding of the role and implications of technology relevant to information and information management.</p> | <p>LIS 651 - Written Analyses of Articles from the Professional Literature; Participation in Chats and Discussion Board</p> |
| <p><i>II.3.2 The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.</i></p> | <p>LIS 501 – 1. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader's advisory, and user instruction. 2. New technologies and their impact on reference.</p> <p>LIS 651 - Demonstrate the ability to apply bibliometric methodology as an evaluative tool in research.</p> <p>LIS 668 – 1. Demonstrate an understanding of scientific research, its history and role in building a knowledge base in library and information science, and the responsibility of professionals to add to knowledge in the field through research.</p> | <p>LIS 501 – Evaluation of Online Tutorials; Creation of an Online Pathfinder; Bibliographic Instruction Podcast</p> <p>LIS 651 - Written Analyses of Articles from Professional Literature; Participation in Chats and Discussion Board; Bibliometric Research Proposal</p> <p>LIS 668 – Report on a Scholarly LIS Journal; Critical Report of Published Research; Research Proposal; Participation in Chats & Discussion Board</p> |
| <p><i>II.3.3 The curriculum integrates the theory, application, and use of technology.</i></p> | <p>LIS 501 - New technologies and their impact on reference.</p> <p>LIS 605 - Demonstrate an understanding of the effects of technology on communication and organizational structures.</p> <p>LIS 516, 557, or 558 - Demonstrate ability to use information technologies to communicate effectively.</p> | <p>LIS 501 – Evaluation of Online Tutorials; Creation of an Online Pathfinder;</p> <p>LIS 605 – Written Analysis of Articles from Professional Management Literature; Participation in Chats & Discussion Board</p> <p>LIS 516, 557, or 558 – Create a LIS-Related e-Resource (Blog, Wiki, or Web Site).</p> |
| <p><i>II.3.4 The curriculum responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups.</i></p> | <p>LIS 505 - 1. Interpret entries in catalogs and indexes for all types of materials in various environments serving diverse users.</p> <p>LIS 511 - 1. Gather and analyze data relating to the information needs of a service community. 2. Identify and apply criteria appropriate for evaluating and selecting resources in all formats and for a variety of patrons' informational needs.</p> <p>LIS 636 – 1. Discuss the mission and roles played by a particular type of library in a diverse community. 2. Understand how this type of library provides multicultural library services to the community. 3. Explain the global nature of our society, and by extension of the need for a multicultural-oriented type of library services.</p> | <p>LIS 505 – Cataloging Exercises; Research Paper; Quizzes and Exams.</p> <p>LIS 511 – Community Analysis Paper; Discussion Board on Collection Evaluation.</p> <p>LIS 636 – Assigned Readings, Participation in Chats and Discussion Board; Short Paper on Service to Multicultural Populations; Exams</p> |

| | | |
|--|---|---|
| <p><i>II.3.5 The curriculum responds to the needs of a rapidly changing technological and global society</i></p> | <p>LIS 501 – 1. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader’s advisory, and user instruction. 2. New technologies and their impact on reference.</p> <p>LIS 636 – 1. Discuss and understand the application of new technology in organizing information and serving library patrons. 2. Explain the global nature of our society, and by extension of the need for a multicultural-oriented type of library services.</p> <p>LIS 516, 557, or 558 - Demonstrate ability to use information technologies to communicate effectively.</p> | <p>LIS 501 – Evaluation of Online Tutorials; Creation of an Online Pathfinder; Bibliographic Instruction Podcast</p> <p>LIS 636 – Assigned Readings, Participation in Chats and Discussion Board; Short Paper on Service to Multicultural Populations; Exams</p> <p>LIS 516, 557, or 558 – Create a LIS-Related e-Resource (Blog, Wiki, or Web Site).</p> |
| <p><i>II.3.6 The curriculum provides direction for future developments of the field.</i></p> | <p>LIS 505 - . Understand and explain basic concepts of metadata.</p> <p>LIS 511 - Identify and analyze current issues and trends in collection development.</p> <p>LIS 651 - Demonstrate the ability to evaluate and discuss issues of information policy, information economics, professional roles and ethics within the context of library and information science.</p> | <p>LIS 505 – Research Paper; Quizzes and Exams.</p> <p>LIS 511 - Participation in Chats & Discussion Board; Midterm and final exams</p> <p>LIS 651 - Bibliometric research paper; Written analyses of articles from the professional literature; Participation in Chats & Discussion Board</p> |
| <p><i>II.3.7 The curriculum promotes commitment to continuous professional growth.</i></p> | <p>LIS 605 – Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development.</p> <p>LIS 636 - Develop an historical perspective and a sense of tradition in respect to their chosen profession, and have some knowledge of the history of the various information technologies.</p> <p>LIS 668 - Demonstrate an understanding of the responsibility of professionals to add to knowledge in the field through research.</p> | <p>LIS 605 – Position Description, Resume Assignment, Participation in Chats and Discussion Board</p> <p>LIS 636 – Assigned readings, Participation in Chats and Discussion Board; Written Assignments, Research Paper; Quizzes and Exams</p> <p>LIS 668 - Survey of a Scholarly LIS Journal; Critical Report of Published Research; Research Proposal</p> |

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.

Sources of evidence:

4.1. Course Sequence

4.2. Research

4.1. Course Sequence

Students are counseled by advisors to take the core 500-level courses before attempting most of the 600-level courses, as it is felt that a background in reference, cataloging and collection development and management aids students in understanding concepts in management, practicums, and other higher-level courses. Having made the three courses; Introduction to Reference, Cataloging and Classification and Collection Development and Management, prerequisite to two of the advanced courses helps students to perceive immediately the complexity and humanity of library science and tends to dispel the false notion that library science is an easy course of study.

All of the required courses for the MLIS are offered each semester. Elective courses are offered on a rotation, with occasional exceptions for special interest, or special request courses when faculty are available to teach. All of the MLIS courses are taught by Southern Miss School of Library and Information Science faculty, we have not used any adjuncts for the graduate program since 2005.

4.2. Research

The University of Southern Mississippi, a Carnegie Research-Extensive Institution, requires all faculty and graduate students to complete the Responsible Conduct of Research Training (<http://www.usm.edu/research/responsible-conduct-research>) by completing online modules in the Collaborative Institutional Training Initiative (CITI).

Any research that involves human subjects must be pre-approved by the Institutional Review Board (IRB: <http://www.usm.edu/irb/>).

Students learn to conduct bibliometric research in LIS 651: Introduction to Information Science and are required to do a master's research project on an approved topic. The project proposal is developed in LIS 668: Research Methods and completed in LIS 695: Master's Research Project.

A list of students' published research is available online (<http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>).

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.

Specializations

In addition to the core courses, students are allowed to choose electives that are appropriate for their area of interest or specialization:

- Students going into school libraries follow a specified curriculum that follows the standards articulated by the American Association of School Librarians (AASL) and approved by NCATE.
- Students have the option to earn a dual-master's degree in LIS /history, LIS/anthropology or LIS/political science.
- Students may pursue a Graduate Certificate in Archives and Special Collections that is based on SAA (Society of American Archivists) standards and guidelines
- Students may choose to study abroad in British Studies LIS 580/587: British Libraries and Information Centers
- Students may take a practicum in their chosen type of library or archive; while a practicum is not required, it is strongly recommended for students with little or no practical library experience.
- Students may propose individual specialized studies, carried out under the supervision of a faculty member.

Sources of evidence:

5.1 School Licensure Requirements

SLIS Course Objectives and Assessments in Relation to AASL Standards (Appendix 5.2D)

5.2 Dual Degrees (http://www.usm.edu/slis/prog_dual.php)

5.3 Graduate Certificate in Archives and Special Collections (<http://www.usm.edu/slis/ASCCertificate.php>)

Graduate Certificate in Archives and Special Collections Student Learning Outcomes, Assessments, Grading Rubrics (Appendix 5.2E)

5.4 British Studies (course syllabus and grading rubrics available online: <http://www.usm.edu/slis/British.htm>)

5.1. School Licensure Requirements

For those students following a curriculum that leads to AA school library media licensure, the following courses are required in addition to the core curriculum:

- LIS 508 – School Library Media Centers
- LIS 516 – Media Utilization
- LIS 517 – Literature and Related Media for Children
- LIS 518 – Literature and Related Media for Young Adults
- LIS 607 – The Library Media Center and the School Curriculum

5.2. Dual Degrees

The school participates in three dual-master's programs. Students pursue the degrees simultaneously and each combined program includes thirty (30) hours in library and information science and thirty (30) hours in the dual major, for a total of sixty (60) hours.

Students must be admitted separately to each program and must satisfy the requirements of both degrees before the degrees will be awarded.

- Master of Library and Information Science and Master of Arts in Anthropology
- Master of Library and Information Science and Master of Arts in History
- Master of Library and Information Science and Master of Arts in Political Science.

5.3 Graduate Certificate in Archives and Special Collections

A Graduate Certificate in Archives and Special Collections was approved in fall 2009.

The 18-credit hour certificate combines online coursework related to archival history, theory, methods, organization, and ethics, with an archival practicum. This course of study can be taken as part of a student's MLIS degree or as a post-master's certificate for those holding an MLS from an ALA-accredited program. Non-LIS graduate students are required to take LIS 505: Cataloging and Classification as a prerequisite.

Program Goals/Objectives: To prepare students for careers in archives and related fields such as special collections, museums, and digital libraries.

Required courses:

- LIS 646: Special Collections and Archives
- LIS 647: Introduction to Archival Organization
- LIS 648: Archival Practicum
- LIS 675: Seminar in the Organization of Material: Introduction to Digital Libraries
- LIS 675: Seminar in the Organization of Material: Metadata

Elective (choose one)

- LIS 506: Advanced Cataloging and Classification
- LIS 558: Internet Resources and Applications
- LIS 631: Library History
- LIS 634: History of Children's Literature

Certificate Assessment

After completing the required coursework, students are required to write a 2500-word paper on an approved topic related to archives, special collections, or digitization that is approved by faculty teaching archival-related courses.

5.4 British Studies

Since 2007, SLIS has offered study-abroad courses (6 credit hours) in the summer through the Southern Miss 4-week British Studies Program, one of the oldest and largest study-abroad programs in the U.S.:

- LIS 580 – British Studies: Studies in Librarianship
- LIS 587 – British Studies Research

During the past 5 summers, 93 students have participated in British Studies from SLIS and 25 additional universities from across the U.S.

- Florida State University
- Indiana University
- Kent State University

- Long Island University
- North Carolina Central University
- Queens College NY
- San Jose State University
- Simmons College
- SUNY at Albany
- SUNY at Buffalo
- SUNY at Stony Brook
- University of Alabama
- University of Arizona
- University of Denver
- University of Hawaii
- University of Kentucky
- University of Illinois
- University of Maryland
- University of Missouri
- University of North Carolina at Greensboro
- University of Oklahoma
- University of Rhode Island
- University of South Florida
- University of South Carolina
- Wayne State University.

Assessments: Student enrollment in British studies, student evaluations.

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

SLIS was an early adopter of online delivery of courses:

- 1995 – 1st computer-enhanced hybrid course
- 1998 - 1st entirely online course offered at USM, LIS 651 Introduction to Information Science
- 2002 – M.L.I.S. degree all online with Blackboard, online interactive text chat
- 2007 – Web CT with Wimba for interactive audio classes
- 2011 – Blackboard 9.1, Wimba, more multimedia, Web 2.0 apps such as blogs, wikis, social media.

SLIS delivers all graduate courses in an online interactive environment but retains authority to offer courses in face to face or hybrid modes.

- Course modifications must be approved by the SLIS Curriculum Committee and Director, then at the college level by the College Curriculum Committee and at the university level by the Graduate Council; changes at the program level must also be approved by the state Institute of Higher Learning (IHL).
- The Professional Education Council must review courses that are components of the educational curriculum.

- The faculty of the school ensures that all courses meet the same high standards. Clear and measurable grading rubrics have been developed for each course to assist students in understanding assignment requirements.
- Students must pass a final comprehensive exam that is composed of questions related to the core curriculum.

Source of evidence:

6.1. Norton, M.J., "The University of Southern Mississippi School of Library and Information Science Distance Education History and Programs," in Barron, Daniel D., ed., *Benchmarks in Distance Education: The LIS Experience*. Westport, CT: Libraries Unlimited, 2003.

6.2 Graduate Council http://www.usm.edu/graduateschool/graduate_council.php

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.

Several measures have been taken to collect input about the school's curriculum from students, graduates and other constituents. These include course evaluations, focus groups of students and alumnae, feedback from practicum supervisors, sessions held at Mississippi Library Association conferences, and informal meetings with employers. The development of rubrics, to the review of the assessment methods employed and a continuing re-examination of both assessment plans and products. Examples of changes over time can be found in the Assessment Plans posted on the university Institutional Effectiveness pages (www.usm.edu/ie).

Sources of evidence:

7.1 Course Evaluation

7.2 Examples of Course Syllabi and Grading Rubrics (Appendix 5.2F)

7.3 Program Evaluation: University Priorities Committee

7.4 University Priorities Committee Report (Appendix 5.2G)

7.5 Program Evaluation: Focus Group

7.6 Focus Group Notes for 2010, 2011 (Appendix 5.2H)

7.6 Technology Survey

7.7 Technology Survey in the Curriculum, 2011 (Appendix 5.2I)

7.8 Future Prospects

7.9 Curriculum Revision Approval Process

7.1. Course Evaluation

Southern Miss uses online course evaluations, which are used in tenure and promotion and also in annual faculty evaluations. Student participation is high since the incentive is early access to semester grades.

In addition to the curriculum revision documents developed by the faculty, the School has been engaged in an ongoing revision of assessment procedures to satisfy University and SACS requirements. A yearly assessment plan of curriculum outcomes was developed and continues to be a work in progress as we learn from each iteration. These are available on the Southern Miss Web pages at www.usm.edu/ie

The faculty has also developed rubrics to be used in grading all major assignments and these have been incorporated into syllabi to be provided to students. The rubrics are based on those developed by Quality Enhancement Program (QEP), a university-wide initiative to improve the quality of students' writing and speaking skills.

7.3. Program Evaluation: University Priorities Committee

In 2010, Southern Miss initiated a system of review for all programs in order to identify weak programs to be phased out and strong programs, which were to receive increased support.

Rating criteria included:

- A. Consistency with University Mission, Vision, Values, and Priorities (10%)
- B. External and Internal Demand (15%)
- C. Quality (25%)
- D. Productivity, Cost, and Efficiency (25%)
- E. Potential (20%)
- F. Additional Information (05%).

Each department submitted a report, which was reviewed and rated by the College Priorities Committee, the Dean and Department Directors Committee and the University Priorities Committee. The scores were averaged and the programs ranked from 1 (lowest) to 5 (highest). SLIS was ranked at the highest level of 5.

7.5. Program Evaluation: Focus Group

In October each year, SLIS conducts a focus group of students and recent graduates at the Mississippi Library Association Annual Conference. Some of the common themes from past three years' focus groups and how they were addressed include:

- Appreciated level of communication of SLIS with students and face-to-face opportunities at MLA and other conferences
- Appreciated that SLIS is valued by Southern Miss so program is not cut (SLIS was ranked as top-tier program so it was approved to hire 3 additional faculty)
- Appreciated having requirement of research papers and detailed feedback so they have better chance to be published or presented (list of student publications: <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>)
- Requested more grant-writing in course or workshop (SLIS management course now requires grant-writing midterm assignment)
- Requested real-life work (SLIS offers two practicum courses and recently offered a service-learning class)
- Requested more technology survey workshops or courses (one of three specific technology intensive courses is now required as one of the 5 electives).

7.6. Technology Survey

The School of Library and Information Science conducts technology surveys regularly to determine degree of integration of technology into core courses and as a way to encourage faculty to incorporate evolving technology into courses. The online environment of many of the courses lends itself to utilization of various basic production technologies such as word processing, spreadsheets, email, PowerPoint, creation of electronic documents, etc.

- School has made a commitment to provide increased access to library-related software as evidenced by the purchase of site licenses for *Cataloger's Desktop* and *WebClass*.
- Students also use *WebDewey*, courtesy of OCLC.
- Several courses require creation of Web pages and Web 2.0 applications such as blogs, wikis, and glogs. Particular attention is paid to electronic resources in Reference and Collection Development.
- Advanced Cataloging is increasingly concerned with metadata and various organizational schemas, such as Dublin Core and EAD, while the introductory cataloging course has a solid grounding in MARC.
- In addition to the scholarly databases available through Cook Library, the online public services course has guest access to *DIALOG*, *ISI Web of Knowledge* and *Web of Science*, and other specialty databases such as *Plunkett Research Online*.
- New e-resources at Cook Library related to LIS coursework includes *Emerald Insight LIS Journal Collection*

7.8. Future Prospects

- New seminar courses in metadata and digital libraries are now offered each year as part of the requirements of the Graduate Certificate in Archives and Special Collections. This certificate is available to LIS graduate students, LIS alumnae, and other majors who complete a pre-requisite course in basic cataloging.
- Multimedia such as audio and video podcasts as well as audio and video interactive sessions are increasingly incorporated into online courses to increase interactivity and student engagement.
- New course, LIS 519: Programs and Services for Youth has been approved to be delivered online or face-to-face; a Graduate Certificate in Programs and Services for Youth is planned for the future.
- A new technology elective will be required for students who enter the program beginning in spring 2012; students must include one of three specific technology intensive courses as one of their 5 electives.
- A new 1-hour graduate orientation course is planned for the fall 2012 that would be primarily asynchronous but with online meetings with each faculty that covers 1) orientation, 2) technology, 3) overviews the different types of libraries/museums, 4) professionalism and advocacy, 5) management in the field; completion of the CITI modules for responsible conduct of research would be required as well as written assignments related to specific library/archives area of interest and the professional associations related to that area.

7.9. Curriculum Revision Approval Process

- Changes in the curriculum or courses begin with feedback from students, graduates, professionals in the field, and information from conferences and workshops
- Proposed courses or course revisions are first discussed and voted on by the SLIS Curriculum Committee, then brought before SLIS Director and faculty at the next faculty meeting for a vote.
- If approved by the Director and faculty, the Curriculum Committee Chair completes the required paperwork (http://www.usm.edu/graduateschool/course_proposals.php) and submits to the College Curriculum Committee.
- The CCC reviews and votes on the curriculum proposal on first reading, at which time it may be approved pending suggested revisions; the revised proposal is then reviewed and voted on at the next CCC meeting. If approved on the second reading, it is forwarded to the University Graduate Council.
- The Graduate Council reviews and votes on the curriculum proposal; representatives from SLIS attend the relevant Graduate Council meeting to address any questions about the proposal. If approved, the change goes into effect on the designated date, usually the following semester.
- A change at the program level, such as adding a new certificate program, must also be approved by the state Institute of Higher Learning (IHL).

Evidence Appendices

- 5.2A1 Graduate Curriculum Approval Process Flowchart
- 5.2A2 Examples of Curriculum Committee Minutes, Forms and Related Documents
- 5.2B Correlation of Core Course Objectives, Outcomes to SLIS Goals, Objectives
- 5.2C Relation of SLIS Goals, Objectives and Outcomes of Core Courses to ALA Core Competencies
- 5.2D SLIS Course Objectives and Assessments in Relation to AASL Standards
- 5.2E Graduate Certificate in Archives and Special Collections Student Learning Outcomes, Assessments, Grading Rubrics
- 5.2F Examples of Course Syllabi and Grading Rubrics
- 5.2G Program Evaluation: University Priorities Committee Report
- 5.2H Program Evaluation: Focus Group Notes for 2010, 2011
- 5.2I Technology Survey in the Curriculum, 2011

Standard III: Faculty

III.1 The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

The Southern Mississippi SLIS faculty have the educational, professional, and practical backgrounds to enable them to support the program's mission and objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program. Part-time adjunct faculty balance and complement the teaching competencies of the full-time faculty and enrich the quality and diversity of the program.

As of January 2012 there are nine (9) faculty, six (6) full time tenured or tenure track faculty, one (1) tenure track faculty on administrative leave, one (1) full time visiting assistant professor, one (1) full time visiting instructor, and two (2) graduate assistants with teaching assignments in the SLIS. The visiting instructor covers four (4) undergraduate sections as well as participates in curriculum development and review. The six active tenured or tenure track faculty members are teaching predominately graduate level courses. The sum total of these personnel is the equivalent of eight and one-half (8.50) full time faculty.

We recently received permission to advertise for three tenure-track positions and a regular full-time instructor position for the academic year 2011-12. The visiting professor position will be taken by one of the three tenure track hires for Fall 2012, and the visiting instructor line will be filled with a full-time regular instructor. The faculty member on leave will be replaced with one of the tenure track hires, and one additional tenure track hire will be made. The net faculty in Fall 2012 will be nine (9) full time tenured or tenure track faculty, plus one full time regular instructor. Depending on whether any graduate assistants in fall are qualified to teach (minimum 18 graduate hours of LIS required to teach undergraduates), there will be 10 full time equivalent faculty in place and possibly .5 fte filled by graduate assistants.

Table 3:1 : Faculty Name and Rank (from 2005 – present)

| Faculty | Rank | Appt. to SLIS |
|-------------------------------|-------------------------------|--|
| Melanie J. Norton | Assoc. Professor & Director | Aug. '93 |
| Dorothy Elizabeth Haynes | Associate Professor | Aug '98 |
| Teresa Welsh | Associate Professor | June '03 |
| Catharine Bomhold | Assistant Professor (tenured) | June '03 |
| Xinyu Yu | Assistant Professor | Aug. '07 |
| Scott Klingler | Assistant Professor | Aug. 07 Terminal contract 10-11 |
| Stacy Creel | Assistant Professor | Aug '10 |
| Johnnie Edmand Pace | Visiting Instructor | Aug. '11 |
| Yan Wu | Visiting Assistant Professor | Aug. '11 |
| Past Faculty | | |
| Rodriguez-Buckingham, Antonio | Professor- Emeritus | 1980 – 2009 Retired |
| Greiner, Joy M. | Assoc. Professor – Emeritus | 1985-2005 Retired |
| Cissell, Mary E. | Assistant Professor | 2004-2008 Resigned – no third-year review |
| Higgins, Susan E. | Assistant Professor | 2005-10 Did not receive tenure |
| Bossaler, Jenny | Assistant Professor | 2008 – 10 Resigned to return home |
| Li, Yuelin | Assistant Professor | Jan '08-10 Resigned returned to China |
| Chung, Eun Kyung | Assistant Professor | Jan 2007- August 08 Resigned returned to Korea |

Adjuncts

Part-time adjuncts assist with teaching of undergraduate and highly specialized LIS graduate courses. They balance and complement the teaching competencies of the full-time faculty and they enrich the quality and diversity of the program. Adjunct faculty members are well-educated professionals steeped in library education and working in a variety of professional settings, including academic libraries, public libraries, university administrations, and school media centers.

Table 3:2: Previous Adjuncts by Name and Position

| Name | Position |
|---------------------|---|
| Dorothy Ann Branton | Head of Bibliographic Services, Southern Miss University Libraries, MLIS |
| Lawana Cummings | Librarian, St. Martin East Elementary School, Ocean Springs, MS, Specialist, MLIS |
| Linda Ginn | Librarian, Bibliographic Services, Southern Miss University Libraries, MLIS |
| Ellen Ruffin | Curator, De Grummond Collection, Southern Miss University Libraries, MLS |
| Sharon Davis | Branch Manager, Margaret Sherry Memorial Library, Harrison County Public Library System, Biloxi, MS |

III.2 The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.

Faculty Research, Instruction, and Advising

All of the current SLIS tenured and tenure-track faculty members have doctoral degrees and they received their doctoral degrees at four separate universities. Current and past faculty since 2005 have received doctoral degrees from a total of nine separate universities.

Southern Miss is a Carnegie Doctoral/Research-Extensive institution. Faculty instruction and research are supported by the School, the College, and the University:

- Each faculty member has access to graduate teaching assistants for support with research and instructional activities.

- Each faculty member has a well-equipped computer with high-speed network connectivity. Planned replacement cycle is every four years and replacements are funded by the University Itech department.
- Faculty members have access to instructional computer labs for classroom instruction.
- Blackboard sites are available to support courses, either online or face-to-face classes.
- A Facebook site, and a LIS listserv are maintained to promote communication and networking among faculty, alumni, and students.
- Faculty are encouraged to participate in workshops and conferences through the school providing travel assistance, and registration.
- Faculty are located in and supported by the resources of Cook Library; and McCain Special Collections, which includes de Grummond Children's Literature Collection, which is a leading research resource in the field of children's literature.
- Sponsored Programs Administration (SPA) assists faculty members in seeking external support for their research and scholarly activities by offering workshops, hands-on training sessions, and individual counseling.
- SPA offers access and registration to the Community of Science (COS) database, which allows faculty members to develop a research profile and be sent updates of relevant grant information.
- SPA supports the post grant award administration and maintains contact with all granting agencies.
- The College of Education & Psychology offers mentoring for faculty members for grant-writing and research.

SLIS faculty members have varied service experiences, both inside and outside the academic setting. The table below indicates the faculty's level of professional diversity and involvement. This involvement also supports the School's commitment to goal three of the program : "To create an environment for master's degree candidates to know, understand and appreciate the importance of professional organizations and continuing education...."

Table 3-3: Faculty Service Activities (since 2005)

| | |
|---------|---|
| Bomhold | <p>USM SLIS: Director Fay B. Kaigler Children's Book Festival, 2004-10; Faculty Advisor, USM Student Chapter, ALA, 2004-08; Curriculum Committee, 2006-present; Medallion Selection Committee, Fay Kaigler Children's Book Festival, 2005-present;</p> <p>American Library Association, ALSC: Mildred L. Batchelder Award Committee, 2009; Robert F. Sibert Informational Book Award Committee, 2008;</p> <p>Other: Chair, Magnolia Award Committee Children's Choice Award for the State of Mississippi, 2007-08</p> |
| Creel | <p>Southern Miss: Libraries Advisory Council, 2010-present; Committee on Services and Resources for Women, 2010-present.</p> <p>USM SLIS: Medallion, Selection Committee, Fay Kaigler Children's Book Festival, 2011-present</p> <p>ALA: Scholastic Library Publishing Award Jury, 2010-11.</p> <p>Other: Institute of Museum and Library Services Panelist for 2011 National Leadership Grant; Reviewer for <i>Journal of ASIST</i>, 2010</p> |

| | |
|----------|---|
| Haynes | <p>Southern Miss: Academic Council, 2007-2010 (Ad Hoc Distance Education Committee; Chair, Program Review Committee; Chair, Academic Council, 2009-2010) Provost's Council, 2009-2010; University Advisory Committee on Tenure and Promotion, 2008-09; Ad Hoc Academic Planning Group, 2009; Faculty Senate, 2007-08 ; Grand Marshall Award Committee, 2007-08;</p> <p>College of Education and Psychology: College Advisory Committee on Tenure and Promotion, 2006-09 (Chair, 08-09); Unit Review Committee, 2007-present; Professional Education Council, 2004 – present; Ad Hoc NCATE Response Committee, 2006-07; Ad hoc NCATE Oversight Committee, 2005-06</p> <p>SLIS: Admissions Committee, 2002- present; Chair Curriculum Committee, 1999-2003; Medallion Selection Committee, Fay Kaigler Children's Book Festival, 2000-2003, chair, 2004-2009, 2011-present;</p> <p>ALA: COA External Review Panels, 2007, 2008;</p> <p>AASL: Reviewer, AASL/NCATE SPA, 2006-present; Auditor, 2009-present; NCATE Coordinating Committee, Chair, 2007-08; Dollar General Beyond Words disaster grant, reviewer and member, advisory board, 2006-present</p> <p>Other: Member, state accreditation site visitation team, University of Rhode Island, 2008-09</p> |
| Klingler | <p>Southern Miss: Faculty advisor, Sigma Nu Fraternity, Theta Gamma Chapter, 2009-10; SLIS: Faculty Advisor, LISSA (Library and Information Science Student Association), 2008-10; In-service trainer,</p> <p>ALISE: Distance Education Special Interest Group Convener, 2008.</p> |

| | |
|--------|---|
| Norton | <p>Southern Miss: University Libraries Advisory Committee, 2008-10; Academic Technology Committee, 2008-09; IT Advisory Council, 2006-07 (Chair, Distance Education Committee, Chair, Ad Hoc Computer Lab Committee); Chair Ad Hoc Pay Review Committee, 2006-07; OCS Steering Committee, 2007-08; Summer Teaching Grant Committee, 2006-07; University Knowledge Planning, 2006-07;</p> <p>College of Education and Psychology: College Council, 2003-present; Council of Chairs representative, 2004-present; College Curriculum Committee, 2003 –present; Ad Hoc College Tenure and Promotion Committee, 2010; College Bylaws Committee, 2009-12; College Chair University Priorities Committee 2010;</p> <p>American Society for Information Science and Technology: ASIST Contributed Paper Review Panel, 2005-10; ASIST Program Review Panel, 2005-09; Mississippi Library Association: Chair, Constitution and Bylaws Committee, 2006-07</p> |
|--------|---|

| | |
|-------|---|
| Welsh | <p>USM: Cook Library Fine Appeals Committee, 2003-present; University Advisory Committee, 2010-13; Academic Council (General Education Curriculum Committee, Ad Hoc Joint Committee on Online Proposals and Course Integrity), 2010-12; Dietetics Program Advisory Board, 2010-11; Faculty Senate, 2009-10; de Grummond Children's Literature Collection, Curious George Ad Hoc Committee, 2006</p> <p>College of Education and Psychology: Advisory Committee, 2009-12; College Curriculum Committee, 2010, 12; University Priorities Committee, 2010; Ad Hoc College Tenure and Promotion Committee, 2010; Dean's Search Committee, 2007-09; Faculty Awards Committee, 2005-08; Research Committee, 2006-07, 2011-present.</p> <p>SLIS: SAA Student Chapter Advisor, 2010-present; SLIS Student Activities Committee, Co-Chair 2003-08, 2010-present; Admissions Committee, 2007-present; Curriculum Committee, 2008-present, Chair, 2010-present; LISSA (LIS Student Association) Advisor, 2003-08</p> <p>Mississippi Library Association: Scholarship Committee, 2008, 2011; Information Literacy Committee, 2007-08</p> <p>Southern Chapter, Medical Library Association: Research Committee, 2004-07</p> <p>University of Tennessee School of Information Sciences: Advisory Board, 2006-09</p> <p>ALISE: School Representative, 2006-present; Membership Advisory Committee, 2006-08; Garfield Dissertation Award Committee, 2006</p> <p>External: Research proposal reviewer for Research Grant Council of Hong Kong, 2011; International Conference on Qualitative and Quantitative Methods in Libraries, Advisory Committee, 2010-present</p> <p>Katrina Research Center Assistant Director (2006 - 2009)</p> |
| Yu | <p>USM College of Education and Psychology: Bylaws Committee, 2009-present</p> <p>SLIS: LISSA, (LIS Student Association), Advisor 2009-present; SLIS Curriculum Committee, 2009 to present</p> <p>Mississippi Library Association: Special Library Section Chair, 2010</p> <p>Other: Information science + IT Conference, Reviewer, 2008-10; Medical Library Association, Roundtable facilitator, 2010</p> |

III.3 The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

The University of Southern Mississippi Board *Policies and Bylaws* mandates that faculty appointments be based on thorough and rigorous procedures. Board policy specifies that a candidate for promotion in academic rank must display evidence of

1. Professional training and experience
2. Effectiveness of teaching or librarianship
3. Effectiveness in interpersonal relationships, including professional ethics, cooperativeness, resourcefulness, and responsibility
4. Professional growth, such as research, publications and creative activities; and service and other non-teaching activities that reflect favorably on the institution.ⁱ

One area of the University's strategic plan is the Climate for Academic Success, which states:

Our vision for a climate of academic success includes a unified environment that minimizes barriers for prospective and enrolled students, attracts and retains quality faculty and staff, embraces and reflects diversity, and produces graduates who are truly competitive in the global marketplace.

Students, faculty, and staff at Southern Miss, along with the larger community, benefit from a wide range of cultural, social, and educational experiences that yield informed, responsible, and productive citizens with a standard of lifelong learning.

The School is part of a University-wide effort to recruit and retain a diverse faculty. Southern Mississippi's Office of Affirmative Action provides resources to assist departments in recruiting and retaining minority faculty, as well as monitoring all hiring processes.

Recruitment

According to the *Southern Miss Fact Book, 2010-11*, the total number of faculty was 700 (373 male and 327 female). Of the 700 full-time faculty 31 identified themselves as African-American, 14 as Hispanic, 49 as Asian, and 3 as Native American with 19 being non-resident aliens of various ethnicities. The faculty at Southern Miss SLIS consists of two Asian and seven Caucasians. Dr. Yu and Dr. Wu are originally from China.

Diversity recruitment resources are available online (<http://www.usm.edu/aa-eo/diversity-recruitment-resources>) and training is offered in a variety of related areas.

Statistics on faculty diversity are available in the *Southern Miss Fact Book* available online (<http://www.usm.edu/institutional-research/fact-books>) and on file..

Governance policies and procedures are available in the Southern Miss Faculty Handbook is available online (<http://www.usm.edu/provost/faculty-handbook>) and on file.

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.

Faculty members have a variety of experiences in library and related institutions, which along with their academic specializations have prepared them to teach in a number of areas. They have also participated in a variety of developmental activities as described below.

Faculty are encouraged to engage in developmental activities as demonstrated by the School and College’s support of workshop and conference attendance. All faculty are supported to attend the Mississippi Library Association and to attend other conferences and workshops away from campus as needed and/or available.

The University offers a variety of workshops for faculty and staff through the Learning Enhancement Center (<http://www.usm.edu/lec/workshops/>). The Office of the Provost also sponsors specialized workshops for academic administrators.

Sponsored Programs Administration (SPA) offers workshops, hands-on training sessions, and individual counseling (<http://www.usm.edu/spa/>), as well as access to Community of Science (COS) software and the Center for Research Support.

The College of Education and Psychology also provides support to faculty via the Center for Research Learning and Education, which is staffed by an experienced grant writer and researcher.

Table 3:4: Selected Faculty Development Activities (past two years)

| | |
|----------------|--|
| Bomhold | ALA Annual & Midwinter Conferences, ALISE Annual Conference, MS Library Assn. Annual Conference, VRD, International Reading Assn. Annual Conferences |
| | Mentored by Dr. Berman, Assoc. Dean, College of Education & Psychology, in writing two grant proposals |
| | Cook Library Workshop on Online Services for Instructional Support |
| | Reference Sources Enhancement Project with MS Libraries Commission |
| | |

| | |
|-----------------|---|
| Creel | ALA Annual & Midwinter Conferences, ALISE Annual Conference, Mississippi Library Association Annual Conference |
| | Responsible Conduct of Research (sponsored by USM); Clery Act Training (sponsored by USM); Blackboard 9.1 training (sponsored by USM) |
| | Sponsored Program Administration training for New Faculty |
| Haynes | ALA Annual & Midwinter Conferences, ALISE Annual Conference, AASL Natl. Conference, MS Library Assn. Annual Conference |
| | Responsible Conduct of Research (sponsored by USM); Clery Act Training (sponsored by USM); Blackboard 9.1 training (sponsored by USM) |
| | FRBR Basics (teleconference sponsored by ALCTS) |
| | AASL/NCATE SPA reviewer training; ALA external review panel training |
| | OLAC Bi-annual conference (Online Audiovisual Catalogers) |
| Klingler | ALISE Annual Conference, Mississippi Library Association Annual Conference |
| | |
| Norton | ALA Annual Conference, ALISE Annual Conference, MS Library Assn Annual Conference, MS Creating Futures in Technology Conference |
| | Responsible Conduct of Research (sponsored by USM); Clery Act Training (sponsored by USM); Blackboard 9.1 training (sponsored by USM) |
| | Cook Library Workshop on Online Services for Instructional Support |
| | Sponsored by Provost office USM: Employment Law; Responsibility Centered Management: Budget Models; Executive Seminar: Campus Emergencies; Annual Evaluation Seminar; Managing and Supervising Administrative Staff; Recruitment and Hiring; |
| Welsh | SLA Annual Conference, ALISE Annual Conference, MLA Annual Conference, MS Creating Futures in Technology Conference, Society of MS Archivists Conference, Qualitative and Quantitative Methods in Libraries International Conference, Bloomsburg Conference on e-Publishing in London |
| | |

| | |
|-----------|--|
| | Responsible Conduct of Research (sponsored by USM); Clery Act Training (sponsored by USM); Blackboard 9.1 training (sponsored by USM) USM Workshops on Teaching with Technology, ArcView GIS |
| | Cook Library Workshop on Online Services for Instructional Support |
| | SPA Workshops on Grant Writing, COA Database |
| | |
| Yu | SLA Annual Conference, MLA Annual Conference, ALA Annual, Southern Chapter, Medical Library Association Responsible Conduct of Research (sponsored by USM); Clery Act Training (sponsored by USM); Blackboard 9.1 training (sponsored by USM) Cook Library Workshop on Online Services for Instructional Support SPA Workshops on Grant Writing |

Table 3:5: Faculty Professional Memberships

| | |
|----------|---|
| Bomhold | ALA, ALSC, ALISE, Ethnic and Multicultural Information Roundtable (EMERT), RUSA, International Reading Association, Delta Kappa Gamma |
| Creel | ALA, YALSA, ALSC |
| Haynes | ALA, AASL, ALISE, YALSA, Mississippi Library Association, Texas Library Association, Texas Association of School Librarians |
| Klingler | ALISE, Phi Kappa Phi, Beta Phi Mu |
| Norton | ALA, ASIST, ALISE, Mississippi Library Association |
| Welsh | ALA, ASIST, ALISE, Mississippi Library Association, Special Libraries Association, Society of American Archivists, Society of MS Archivists, Southern Eastern Library Association |
| Yu | ALA, Mississippi Library Association, ASIST, Medical Library Association (Southern Chapter) Beta Phi Mu |

III.5 For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

Faculty members are active in research and in publishing and have published and/or presented scholarly journal articles, research papers or posters in a variety of professional

journals and conferences. Five faculty members have authored or edited books and book chapters. Below is a selection of recent publications and presentations from 2006-11 (see *vitae* for detailed list of publications and presentations).

Table 3:6: Faculty Research and Scholarly Activities (2006-11)

| | |
|-----------------|--|
| Bomhold | <i>Twice Upon a time: A Guide to Fractured, Altered, and Retold Folk and Fairy Tales</i> (with Terri Elder). Libraries Unlimited, 2008. |
| | “Collaborative Learning and Social Networking in the Online Environment,” Proceedings of the Association of Library and Information Science Educators 2009 Annual Conference |
| | “Modern Fairy Tales: The Art of David Weisner,” <i>Awarding Pictures: The Art of Children’s Book Illustration</i> . Naples Art Association Symposium, Naples, Florida, September 28, 2007. |
| Creel | “Virtual Reference in Middle Schools,” in <i>Virtual Reference on a Budget: Case Studies</i> . Eds. T. Dalston and M. Pullin. Linworth, 2007. |
| | “Programming, Readers’ Advisory and Display Ideas,” in <i>Quick and Popular Reads for Teens</i> . Ed. P. S. Spencer Holley. American Library Association, 2009. |
| | “Reaching Reluctant Readers,” in <i>Quick and Popular Reads for Teens</i> . Ed. P. S. Spencer Holley. American Library Association, 2009. |
| | “Looking at the BBYA and the QP Lists: 3 Myths and 3 Realities,” <i>Young Adult Library Services</i> , 6 (3), 2008. |
| | “Young Teens on Reading and E-reading: A Survey,” <i>Voice of Youth Advocates</i> , 31 (1), 2008. |
| | “Early Adolescents’ Reading Habits,” <i>Young Adult Library Services</i> , 5 (4), 2007. |
| Haynes | <i>Crime Writers: A Reference Guide</i> . Libraries Unlimited, 2011 |
| | <i>User’s Guide to Sears’ List of Subject Headings</i> . Scarecrow Press, 2008. |
| | “The Class of 2022: How Will We Meet Their Needs and Expectations,” <i>Library Media Connection</i> , Jan-Feb, 2010. |
| | “Getting Started with Graphic Novels in School Libraries,” <i>Library Media Connection</i> , Jan-Feb, 2009. |
| | “Podcasting: Lessons Learned.” <i>Creating Futures Through Technology Conference</i> , Biloxi, MS, February 26, 2007. |
| | “Cataloging Contemporary Formats for School Librarians.” ALA Annual Conference, 2006. |
| Klingler | “Information Storage Technologies.” <i>Encyclopedia of Library and Information Science</i> . Taylor & Francis (accepted 2009) |
| Norton | <i>Introductory Concepts in Information Science</i> . 2 nd ed. (ASIS Monograph Series) American Society for Information Science; Information Today, 2010. |
| Welsh | <i>The Research Process: Books and Beyond</i> , (with Myrtle Bolner, Gayle A. Poirier, and J. Edmand Pace) Kendall Hunt Publishing, 4 th edition, expected 2013 |

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|-----------|---|
| | <i>Information Literacy in the Digital Age: An Evidence-Based Approach.</i> (with Melissa Wright) Chandos Information Professional Series, 2010. |
| | “Information Repositories: Background and Historic Overview,” in <i>Introductory Concepts in Information Science</i> , 2 nd ed. M. J. Norton. ASIS Monograph Series, 2010 |
| | “Information Repositories: New Technologies and Trends” Chapter 7 in <i>Introductory Concepts in Information Science</i> , 2 nd Edition, ed. M.J. Norton, ASIS Monograph Series, 2010 |
| | “Organizational Storytelling as a Creative Strategy,” in <i>Business Creativity: Practitioner’s Handbook</i> , ed. Kaner Rajah. Greenwich University Press, 2007. (with Melissa Wright) |
| | “The Creation and Development of a Multi-Disciplinary Research Center in an Academic Library,” <i>Library Management</i> , 31 (1/2), 2010. |
| | “QQML 2009 International Conference: Qualitative and Quantitative Methods in Libraries,” <i>Library Hi Tech News</i> , 26 (8), 2009 |
| | “The Tenure Process in LIS: A Survey of LIS/IS Program Directors,” <i>Journal of Education for Library and Information Science (JELIS)</i> , 50 (3), 2009 (with Susan E. Higgins) |
| | “Public Libraries Post-Hurricane Katrina: A Pilot Study,” <i>Library Review</i> , 58 (9), 2009. (with Susan E. Higgins) |
| | “Reflections on the Katrina Experience: LIS Students’ Stories.” <i>Hawaii International Conference on Education Conference Proceedings</i> , 2008. (with Susan E. Higgins) |
| | “Quantity and Authorship of GIS Articles in Library and Information Science Literature, 1990-2005,” <i>Science & Technology Libraries</i> , 27 (3), 2007. (with Mychaelyn Michalec) |
| Yu | “Levels of Meaning and Children: An Exploratory Study of Picture Books’ Illustrations,” <i>Library and Information Science Research</i> , 31, 2009. |
| | “Quality Health Information on the Internet: Developing a Diabetes Pathfinder for the Chinese Population,” <i>Journal of Consumer Health Information on the Internet</i> , 13 (4), 2009 (with A. D. Cleveland, et al.) |
| | “Analysis of the Health Information Needs and Health Related Internet Usage of a Chinese Population in the United States,” <i>Journal of Library and Information Science</i> , 52 (3), 2008. (with A. D. Cleveland et al.) (in Chinese) |
| | “The Role of Chinese American Writers in Compiling a History and Carving the Image of Chinese Americans,” in <i>Alternative Orientalism in Latin America and Beyond</i> , ed. I. Lopezcalvo. Cambridge Scholars Publishing, 2007. |
| | “An Exploratory Study of Visual Perception in Relation to Children,” Proceedings of the 66 th American Society for Information Science and Technology Annual Meeting, 2006. (with S. K. Hastings) |

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|------------------|--|
| Bossaller | Past Faculty – while at The University of Southern Mississippi |
| | “The Transformative Power of Service-Learning Pedagogy: A Journey of Faculty Rediscovery of Learning and Teaching.” <i>Insight: A Journal of Scholarly Teaching</i> . Vol.4. pp28-44 (2009) (with Carracelas-Juncal, C., & Yaoyuneyong, G.) |
| | Carracelas-Juncal, C., Bossaller, J. , & Yaoyuneyong, G. (2009). The Transformative Power of Service-Learning Pedagogy: A Journey of Faculty Rediscovery of Learning and Teaching. <i>Insight: A Journal of Scholarly Teaching</i> . Vol.4. pp28-44 |
| | “Using Vernacular Literacy Practices to Enhance Understanding of Community Information Needs: A Case Study with Practical Implications.” <i>Reference and User Services Quarterly</i> . Vol. 49, no.1, pp. 64-71 (2009) (with Adkins, D. & Thompson, K.). |
| | “Reading and Culture: the challenge of Progressive-era beliefs in the postmodern world.” <i>Progressive Librarian</i> (31) p. 17-28. (2008, Summer) (with Raber, D). |
| | “Website Evaluation with a Mobile Usability Laboratory at a Library Conference.” <i>Journal of Web Librarianship</i> , 2 (2 – 3), 247 – 261.(2008) |
| Chung | “The Semantics of Semantics Interoperability: A Two-Dimensional Approach for Investigating Issues of Semantic Interoperability in Digital Libraries” <i>Proceedings of the 69th ASIS&T Meeting</i> , Milwaukee, WI (with W. Moen) |
| Cissell | “The Service Learning Initiative in Library and Information Science Programs.” <i>Proceedings of the 2nd Annual International Conference on Asia-Pacific Library and Information Education and Practice, November 23-24, 2007</i> . Taipei, Taiwan: Shih Hsin University. |
| | “Accessibility in Post-Secondary Classroom: Health Education Faculty Perspectives.” <i>Proceedings of the 22nd Annual Technology & Persons with Disabilities International Conference, Northridge California, March 21-26, 2007</i> . University of California at Northridge. (with Ellen Perlow) |
| Higgins | <i>Youth Services & Public Libraries</i> . UK: Chandos Publishing Co., 2007. |
| | “Education for Library Service to Youth in Five Countries,” <i>New Review of Children’s Literature and Librarianship</i> , 12 (1), 2006. (with D. Adkins) |
| | “Critical Thinking in the Context of Information Literacy and Information Systems: The Online Class.” <i>The 6th International Conference on Education and Information Systems, Technologies and Applications, EISTA, Orlando Florida, June 29-July 2, 2008</i> . |
| | “Reflections on the Katrina Experience: Library and Information Science Students’ Stories.” <i>Hawaii International Conference on Education, 6th Annual, January 5-8, 2008</i> . (with T. Welsh) |

| | |
|----|---|
| | <p>“The Theory of Human Caring and Service Friendly Librarians.” <i>The 3rd Rizal Library International Conference: From Classroom to Career, Roadmaps to a Library’s Success</i>. Rizal Library, Ateneo De Manila University, Manila, Philippines. October 22-23, 2007.</p> |
| | <p>“Teaching Elementary School Teachers Using ICT Technologies.” <i>The 5th International Conference on Education and Information Systems, Technologies and Applications, Eista, Orlando, Florida, July 12-15, 2007</i>.</p> |
| | <p>“LIS Education and Research Areas for Developing Countries.” <i>Convention on Automation of Libraries in Education and Research Institutions (CALIBER)</i>. Information and Knowledge Management in the Networked World. INFLIBNET Center, Delhi, India. February 8-10, 2007.</p> |
| | <p>“How do Communities of Practice Inform System Development?” <i>Current Research in Information Sciences and Technologies</i>, vol. 1. <i>InScit2006 International Conference on Multidisciplinary Information Sciences and Technologies</i>. Merida, Spain. October 26-28, 2006.</p> |
| LI | <p>“Exploring the Relationships between Work Task and Search Task in Information Search.” <i>Journal of the American Society for Information Science and Technology</i>, (2009) 60(2), 275-291.</p> |
| | <p>“A User-centered Functional metadata Evaluation on Moving Image Collections.” <i>Journal of the American Society for Information Science and Technology</i>. 2008. (with Y. Zhang)</p> |
| | <p>“Effects of Interaction Design in Digital Libraries on User Interactions.” <i>Journal of Documentation</i>. 2008. (with X. Zhang, J. Liu, and Y. Zhang)</p> |
| | <p>“Use of Collaborative Recommendations for Web Search: An Exploratory Users Study.” <i>Journal of Information Science</i>. 2008? (with X. Zhang)</p> |
| | <p>“Effects of Browse Design in Digital Libraries on Users’ Browsing Experience.” <i>LIDA 2007 Proceedings</i>. (with X. Zhang, J. Liu, and Y. Zhang)</p> |
| | <p>“Effects of Different Field Weights on Search Performance in Digital Libraries: A Preliminary Study.” <i>ASIST Annual Meeting 2007 Proceedings</i>. (with X. Zhang, Y. Zhang, G. Grenier, M. Trivedi, and D. Gischlar)</p> |
| | <p>“Trained vs. Untrained Searchers’ Interaction with Search Features in Digital Libraries: A Case Study.” <i>Proceedings of ASIST Annual Conference, 2006</i>. (with X. Zhang, J. Liu, and Y. Zhang)</p> |
| | <p>“A Comparative Study of the Effect of Search Feature Design on User Experience in Digital Libraries.” In <i>Twenty-Ninth Annual International ACM SIGIR Conference on Research and Development in Information Retrieval</i>. ACM, Inc., 2006.</p> |

III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and evaluation, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

Charts below indicate the degrees and specializations of faculty as well as past library-related experience.

Table 3:7: Faculty Course Specializations and Degrees

| Name | Research, Instruction & Advising Specializations | Ph.D. Degree | Institution |
|-----------------|--|-------------------------------|-------------------------------|
| Bomhold | Reference & Information Services, Information Ethics, Information Behaviors, User Studies, Children's Lit | Library Science | University of Alabama |
| Creel | Children's and YA Services, School media, Public Libraries, Reference & Information Services, Storytelling, Co-Advisor, LIS Student Association | Library & Information Science | University of North Texas |
| Haynes | Cataloging, School Library Certification, Tech Resources, Internet, Media Center Usage & Technology, Student Reading, Changing Roles of School Librarians Graduate LIS Advisor; Coordinator, School Media program | Library & Information Science | University of Texas at Austin |
| Klingler | Media Utilization, Telecommunications, Computers in Libraries, Internet Resources, Systems Analysis, Databases | Information Science | University of North Texas |

| | | | |
|---------------|--|-------------------------------|---------------------------|
| Norton | Computer-human Interactions, Tech Impacts on Info Services, Information Ethics, Information Economics, Information Science, Academic Collaboration & Isolation, Research Methods, Bibliometrics, Internet, Special Collections, Resource Management, Database Construction & Applications, Systems Analysis & Design Director, SLIS | Library & Information Science | University of North Texas |
| Welsh | Information Literacy, Information Technology, Visualization of Information, Internet, Research Methods, Online Information Retrieval, Bibliometrics, Archival Studies Advisor Dual Programs and Archives and Special Collections | Communication & Information | University of Tennessee |
| Yu | Image Indexing and Digital Imaging, Cataloging and Classification, Metadata and Digital libraries, Consumer Health Information Co-advisor, LIS Student Association | College of Information | University of North Texas |

Internal to the School we assist one another with course review and development as well as looking into each other's courses. The academic planning, and evaluation systems employed by faculty can be evaluated by examining syllabi, as can content familiarity. Faculty participation in planning and evaluation is also threaded through the governance of the School, the College and the University through committee work, project development, and preparation for various accreditation reviews.

Table 3:8: Faculty Work Specializations and Experience (non-teaching)

| | |
|-----------------|--|
| Bomhold | Librarian, Youth Department, Birmingham Public Library |
| | Media Specialist, Childcare Resources, Birmingham AL |
| | Director, Clarence B. Hanson, Jr. Library, Birmingham Museum of Art |
| Creel | Assistant Director, Children's Services, Cy-Fair Branch Library, Cypress, Texas |
| | Asst. Branch Manager/Children's Librarian, Kendall Branch Library, Houston Public Library, Houston, TX |
| | System Young Adult Manager, Houston Public Library, Houston, TX |
| | Young Adult Librarian, Roosevelt Island Branch, Sixty-Seventh Street Branch, Pelham Bay Branch, New York Public Library |
| | Asst. Branch Librarian, New York Public Library |
| Haynes | Librarian, Professional Library, El Paso Independent School District |
| | Head Librarian: Austin High School, Burges High School, El Paso ISD |
| | Library Media Specialist, Texas Education Agency |
| | Coordinator of Libraries, El Paso ISD |
| Klingler | U. S. Air Force |
| | Asst. Director, Communications and Computer Operations, California Air National Guard, Director, Arkansas Air National Guard |
| | Adjunct professor, various universities, aerospace, telecommunications, information science |
| Norton | Director, USM SLIS |
| | Lab/LAN Manager, SLIS, University of North Texas |
| | Manager, Physics Instructional Center, University of North Texas |
| Welsh | Evaluation Researcher, University of TN Medical Center, Knoxville |
| | Database Consultant, Oak Ridge National Laboratory, TN |
| | Assistant Archivist, UTK Special Collections |
| Yu | Assistant Professor, Foreign Language Department, Guizhou Normal University, Guiyang, Guizhou, China |
| | Graduate Library Assistant, Reference Department, University of Oklahoma Libraries |
| | Graduate Library Assistant, Rare Books, University of North Texas Libraries |

III.7 Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

According to the *USM Faculty Handbook*, the Board of Trustees defines the **faculty** of Mississippi's public universities as “those employees holding appointment within the Corps of Instruction. The Corps of Instruction may consist only of full-time employees holding the ranks of Professor, Associate Professor, Assistant Professor, Instructor, and other teaching personnel with such titles as may be approved by the Board”

The Southern Miss School of Library and Information Science currently employs nine full-time faculty, including the director. Tenured faculty include three associate professors whose time in rank ranges from eight years to eleven years, one tenured assistant professor (eight years in rank), one assistant professor being considered for tenure in 2012-13. A visiting assistant professor and a visiting instructor complete the current faculty. SLIS has received permission to advertise for three tenure track assistant professors to be hired for fall 2012.

University wide the typical graduate faculty teaching load is three/three with release time for approved research or service activities. In SLIS our typical teaching load is also three/three with release time for approved research or service activities. Course sections are limited to 40 students per class, though it is unusual to have a class of this size. In online teaching we generally break groups larger than 20 students into smaller groups to better facilitate class chats and discussion. In fall 2010 there were 153 graduate LIS students in 14 sections of 14 courses, with an average of 22 students per section (not including sections of practicum, special problems, and independent study coursework, 6 sections of 5 courses with an average of 3 students per section). In fall 2011 there were 186 graduate students in 16 sections of 16 courses, with an average of 19 students per section (not including sections of practicum, special problems, and independent study coursework, 4 sections of 4 courses with an average of 5 students per section.)

Online classes include discussion board postings and required real-time chats to promote topic discussions and allow individual attention. Only faculty with earned doctorates and Graduate School graduate faculty rank may teach masters students and are eligible to be primary or secondary reader for the students' masters research project. Faculty credentials are regularly reviewed by the Graduate School.

III.8 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

According to the *USM Faculty Handbook* (2010: 67):

8.2.1 Annual Evaluations. Annual evaluations shall be conducted for all members of the Corps of Instruction.

8.2.2 Pre-Tenure Reviews. Pre-Tenure Reviews (third-year reviews) are a variety of annual evaluations that require action by the Provost. Under the leadership of the department chair, tenured faculty in an academic unit shall conduct pre-tenure reviews for all tenure track faculty.

8.2.3 Guiding Principles. At The University of Southern Mississippi, the fundamental principles that guide all personnel evaluation policies and procedures are that rigorous, documented standards for excellence are fairly and consistently applied by each advisory body and each decision-making authority at every level of the evaluation process and that evaluations are conducted in an atmosphere of fairness and professional integrity.

Academic units must develop their own evaluation criteria and may develop their own procedures. Criteria and (if relevant) procedures are required to be within the parameters of University evaluation criteria, approved by all responsible University administrative officers, be in written format, disseminated among the staff of the unit, and followed in all evaluation procedures (Faculty Handbook, 67-8).

Student assessments of courses are routinely done to monitor quality of instruction and to allow for planning needed improvements. The University uses an online form with Likert-type scales and calculates class average, department average, and college average. These evaluation results are given to the instructors during the semester following the course and the results are summarized in the director's report of annual evaluation for each faculty member. The director periodically visits the online classes and randomly reviews class chat records.

Annual evaluations, done in the spring semester examine the faculty's record of teaching, including course evaluations; research, publishing, and grant-writing activity; service and goals. The purpose of the annual evaluations is (1) to clearly state individual objectives and appropriate standards, methods, and procedures for assessing the degree of achievement of those objectives; (2) to determine what resources are necessary to support those objectives; (3) to review student course evaluations and record of research, scholarly publication, and service; (4) to define and articulate goals for future achievement; and (5) to recognize and reward achievement.

In September 2011 the faculty voted to adopt a revised tenure and promotion policy for the department as a part of a University-wide initiative to revise tenure policies. This culminated a three-year process of discussion and revision. (see Appendix 5.3B SLIS Tenure and Promotion Policy .)

Non-tenured, tenure-track faculty are encouraged to keep annual review materials in a portfolio to prepare for tenure assessment (third year) and tenure review (sixth year).

Conclusion

SLIS faculty members strive for excellence in the three main areas of academia: teaching, research and publishing (including grant-writing), and service. These goals are supported by the College of Education and Psychology (accredited by the National Council for the Accreditation of Teacher Education and the American Psychological Association) and The University of Southern Mississippi.

SLIS faculty are supported in teaching classes by the rich technological environment of the campus. The faculty are supported and encouraged in their research by human, technological, and financial resources. The diversity of faculty education and experience, their record of organizational participation, and scholarly productivity are well-regarded by the administration, students, alumni, and colleagues.

Evidence Sources:

1. 1 Current Curricula Vitae of each faculty member (Appendix 5.3A)
- 1.2 The University of Southern Mississippi Faculty Handbook,
http://www.usm.edu/sites/default/files/groups/office-provost/pdf/faculty_handbook.pdf
- 1.3 The School of Library and Information Science Tenure and Promotion Policy (Appendix 5.3B)
- 1.4 Graduate Faculty rank forms http://www.usm.edu/graduateschool/faculty_forms.php

Standard IV – Students

The standards governing this section are met by the School of Library and Information Science through a variety of methods, and are described below within the context of the sections of the standard.

Standard IV.1. The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

The School's mission is to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities. The attainment of the School's mission begins with the recruitment and admission of students to the University and the program. Soliciting interested students is accomplished via the traditional advertisements, personal contact, presentations, etc., as well as via social media such as Facebook. The Southern Miss School of Library and Information Science Web page (www.usm.edu/slis) contains the information necessary to assist a student in researching our program, applying to the University and the School, and links to all the appropriate financial aid resources, administrative policies and general information about the University and program. The SLIS Web page is accessible from a variety of career-related sites such as the ALA and ALISE Web pages, as well as via several search engines and directories. The program also attends regional recruiting opportunities when possible, and has committed funds to advertising in ALA Buyers' Guide, and LJ on different occasions.

The School of Library and Information Science admission requirements adhere to the University policies assuring equal opportunity for admission regardless of sex, religion, race, physical disability, creed, or age.

The University of Southern Mississippi and the School of Library and Information Science actively seek candidates from diverse backgrounds and economic strata. The admission policies of Southern Miss and the School do not rely upon one criterion alone. While the School requires verbal, quantitative and writing (or analytical) GRE scores, these are never the sole criteria for admission or denial. All aspects of the student application are examined including GPA on the last 60 hours of undergraduate work, letters of recommendation, personal letter of application, paraprofessional or volunteer experience, resume, and personal interviews when possible.

Conditional admission practices are specifically outlined in the Southern Miss Graduate Bulletin and are designed to make allowances for variations in GRE scores or GPA numbers that may misrepresent a student's ability to perform. The University of Southern Mississippi is sensitive to the statistical variations that may occur in GRE scores and

therefore encourages the use of a range of acceptable GRE scores, rather than a single inflexible numerical score as an admissions cut-off. When students are given a conditional admission to the degree program they are informed of the criteria that must be met in order to change the admission to regular status. Conditionally admitted students are required to earn no grade below B (3.0) during their first nine to twelve graduate hours.

All potential students are asked to submit a writing sample and are directed to evaluate why they are interested in the program, what they feel they will achieve with an MLIS degree, and how they will contribute to the profession. If students elect to have an interview they are encouraged to discuss the same issues as presented in their writing sample.

Students with undergraduate GPAs below 2.50 on the last sixty hours are not considered for admission to graduate programs. However, if the GPA is from more than five years past or other considerations are identified such as many years as a non-professional practitioner, a student may request to enroll as a non-degree student. If the student demonstrates by achieving B (3.0) or better on at least six, (more usually nine), graduate hours of Library Information Science course work they may ask for their application to be reconsidered and are re-evaluated by the SLIS and the Graduate School. Non-degree enrollment does not make a student eligible for financial aid, so the investment of the student can demonstrate motivation, but does not always result in later admission.

Table 4.1 presents the average GPA and GRE scores for students who were denied and admitted from Fall 2005 through Fall 2011. Detailed table are in Appendix 5.4A

Table 4.1 Student average GRE and GPA admission and denial scores Summary 2005 to Fall 2011

| 2005-2011 APlanDesc | Avg. Ugrad GPA | | Avg. GRE Verb | | Avg. GRE Quan | | Avg. GRE ANWRT | | # of | | | % of Total | |
|------------------------|----------------|-------|---------------|-------|---------------|-------|----------------|-------|--------|-------|-------|------------|-------|
| | Denied | Admit | Denied | Admit | Denied | Admit | Denied | Admit | Denied | Admit | Total | Denied | Admit |
| MLIS | 2.54 | 3.32 | 413 | 492 | 393 | 465 | 3.15 | 3.99 | 21 | 605 | 626 | 3% | 97% |
| MLIS (LIC) | 2.97 | 3.40 | 295 | 487 | 290 | 433 | 3.00 | 3.86 | 2 | 41 | 43 | 5% | 95% |
| Both aver | 2.58 | 3.32 | 403 | 491 | 384 | 463 | 3.14 | 3.98 | 23 | 646 | 669 | 3% | 97% |

Table 4.2 presents the denied and admitted student numbers by non-white and white for Fall 2005 through Fall 2011. Detailed tables are in Appendix 5.4.A

Table 4.2 SLIS Denied and Admitted by Non-White and White

| Overall % of Total Fall 2005 to Fall 2012 | Non-White 19.1 % | | | White 80.9 % | | |
|--|------------------|----------|------------|--------------|----------|------------|
| | Denied | Admitted | % Admitted | Denied | Admitted | % Admitted |
| MLIS (LIC) | 2 | 6 | 75% | | 35 | 100% |
| MLIS | 10 | 103 | 91% | 11 | 502 | 98% |
| Combined | 12 | 109 | 90% | 11 | 537 | 98% |

Of the 669 student applications submitted in Fall 2005 through Fall 2012, 551 (82%) were from females, 118 (18%) were from males. Of the 551 females 97 percent (535) were admitted, and of the 118 males 94 percent (111) were admitted. Detailed tables are in Appendix 5.A.

Recruitment

Coordinated by the Director, recruitment is accomplished in many ways:

- Personal contact with prospective students
- Alumni recruitment activities – program alums are our best recruiters
- Presentations by faculty for students completing their undergraduate degrees
- Brochures for the supplementary endorsement program
- Facebook
- ALA Buyer's Guide electronic advertisements
- Advertisement in print publications
- ALA Web site
- SLIS Web site
- Southern Miss Placement Office
- *Peterson's Guide to Graduate Programs*
- Mississippi Library Association and Mississippi Library Commission publications and Web sites
- Contact with undergraduate students on campus
- University recruiting trips to undergraduate colleges in cooperation with other departments
- Participation in the Mississippi Library Association annual conference
- Student participation in the MLA conference and other conferences through presentation of research papers and poster sessions.
- Annual activities on campus such as the Fay B. Kaigler Childrens' Book Festival, where recruitment opportunities appear.

In June 2009, the Institute of Museum & Library Services awarded a \$429,388 grant (matching amount: \$82,354) to fund, "The Minority Scholarship Initiative at the University of Southern Mississippi's School of Library and Information Science." Southern Miss SLIS (Yu, principle investigator) and University Libraries partnered with the Mississippi Library Association and the Mississippi Library Commission to recruit 10 minority undergraduates in Mississippi's universities and colleges

SLIS annually hosts an exhibit and recruitment booth with informational material about the program at the Mississippi Library Association conference and the Society of Mississippi Archivists conference. Faculty and students are available to speak with prospective students and employers about the program. SLIS contributed to the shared booth at ALA annual in New Orleans, and regularly participates in College of Education and Psychology and University sponsored recruiting events.

Financial Aid

Financial assistance is provided based on the qualifications of the students as well as financial need. Funds are available to assist minority students from the Mississippi Library Association, Mississippi Library Commission, Library Science Alumni Association, Southern Miss chapter of Beta Phi Mu, the H.W. Wilson Foundation, the Keyes Foundation Scholarship, and individual alumni donors.

Financial support is also provided in the form of graduate assistantships and federal assistance through the College Work-Study program. Students have also been supported with wage positions.

SLIS graduate assistantships provide another means of recruiting students who would not otherwise be able to attend. The School offers four to six assistantships each year, which include both a tuition waiver and a monthly stipend. Graduate assistant students may also be recipients of travel benefits in relation to recruiting and conference attendance to assist faculty. The School also places students in positions across campus. The dual degree programs of anthropology, history, and political science all use our students in graduate assistantship positions. The de Grummond Collection, Digital Lab, and various other areas of Cook library also provide opportunities for both graduate assistantships and wage positions.

Businesses and non-profit organization have awarded grants on a regular basis for students who work in their libraries or information centers, including those of the Forrest County Law Library, the William D. McCain Assistantship at Beauvoir, the plantation estate of the Confederate presidency, and the Della Pierce Gillis Library. These organizations provide ongoing support as well as the opportunity for students to gain experience in specialized libraries.

The academic qualifications, perceived professional potential, and financial need of the applicant are significant considerations in awarding financial assistance. The School has authority in granting financial aid supported through grants, wages and some other funding sources. The School recommends individuals for graduate assistantships to the graduate office. Students are strongly encouraged to apply through the Office of Financial Aid for national direct student loans, insured student loans, and College work-study. The University Financial Aid office determines eligibility for loans and for the work-study programs.

Student Retention: Early Alert

Early Alert is a formal communication tool for faculty and staff to help identify and intervene on behalf of students who exhibit risk factors and face withdrawal from the University because of personal, academic or financial issues. Faculty can submit information securely on students experiencing academic challenges or other issues through SOAR and the Early Alert team will then contact students in an effort to

promptly assist them. In addition, myEarly Alert is located on every student SOAR account in the Student so students can reach out for help in a secure environment.

Sources of evidence:

1.1 Graduate Funding Resources:

<http://www.usm.edu/graduateschool/funding.php>

1.2 LIS Scholarships: <http://www.usm.edu/sl原因is/Scholarships.php>

1.3 Facebook page: <http://www.facebook.com/#!/groups/19469532533/>

1.4 Student Success Center: Early Alert: <http://www.usm.edu/success/early-alert>

1.5 MLA 2011 Conference Program:

<http://library.msstate.edu/mలాconf/program.php>

1.6 MLA Conference Program 2003 - 2010 links

<http://www.misslib.org/index.php/activities/conference/>

Standard IV.2. Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

The School of Library and Information Science has a current and maintained Web site (www.usm.edu/sl原因is) that describes programs, provides instruction and access to application materials, refers students and the general public to the appropriate University links such as financial affairs, graduate admissions, and the registrar.

The School is in the final stages of revising the three-year course rotation which will soon be available on the web site as well as within the University SOAR system, a new addition for student planning within registration.

Letters of inquiry from prospective students receive instructions for accessing the Web page, which clearly states the mission and objectives of the program, course descriptions, faculty information, admission requirements and other pertinent material. The School of Library and Information Science Web site is a comprehensive introduction to the School, its programs, admission requirements, and admission procedures. Requests for information are received via mail, phone, email, and from the SLIS Web site. Initial inquiries are handled by the administrative staff, and further questions are handled by the faculty advisors to ensure uniform responses. Policies governing admission, financial aid, and placement are contained within the Bulletin, the University catalog, and the Web site and are summarized and clarified during admissions counseling. Potential students, or

other interested parties with questions about the program, courses, schedules, admissions requirement, or certification are encouraged to make direct contact with the faculty or the Director of the School.

Sources of evidence:

2.1. Graduate Bulletin: <http://www.usm.edu/registrar/graduate-bulletins>

2.2. Graduate School Application Information:
<http://www.usm.edu/graduateschool/index.php>

Standard IV.3. Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

There are general admission standards in place to enter the University, to which the School adheres. These standards are applied consistently and uniformly across the University and students must first be reviewed by the Graduate Admissions office before they are considered for admission to the School. The School of Library & Information Science requirements adhere to the University policies assuring equal opportunity for admission regardless of sex, religion, race, physical disability, creed and age. Students admitted to the dual degree programs with History, Anthropology or Political Science must be independently admitted to both programs.

Multiple criteria are used to evaluate student applications: GRE scores from the quantitative, verbal and written (analytical previously), grades from completed degrees and the last 60 hours of undergraduate work, as well as other coursework, three positive letters of recommendation, a personal letter of application explaining the applicant's interest in the field and what he or she hopes to contribute, previous experience as a paraprofessional or library volunteer and a personal interview when possible. After receiving the completed application forms the SLIS Admissions Committee evaluates applications individually and recommends to the Director of the School that the student be admitted, denied admission, or be admitted on a conditional basis. The Director makes final decisions if the Committee is split, and then passes the recommendations to the Dean of the College of Education and Psychology for review, where it is then sent on to the Graduate Dean.

Conditional admission practices are specifically outlined in the Bulletin and are designed to make allowances for variations in GRE scores or GPA that may not fully represent the

student's ability to perform. During interviews potential students are encouraged to evaluate why they are interested in the program, what they expect to achieve with an MLIS, and how they expect to contribute to the profession once the degree is completed.

Sources of evidence:

3.1. Graduate Bulletin: <http://www.usm.edu/registrar/graduate-bulletins>

3.2. Southern Miss Graduate School Application Information:
<http://www.usm.edu/graduateschool/index.php>

3.3. SLIS Admission Information: <http://www.usm.edu/slisis/Admissions.php>

3.4. Admissions Review Form (Appendix 5.4B)

Standard IV.4. Students 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. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Advisement

All non-school-related single-degree masters' students are advised by SLIS faculty led by Dr. Elizabeth Haynes, the licensure program advisor, who coordinates advisement with SLIS faculty and with the various departments in the College of Education and Psychology. Faculty members meet periodically to review advising policy and any changes that may have occurred during semester related to class size management, changes in course offerings, or University changes. Separating the advising groups to be served by specific faculty ensures uniform advising and standards of expectation for all students appropriate to their programs (see Appendix 5.4C: Graduate Advising Decision Tree). First semester library science graduate students are required to take Reference (LIS 501), Cataloging (LIS 505) and Collection Development (LIS 511) as first or second semester courses. Several higher numbered required courses and many electives have these courses as prerequisites and the three 500 level courses must be completed with at least a B (3.0) before students may enter certain 600 level courses. Advisors also inform students of course combinations that should not be attempted together because of the work load involved, i.e. Introduction to Information Science (LIS 651) and Research Methods (LIS 668) are not to be taken in the same semester. This is noted on the degree plan form that each student must complete before the second semester enrollment. Advising is required before students can register each semester. Each course has a permission list so that a student cannot register for a course that he or she has not been advised into.

Students have the opportunity to avail themselves of a range of elective courses, both within and outside the program, which will permit construction of a course plan that fits their individual aspirations and interests. Systematic evaluations are conducted in the form of regular examinations, evaluations of written assignments, presentations, course projects, assessment of discussion boards, and group activities. As a faculty we examine our outcome assessments frequently and it has led the faculty to modify or revise evaluation rubrics for all major assignments in the last two years. A chart showing the correlation of the program objectives to the outcomes and assessments of the core courses is discussed in the curriculum section of this presentation, and is available in the appendices. All the faculty are available to discuss individual academic progress with all students, as well as to assist in developing and attaining academic, professional, and personal goals.

The course schedules for the program are made available on our web page during the spring preceding the new academic year. A three year course rotation plan was in place, but is in full review now as part of the ongoing evaluation of curriculum. Due to the online aspects of our program we plan to return to the long term rotation schedule plan on the School's Web page. We have historically placed our rotation plan on our web site prior to the University posting, as requested by our students. However, the University is changing advising/scheduling software to permit multiple year schedules to be available via the Student Online Access Records (SOAR). This will allow us to make long term rotations available directly to students through the registration system, not just through our web pages. We are building these schedules, planning for retirements, new hires, enrollment patterns and student course cycles.

Placement

The School provides access for its students to employment listings via the SLIS listserv, lisnews@usm.edu and slisjobs@usm.edu. Employers may submit job listings to these moderated boards and all listserv members receive the posting.

Students are strongly encouraged to attend their state or regional professional organization meetings such as the Mississippi Library Association and the ALA midwinter and annual conferences, and to visit placement services while there. Southern Miss also provides free placement services for students and alumni. At the student's request a placement file is compiled and maintained; access is available to prospective employers.

Surveys of employers are ongoing to trace our graduates and get feedback on their preparation for the field. Several employers reported that all of their professional staff are from Southern Miss School of Library and Information Science because they are so professional. Survey summaries will be available onsite for panel review.

Student Awards

The Warren Tracy Award was established to honor Warren Francis Tracy, a former professor of Library Science and director of the Cook Memorial Library. The award is given each year to a graduating student who has an outstanding scholastic record, provides evidence of distinguished service to the School, the University, and the community and displays professional promise and leadership.

The Peggy May Scholarship was established to memorialize Peggy May's professional achievements and recognize those who have made contributions to professional development and recruitment in the library field. Since 1992, each year a student at the School of Library and Information Science has been given this award at the Mississippi Library Association Annual Conference.

The Virgia Brocks-Shedd Scholarship was established to honor Virgia-Brocks Shedd for her twenty six years of service for humanities. This scholarship is given by the Mississippi Library Association Black Caucus Roundtable (BCRT) to one minority student who attends the School of Library and Information Science.

The Molline Mayfield Keyes Scholarship was established to honor Molline Keyes for her years of service to school and childrens' librarianship. The scholarship was endowed by her husband and is awarded to a Mississippi student with outstanding academic records and financial need.

Each year outstanding graduates are invited to become members of Beta Phi Mu, the international library science honor society. The local chapter is active and visible at the annual meetings of the Mississippi Library Association, where they sponsor lectures and student presentations. Beta Phi Mu recognizes those who are recently graduated and demonstrate potential in the library profession. Each year one new graduate from SLIS is honored at the Mississippi Library Association (MLA) Annual Conference. At MLA, Mara Villa was honored in 2010 and Johnnie Edmand Pace was honored in 2011.

In June 2009, the Institute of Museum & Library Services awarded a \$429,388 grant (matching amount: \$82,354) to fund, "The Minority Scholarship Initiative at the University of Southern Mississippi's School of Library and Information Science." Southern Miss SLIS (Dr.Xinyu Yu, principle investigator with Ann Branton co-PI from the Cook Library) and University Libraries have partnered with the Mississippi Library Association and the Mississippi Library Commission to increase the number of underrepresented minority librarians in the state. Through targeted recruiting of minority undergraduates in Mississippi's universities and colleges, the project awarded IMLS-funded scholarships to support 10 students earning a master's degree in librarianship. Scholarship recipients gain experience and establish professional and interpersonal bonds with other librarians through mentoring and work assignments in the partnering organizations. Project staff have conducted surveys and will gather other data from these students to help improve minority recruitment and retention efforts in both libraries and library and information science education programs. In fall 2010 the first six minority

scholarship recipients started their graduate coursework and in spring 2011 another four scholarship recipients started their coursework. All ten students are trained and mentored by professional librarians weekly at the University libraries, Mississippi Library Commission, and other libraries. They are expected to graduate in 2012. All of them have attended professional conferences as part of the scholarship, such as ALA and MLA, and are committed to work in Mississippi upon graduation.

Three minority scholarship recipients distinguished themselves. Sonia Harper won the 2010 Virginia Brock-Shedd Scholarship and Yvonne Slaughter won it in 2011. Jennifer Nabzyk won the 2011 Anna M. Roberts Scholarship for her outstanding undergraduate coursework.

Timothy Senapatiratne was named as one of the 2011 American Library Association Spectrum Scholars. ALA Spectrum Scholarship is awarded to “American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino and Native Hawaiian/Other Pacific Islander students pursuing graduate degrees in library and information studies.” He reports recommending the Southern Miss master’s program to anyone who asks about his experiences. (See his email about one of these incidents in Appendix 5.4D.)

Sources of evidence:

4.1. SLIS Course Descriptions and Schedules:

<http://www.usm.edu/slis/Courses.php>

4.2. MLIS, MLIS with AA Licensure, and Graduate Certificate in Archives and Special Collections Plans of Study Forms:

<http://www.usm.edu/graduateschool/planofstudy.php#>

4.3. Southern Miss Career Center: <http://www.usm.edu/career-services/career-resources-online>

4.4. University of Southern Mississippi Received IMLS Grant:

<http://www.misslib.org/index.php/2009/11/30/university-of-southern-mississippi-receives-impls-grant/>

4.5. MLA Awards and Scholarships: <http://www.misslib.org/index.php/awards-scholarships/mla-awards-scholarships/>

4.6. ALA 2011 Spectrum Winners:

<http://americanlibrariesmagazine.org/news/ala/2011-spectrum-scholarship-winners-announced>

4.7. List of SLIS Graduates by Semester and Places of Employment (available on-site at SLIS)

4.8. Map of SLIS Graduates by Library/Archive Location:

<http://maps.google.com/maps/ms?msid=215184008077103927530.0004b03933f21d882d55b&msa=0&ll=38.134557,-75.058594&spn=76.374139,186.152344>

Standard IV.5. The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

The School invites student participation in all realms of the program. Anonymous discussion boards are kept open for students to present topics of concern. The students have also indicated the desire for more information about courses, course schedules, and chat schedules as early as possible and we are responding to those requests. Students may use the Wimba chat rooms, instant messaging or Blackboard discussion boards for meetings both formal and informal. Graduate students are active in the SLIS faculty search committee, participated in the Graduate Student Research Symposium and been published in *Synergy: A Journal for Graduate Student Research*. One SLIS graduate student served as student editor of *Synergy* in 2010-2011.

LISSA

Students are also encouraged to participate in faculty research, academic, and professional projects. The Library and Information Science Student Association (LISSA) provides a casual atmosphere for the students to interact with the faculty advisors and to voice concerns in a forum that fosters trust and communication between and among faculty and students. All library science students are members of LISSA, which is the student chapter of ALA. In order to better communicate with members, LISSA officers created a membership form that was sent to individuals. The student officers of LISSA are elected by the entire SLIS student body each year through self-nomination and online ballots. At the beginning of each fall semester, the call for LISSA election is sent to the lisnews listserv and Southern Miss LISSA Facebook page. The LISSA student governing body is made up of four student officers: President, Vice president, Webmaster, and Secretary/Treasurer. LISSA officers that live locally meet face to face weekly or biweekly in the department, but students input the conversations and proceedings via Facebook and Lisnews listserv for interested online students. The LISSA president usually proposes the meeting dates in a semester and calls the meetings to order. LISSA is not only a student chapter of ALA but also a registered student organization on the Southern Miss campus. LISSA participates in university-wide activities such as cakewalks for Halloween and hosts mixers and volunteers for special events such as the 2010 MLA annual conference on campus and Fay B. Kaigler Children's Book Festival. In 2005, LISSA was awarded the Outstanding Student Organization of the Year by the Office of Student Activities)

LISSA is active and acts as a vehicle for communication and community-building with the faculty. LISSA officers have organized service activities from collecting books to organizing the after-school information center. It provides a forum for the students to meet regularly, to work together toward a common cause, and to develop professional relationships with fellow students.

During the academic year of 2010-2011, the activities that LISSA initiated and participated in were as diverse as the interests of the student population. The sale of LISSA T-shirts, tote bags, and pins helped raise over \$700 in general funds for LISSA. The LISSA has participated in book drives and helping local libraries. LISSA donated a basket of stationary for a summer auction held at the Oak Grove Public library in Hattiesburg. In 2010, LISSA also chose to contribute to the Lillie Burney Elementary School Book Drive, donating 350 books for a local elementary school library.

The LISSA group promises to continue being an active student organization. Already the group has assisted in raising funds for travel costs for students who attended the ALA summer meeting (New Orleans) and MLA Annual conferences. Many students from around the state attended these conferences, and met face to face with their campus counterparts and faculty.

LISSA strives to play a role in the community and volunteers in service projects. In 2009 LISSA officers and members along with faculty advisors volunteered to reorganize the library collection and tutor the elementary students at the Harper-Wallins Family Education Center in Hattiesburg, MS. The Harper-Wallins Family Education Center is a resource center that provides tutoring assistance, services, and support to students, families, and community members in the Hattiesburg Public School district. LISSA officers prepared a gift basket for the book sale held by Oak Grove Public Library Friends of the Library and was highly appreciated.

SLIS students were also active in both the state and national annual library conventions. At the 2010 Mississippi Library Association, the SLIS IMLS minority scholarship students participated in the Silent Auction, which helps to fund MLA sponsored scholarships, Ice Cream Social, and presented in a panel discussion about their experience with the IMLS scholarship and graduate studies. Six of the minority scholarship students worked on a poster "Serving African Americans in today's public libraries" that was presented at the 2011 ALA annual conference poster session in New Orleans on June 25.

From 2009-2011, the School was also represented at the ALA annual conference in Chicago, Washington DC, and New Orleans, with one student in attendance as part of the ALA Student-to-Staff program, and others who were able to attend with financial support from the School. These students attended a myriad of informational sessions, spoke with exhibitors, participated in round table activities, and were able to meet with potential employers as a result of this generous support.

SLIS students also form the backbone of the workforce for the Fay B. Kaigler Children's Book Festival held annually by the School. At the Festival, the School hosts around 300 to 500 attendees from all over the United States. Registrants may attend any of 16 workshops, 4 general sessions, 2 lunch sessions, and an evening of storytelling during this 2½ day event. SLIS students are critical to the success of the Festival and form a small army of volunteers who organize, supervise, escort, entertain, and act as goodwill ambassadors to both the presenters and the attendees. Distant students travel to the

Festival for the experience. Participation in the Festival allows students to meet and get to know top-tier children's authors and illustrators, while providing services and manpower that allow the Festival to be successful. Students are compensated with complementary tickets to programs, and meals, as well as the thrill of meeting the presenters.

SLIS graduates distinguish themselves upon their graduation. Some graduate students have been accepted to pursue their doctoral studies in library and information science or other fields such as history and adult education. Armistead Reasoner interned with the Library of Congress on digital projects service.

SAA

Due to the increased interest in archives and special collections, a new student group was formed in 2010, the Student Archivists Association (SAA). This group was formed at the request of and is affiliated with the Society of Mississippi Archivists (SMA). SLIS SAA works in cooperation with LISSA at the Fay B. Kaigler Children's Book Festival and raised more than \$500 this year with the sale of Lucinda pins, Book Festival bags and Belk Charity Coupons. In 2011, SAA students assisted with two SMA archival workshops in return for free workshop registration and SAA funded MLA conference attendance for two students.

Student Publications, Presentations

Many graduate students have published their course papers under the guidance of faculty members in scholarly publications of all levels. These scholarly publications range from position papers to bibliometric research papers in *Synergy*, *Mississippi Libraries*, *Science and Technology Libraries*, *Journal of the Medical Library Association*, *D-Lib*, *Library Student Journal*, *Internet Cataloging*, *Art Documentation*, *School Library Media Research*, *Current Studies in Librarianship*, and *LIBRIS*.

Three students had research papers published in a scholarly book, *Information Literacy in the Digital Age: An Evidence-Based Approach* by Welsh and Wright, published by Chandos in 2010.

Graduate students have made scholarly presentations at conferences such as the Mississippi Library Association Annual Conference, the Society of Mississippi Archivists, American Library Association Annual Conference, and Qualitative and Quantitative Methods in Libraries International Conference. Four student research papers are being published in *New Trends in Qualitative and Quantitative Methods in Libraries*, *Selected Papers Presented at the 2nd Qualitative and Quantitative Methods in Libraries Proceedings of the International Conference on QQML 2010*, published by World Scientific Books in July 2011.

Sources of evidence:

- 5.1. LISSA Facebook: <http://www.facebook.com/southernmisslissa>
- 5.2. SLIS Student Archivists Association:
<http://www.facebook.com/pages/Southern-Miss-Student-Archivists-Association/203760579638985>
- 5.3. Mentored Students' Publications:
<http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>
- 5.4. ALA Poster Session: III – 17, “Serving African Americans in Today’s Public Libraries” by SLIS students Natasha Arce, Tiffany Coleman-McGee, Jennifer Nabzdyk, Jessica Bryant, Vanessa Jones:
<http://www.lib.jmu.edu/org/ala/abstracts/>
- 5.5. Fay B. Kaigler Children’s Book Festival Ambassadors Program:
<http://www.usm.edu/childrens-book-festival/ambassadors-program>
Fay B. Kaigler Children’s Book Festival Programs:
<http://www.usm.edu/childrens-book-festival/past-programs>
Facebook: <http://www.facebook.com/pages/Fay-B-Kaigler-Childrens-Book-Festival/68904248893>
- 5.6. Camacho, Patricia, “HACU Interns Contribute to the Library,” *OSI Approach* (Library of Congress Office of Strategic Initiatives Newsletter) March, 2011 (SLIS student Armistead Reasoner is one of the HACU Interns) (Appendix 5.4E)
- 5.7. MLA Awards and Scholarships
<http://www.misslib.org/index.php/awards-scholarships/mla-awards-scholarships/>
- 5.8. LISSA Meeting Agenda (Appendix 5.4F)
- 5.9. LISSA Student Flyer “Get Involved Today” (Appendix 5.4G)
- 5.10 List of student publications and presentations (Appendix 5.4I)

Standard IV.6. The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

Student achievement is measured in a variety of ways and is assumed to be reflective of the success or failure of the program. Reports of practitioner supervisors of field practicums, special problems, and field problems are designed to collect information about the student’s progress. Information about the value of a specific task group is also

collected from these reports. Appropriate completion of course work, coupled with student evaluation of faculty, course and delivery mode, informs our planning and program development toward meeting our mission objectives. Course objectives have been linked to program objectives and assessments, which yield information to measure achievement of mission objectives for students. Feedback from the students is solicited in exit and/or post-graduation surveys. Graduates' sense of appropriate preparation is also a topic of these measuring methods. Focus group discussions by employers and alumnae about their satisfaction with the quality of our graduates are held at the MLA annual meeting. Focus group discussions have been held each year at MLA conferences since 2002 and will continue as a regular feature of the MLA programs. The Director and other faculty members meet informally with the directors of public, academic, and special libraries, as well as other information centers and employers of library science graduates at the MLA conferences. Such discussions have yielded important feedback on changes in the field that must be addressed in the SLIS program. For example, on October 21, 2010, at the MLA SLIS Focus Group, graduate students and alumnae discussed their desire for courses or workshops on grant-writing and technology training. As a result of this feedback as well as new ALA Competency Standards, a grant-writing assignment has been added to the management course. Requests for more technology training from the group discussion as well as comments from a practicum supervisor led the faculty to examine assessments being used on technology skills. The outcome of these conversations and review of our assessment led us to modify curricular requirements such that students must include one of three identified technology intensive courses as one of their five electives.

A substantial element of outcomes assessment in SLIS is rooted in the University system of regular data collection and analysis of outcomes employing WEAVE reporting software. Each unit at the University designs appropriate outcome assessment measures for their courses and program. These are measured and reported each semester and compiled by the University to evaluate compliance with the various accreditation bodies, as well as monitor development changes in curriculum and programs. University assessment review panels examine the reports and make recommendations as well as critiques. The process has been an imbedded activity for SLIS for some time, the reports are reviewed at faculty meetings, and discussed throughout semester (See Appendix 5.4H Detailed Assessment Report 2010-2011 Library and Information Science MLIS for an example).

Changes in syllabi to incorporate rubrics to help students better understand the evaluative process and to improve assessment of student achievement are ongoing. A system of outcome assessments that examines the success of the program through student achievement is in the second testing cycle. A pilot assessment system indicated that students were having writing problems. The faculty, in reviewing this finding, determined the best solution was to require more writing and research throughout the program and to model writing assignment rubrics on the University QEP model.

The University requires student course evaluations after the fall semesters and spring semesters. The results are read by the Director and respective faculty members.

Constructive feedback has been instrumental in designing and modifying courses, particularly in the online environment. Evaluations are also taken into consideration in annual faculty reviews. Comments from the discussion boards and classroom chats are also collected for review by the faculty and have informed decisions to modify syllabi, and open discussion with employers and alumni about the possible implications of changes in the field.

One measure of a program that requires student research is the scholarly productivity of the students – the number of student papers published and the number of scholarly conference presentations. SLIS students who produce sound research papers or projects are encouraged to submit their work to a scholarly LIS journal or conference.

Sources of evidence:

- 6.1. Course Evaluations by Students
- 6.2. Program Evaluation: SLIS Students and Graduates Focus Group
- 6.3. Focus Group Notes for 2010, 2011 (see Appendix 5.2H)
- 6.4. Bibliography of Student Publications, Presentations (Appendix 5.4H)

6.1. Course Evaluations by Students

Southern Miss uses online course evaluations, which are used in tenure and promotion and also in annual faculty evaluations. Student participation is high since the incentive is early access to semester grades.

6.2. Program Evaluation: Focus Group

In October each year, SLIS conducts a focus group of students and recent graduates at the Mississippi Library Association Annual Conference. Feedback from the focus group is addressed in SLIS faculty meetings and Curriculum Committee (see Appendix 5.2A2 in Curriculum)

Standard V: Administration and Financial Support*Administration*

V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

In January 2003, the School of Library and Information Science was administratively repositioned in the College of Education and Psychology. This positioning in a college more familiar with accreditation processes has been a positive and very supportive arrangement. The school is represented at the college level by the director who serves on the College Council, or executive committee of the College. The director is directly responsible to the Dean of the College. The school controls the content of its program and is solely responsible for that content. The school is required, as is every discipline in the University, to provide the College and the University with information about courses, in the form of syllabi; and to clearly identify the objectives of courses, evaluation of courses, and assessment systems for both courses and the whole program. However, the courses, objectives, evaluative methods, and systems of assessments are designed and implemented by the faculty of the School. The intellectual content of the program is solely the responsibility of the faculty of the School. The School cooperates and collaborates with other disciplines in the College and University to address state and federal regulations and accreditation issues.

Hiring procedures in place at the University are designed to ensure compliance with AA/AOE/ ADAI and to manage the process of hiring, beginning with the request for permission to advertise. The School determines the credentials and expertise desired in a new faculty member, based on what SLIS faculty members have deemed necessary to satisfy the mission of the program, both currently and based on future planning. Permission to advertise is a budgetary verification that funds are available and that it would be appropriate to seek a new faculty member. The selection of persons for interviews and hiring is conducted in compliance with state and federal laws and is based on the evaluation of candidates by the faculty, students, alum and concerned constituencies of the School. The final decision for recommendation to hire comes from the faculty of the School.

Admission to the School of Library and Information Science is determined by the admissions committee and the director of the School, the dean of the College and the dean of the Graduate School must also concur. Such decisions are based on criteria established by the school, which include letters of recommendation, personal statements of professional interest, and a history of paraprofessional or voluntary participation in a library or other information center. GRE scores are considered only in conjunction with all of the above as well as with the GPA on the last 60 hours of undergraduate work. In the event that graduate work has been performed, GPAs related to hours, currency and

subject are also given consideration. The University has established baseline criteria for admission but the School can request that those criteria be waived. Hence, the selection of students is entirely in the hands of the School.

The administration of the University supplies sufficient funds and resources to allow the school to attain its mission. The school has been allowed to add fees to its courses to support the technology and software needs of the program. The fee money is supplemental, and does not replace the basic budget allocated by the University for salaries, fringe benefits, operating expenses and student support. Additionally, the University and College have returned any unspent allocations to the developmental fund of the school, thus enhancing accounts that may be used to support faculty travel, research, professional development, or student support. At the beginning of the 2011-2012 academic year the university undertook a merit and equity raise process that resulted in all the faculty, and staff, of SLIS receiving pay increases, with one faculty member rated highly enough that a six percent raise was awarded.

Review of the three year budget history:

| | Institutional | Other | Total |
|-------------|---------------------|---|-----------------------|
| 2009 - 2010 | <u>\$862,590.00</u> | <u>\$230,199.00*</u> | <u>\$1,092,789.00</u> |
| | | * endowments, grants, fees, recovered funds | |
| 2008 – 2009 | <u>\$886,017.00</u> | <u>\$243,156.00*</u> | <u>\$1,129,173.00</u> |
| | | * endowments, grants, fees, recovered funds (H.W. Wilson) | |
| 2007 - 2008 | <u>\$882,604.00</u> | <u>\$218,074.00*</u> | <u>\$1,100,678.00</u> |
| | | * endowments, grants, fees, recovered funds | |

The increased monies under ‘other’ is a combination of roll over money, collected fees and some expenditures from the H W Wilson fund for student scholarships. This review does include graduate assistantship monies (\$30,000 per academic year) but does not reflect the tuition waivers for G.A.s (approximately \$58,000 per academic year).

In 2004, a three year \$25,000 donation commitment was made by a Jackson Realtor’s PA and ten year \$10,000 donation commitment was made by a private donor. These monies have continued to rollover. The donations are not included in the institutional budget as these are in discretionary funds.

The national economy impacted everyone; during the 2009-2010 year some institutional funds were diverted to contribute to the University’s contribution to cover the State of Mississippi’s budget short fall.

Sources of Evidence:

- 1.1 Graduate bulletin, <http://www.usm.edu/registrar/graduate-bulletins>
- 1.2 Faculty handbook, http://www.usm.edu/sites/default/files/groups/office-provost/pdf/faculty_handbook.pdf
- 1.3 Budget reports (onsite)
- 1.4 ALISE Stats reports (onsite)
- 1.5 Fee creation documents (onsite)

V.2 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

SLIS faculty participate in the election of representatives to the University faculty senate, the academic and graduate councils of the University, and the College tenure and promotion committee. There are SLIS faculty members on other invited committees. The director serves on the College Council, is one of the three elected College representatives to the University Council of Chairs, she serves on the University appeals committee for admission and grades. Dr Teresa Welsh is currently serving on the College tenure and promotion advisory committee, and she recently served on the University's Advisory committee. Dr. Teresa Welsh previously served on the search committee for the Dean of the College of Education and Psychology. Dr. Dorothy Elizabeth Haynes served on the University Academic Council and was chair one year, she also served on the Academic Planning Group, a program assessment team created by the Provost in 2009, and she serves on the professional education council. Several SLIS faculty members have been on research committees with members of the library faculty as well as the faculty of the Departments of Curriculum and Special Education, Instructional Technology, History, Anthropology and Political Science.

Sources of Evidence:

2.1 Faculty vitas, Appendix 5.3A

2.2 Faculty handbook, http://www.usm.edu/sites/default/files/groups/office-provost/pdf/faculty_handbook.pdf

V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The director of the school has title, salary, status and authority comparable to heads of similar units in the parent institution. The University has formulas determining compensation for unit heads based on faculty rank and number of faculty in the unit. The director has experience in both university administration and academic positions and is a tenured associate professor.

Sources of Evidence:

3.1 Budget for several directors on campus, onsite

V.4 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The school's administrative and other staff members are adequate to support the executive officer and faculty in the performance of their responsibilities. Each faculty member has access to four graduate assistants during the week and upon request may be assisted at conferences or over weekends for academic purposes. The graduate assistants help faculty in conducting research, managing classes, and planning activities for students, classes and the program. The executive officer is assisted by two the full time staff members. These staff members are also available to assist the other faculty members and adjuncts.

The SLIS faculty is evaluated annually, with the evaluation method being determined according to a governance procedure voted on by the faculty themselves. Courses and faculty are evaluated by students. Courses are continuously under examination for compliance with agreed upon objectives and goals by the faculty through the Curriculum Committee. The director has access to all online courses and monitors course activities episodically. The results of these various evaluation processes are incorporated in yearly evaluations as well as tenure and promotion recommendations and decisions. The faculty also meets as a unit to work on short- and long-range planning, discuss ongoing activities, and make decisions regarding operation of the School. Except where otherwise dictated by University policy, these decisions are not subject to review outside the School. Curriculum review is an ongoing process and SLIS has begun involving practitioners in the process, even inviting practitioners to visit classrooms and advise us on current issues. Suggestions or recommendations from reviewers are discussed in faculty meeting. Suggestions from reviewers have been incorporated into practicum syllabi and lead to changes in the children's literature course. Additional changes are anticipated as more practitioners are involved in the process.

Sources of Evidence:

- 4.1 ALISE stats, onsite
- 4.2 Employment records, onsite
- 4.3 Minutes of faculty meetings, onsite

Financial Support

V.5 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

The University provides continuing financial support sufficient to develop and maintain the school in accordance with the general principles set forth in the Standards. Budgetary resources are provided for salaries, student wages and assistantships, fringe benefits, research and travel monies, supplies, and facility maintenance. The program was allowed to collect fees for courses beginning in fall 2002, the fees go directly into a SLIS account. The fees are used to pay for software, hardware and support of the courses.

Sources of Evidence:

5.1 Research and travel money report, onsite

5.2 Resources purchased, onsite

5.3 Software purchases, onsite

V.6 Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Compensation for the program's executive officer, faculty and other staff is equitable in comparison to other members of The University of Southern Mississippi faculty, staff and administrators of comparable education and responsibilities. During the 2011 fiscal year, each SLIS faculty and staff member received a merit raise, and several received market adjustments. The college compared SLIS salaries with the average salary of other members of the college at the same rank to determine a percentage range for increase. Initial salaries for new faculty may be negotiated during the search process to ensure that the program is able to attract, support and retain personnel appropriate to our program.

Sources of Evidence:

6.1 ALISE stats, onsite

6.2 Budget documents, onsite

V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. A

variety of sources of funds are available through competitive application, direct request, and through developmental funds of the School and the College. Faculty members are provided with support to attend professional conferences if they are on committees and/or present papers. The University provides funds to support graduate assistants through tuition waivers and stipends and many SLIS students receive direct financial aid from the University. Graduate students can also participate in graduate work-study arrangements in various departments of the University. Several SLIS students are employed in work-study positions with the University Library. Financial aid is based on formulas applied equally to all students.

Sources of Evidence:

7.1 Faculty handbook, http://www.usm.edu/sites/default/files/groups/office-provost/pdf/faculty_handbook.pdf

7.2 Sponsored Programs Administration, <http://www.usm.edu/spa/>

7.3 Developmental fund report from ALISE stats, onsite

7.4 Student financial aid policies, <http://www.usm.edu/financial-aid>

V.8 The school's planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

The faculty of the school are involved in the administrative, fiscal and financial policy decisions made at the school level. The faculty are involved in these types of decisions through the participatory management style of the director of the program and the dean and provost of the University. Input is solicited through the dean and the director from faculty, staff and students as appropriate. Faculty meetings are open forums for faculty discussion of any academic, administrative or fiscal issue. Faculty are consulted for advice in both formal and informal settings, and we characterize ourselves as a collaborative and cooperative faculty. Every attempt is made to ensure that each faculty member has a voice in decisions that affect them, the school, or the program. Evaluation of the processes and policies of the School, the College and the University are ongoing.

Sources of Evidence:

8.1 Faculty Handbook, http://www.usm.edu/sites/default/files/groups/office-provost/pdf/faculty_handbook.pdf

8.2 Committee minutes, onsite

Standard VI: Physical Resources and Facilities

VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

The School is physically located within the Joseph Anderson Cook Memorial Library on the Hattiesburg campus, on the second floor. The entire office suite and classrooms has been repainted and re-carpeted this year (2012). The suite includes four classrooms, one of which is used as a technology classroom, capable of seating 20 students; the other three classrooms seat 20, 36 and 40 students respectively. Each room has been fitted with adjustable height tables, several of which are on wheels and adjustable height and angle padded chairs. As classes are often taught in one and one half hour, to three hour meeting formats, the School determined that ergonomically suitable seating was essential. Each classroom is equipped with an overhead data video projector; an Elmo presentation camera, digital camera, two video cameras, are available for use in the classrooms and are kept in the main office suite of the School. Additional media equipment is available upon request from the University equipment services group of iTech, and the Learning Enhancement Center. Students may request the use of the classroom media equipment to support their own projects or presentations. Other facilities available within the library building include a training room with SMART board technology, a satellite reception classroom and computer access throughout the building. Since 2005 a writing center and a speaking presentation center have been opened on the main floor of the library. A Starbucks coffee shop has been installed on the main floor also. The library building has Wi-Fi throughout as well as small group study carrels with media equipment such as large computer monitors, SMART boards, televisions and so on. Facilities available on campus include; two interactive video network classrooms, multiple SMART classrooms, open access computer labs, and the entire spectrum of typical student support services.

Sources of Evidence:

- 1.1 Onsite equipment
- 1.2 Campus maps

VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.

The library building is equipped with many study carrels, group study rooms, and photocopy, searching and catalog access areas. The library offers significant online tutorials, online research help guides, participation in online course activities, emailed instruction modules (i.e. How to Retrieve Articles), email tutorials, 'Ask a librarian' and email support for students using the systems. Library tours, demonstrations, and workshops are available for the students.

The University of Southern Mississippi Libraries system includes Joseph Anderson Cook Library and William David McCain Library and Archives on the Hattiesburg Campus, the Gulf Coast Library on the Long Beach Campus, the Gulf Coast Student Services Center Library, Gunter Library at the Gulf Coast Research Laboratory in Ocean Springs, and several teaching site libraries on the Gulf Coast. All computers listed below are available for Public Use with the exception of times when a class is being held in classrooms or labs. These computers are

connected to the university network providing high-speed access to applications, the Internet and Internet 2 access to other research institutions across the U.S.

The university has 6 Microfiche stations on the 2nd floor of Cook Library and 1 in McCain Library on the 3rd Floor.

The Cook Library, found on the Hattiesburg Campus, has a total of 225 computers available for public use in addition to being fully wireless. On the Gulf Coast Campus, there are computers for public use and two classrooms/computer labs with 30 computers each. Also located on the Gulf Coast Campus is a Student Service Center with an additional 41 computer available.

The following table details software available on campus to our students:

| Standard Computer Software Configuration: | Universally accessible computers: |
|--|--|
| Adobe Reader 9 | Adobe Reader 9 |
| Internet Explorer | Dragon Naturally Speaking |
| K-lite Codec Pack | Internet Explorer |
| Microsoft Office 07 | Jaws |
| Microsoft Visual Studio 2005 | K-lite Codec Pack |
| Mozilla Firefox | Microsoft Office 07 |
| Pronto | Microsoft Visual Studio 2005 |
| Putty | Mozilla Firefox |
| Quick Time | Pronto |
| Roxio Creator | Putty |
| SPSS 18 | Quick Time |
| Windows Media Player | Roxio Creator |
| | SPSS 18 |
| | Thunder Screen Reader |
| | Windows Media Player |
| | Windows Movie Maker |
| Updates are made available regularly | Zoom Text |

Sources of Evidence:

2.1 Computers onsite

2.2 Library building

2.3 Software descriptions <http://www.lib.usm.edu/help>

VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

At each teaching site, faculty and students have access to library services, and librarians travel to university teaching sites as requested in order to provide instruction in locating, selecting and utilizing library resources. On the Hattiesburg campus, the Joseph Anderson Cook Library provides general collection materials for undergraduate and graduate levels of teaching, learning and research. The William David McCain Library and Archives houses Special Collections materials, including the Mississippiana Collection and the University Archives. The Gulf Coast Library on the Long Beach campus and the Gulf Coast Student Services Center in Gulfport provide basic library support for faculty and students at those sites. Through arrangements with Keesler Air Force Base's McBride Library, Stennis Space Center's Maury Library, and Meridian Community College, students are provided library support. Students at these sites have library privileges and access to University Libraries' resources.

The University Libraries provide access to information resources supporting faculty and students not located on or near its campuses. The Mississippi University Libraries Borrowing Card allows faculty and students to check out library materials from other state-supported academic libraries. In addition, a shuttle service for transporting library materials runs three times per week between the Hattiesburg campus libraries and the Gulf Coast. Regardless of place, the university community is able to access electronic resources and services through the Internet. The University provides Internet access for faculty and students in faculty offices, computer labs, residence halls, and other sites throughout the campuses. In addition, students and faculty are able to access Internet resources remotely. Electronic books, full-text databases, electronic reserves, and electronic journals are available to University faculty and students around the world. An e-mail reference service, Ask-a-Librarian, is available in addition to telephone reference service. Document delivery can be used to obtain books, articles, and other materials. Many articles can be delivered quickly online. The library's website has a variety of resources designed to facilitate instruction in the use of library services and materials, including self-paced tutorials with feedback loops, a library instruction service delivered via e-mail, and many research help guides. The Library's online catalog can be accessed at <http://encore.lib.usm.edu>

The library has a well educated, cross trained and effective faculty of professional librarians as well as many paraprofessionals, who serve all students, on and off campus, in learning how to use the library to its maximum efficiency. Networked computers are available throughout the library, and library faculty and staff are readily available to assist with instruction on access or researching. The collection is well maintained, and provides major database access and journals that are considered specific to library and information science. All materials are available to students regardless of physical location via electronic access, document delivery of various forms.

The University of Southern Mississippi boasts a state-of-the-art University Technology and Data Center (UTDC) with multiple points of redundancy including network connectivity, power and environmental controls which helps to ensure university technology services remain available. University researchers have application hosting services and server hardware hosting. Researchers may choose between rack-space only or a fully managed hardware and operating system. Server hosting is physically "housing" a server in the UTDC. Server support includes

server procurement, server installation, and storage solutions. Server administration includes security patching, maintenance, monitoring, and backup and recovery services. The UTDC supports Windows and Linux environments.

File storage and file sharing services for departments can be used as a common location to share files with individuals and teams.

Basic telephone services and emergency 911 services are provided for all departments.

Additionally, the University includes the Learning Enhancement Center (LEC), which has a mission “to meet the needs of faculty, staff and students through innovative approaches to teaching, learning and research which align with the broader mission of the institution through the facilitated support of effective instructional strategies; distance education; and faculty, staff and student development.”

The LEC is available to faculty, staff, and students for technology-related professional development training and learning opportunities, including one-on-one.

Sources of Evidence:

3.1 Library web page (www.usm.lib.edu)
sample tutorials and instructions

VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

All aspects of the library both virtual and physical are monitored continuously for accessibility, reliability and appropriate content support. Computer lab access is available across campus, resources and support for students with differing abilities and special needs are available and well supported by the university community. The Institute of Disability Studies with the Office of Disabilities Accommodations work closely with all the members of the university community to ensure access for all students, staff and faculty.

The central technology service department (iTech) provides technology support in the form of a technology help desk, network administrators, server and system administration, classroom technology assistance, event support, security and compliance guidelines, telephony services, and technical project management. (<http://www.usm.edu/itech/>)

The iTech Service Catalog (<http://www.usm.edu/itech/services.php>) includes all the services available for student, faculty and staff support as follows:

Classroom and Event Support: Classroom and Event Support, Equipment Services, and Event Services

Connections and Accounts: E-mail and Calendar, Eagle Alert Enrollment, Guest Access, Listservs, Network & Wireless Services, Network (Moves, Adds, and Changes), Password Management, VPN, Web Accounts

Help Desk Services: iTech Help Desk, How-to's, Software Downloads, Technology Procurement

Security and Compliance: Policies & Guidelines, Security Incident Response

Technical Project Services: Customer Care, Enterprise Technology Solutions, Network Moves, Adds, and Changes, Project Planning, Technology Procurement

Telephone Services: Providing digital telephones, dial tone, Voice over IP, and directory services to Southern Miss campuses

University Technology and Data Center: Application Hosting, File Services for Departments, Server Hosting and Support

Sources of Evidence:

4.1 URL with Bobbi test for web pages

4.2 Institute of Disabilities Studies webpage www.ids.usm.edu

4.3 URL for iTech web site (<http://www.usm.edu/itech/>)

and iTech service catalog (<http://www.usm.edu/itech/services.php>)

VI.5 The school's planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

Continuous review of the available resources is part of the planning process for delivery and development of courses, as well as support of the program. A cyclic budgeting plan is in place to replace equipment in three year cycles, but is flexible enough to allow purchases to improve resources when complete replacement is not necessary. Review of software systems and evaluation of options for improving systems is an ongoing task. Any review of software necessitates a re-examination of available hardware and network resources. The development of any course, in any mode of delivery involves faculty and staff in review of existing resources, and potential new demands. Planning of courses involves SLIS faculty from the proposal stage to the implementation. New courses must be discussed with the SLIS faculty before consideration for offering. Design of course assessment and rubrics is a shared task involving SLIS faculty in analysis of issues and evaluation methodology. New courses, or significantly modified courses must pass through the SLIS faculty, to the College Council, to the University Academic and Graduate committees that over see additions to curriculum. All new course proposals are examined to determine the ability of the Library to serve the new course needs, as well as establish the implications on faculty and staff requirements.

The library has been very proactive in pursuing academic, technological and future oriented resources to support the mission of the university. The library offers a variety of document delivery options, including online, fax and postal, through a number of different resources. Online tutorials and cutting edge technology initiatives make Cook Library a leader in the state, if not the region, for services to students and faculty.

SLIS library budget for fiscal year 2010-2011 was \$24,383.50. The following is the breakdown of expenditures by category:

| | |
|-------------------|--|
| Approval (books): | \$2633.34 (this will increase after adjusting the profile) |
| Firm (books): | 2227.49 (an increase of \$1502. 49 Scarecrow orders) |
| Serials (print): | 4532.95 |
| Databases: | 1224.98 |
| eJournals: | 13,764.74 |

The Excel spreadsheet enclosed as evidence provides additional information on the support of distance students by showing a representation of electronic resources for them. Due to the large number of electronic monographs (over 5,000), they are not included in the spreadsheet.

The University of Southern Mississippi initiated the Computer Exchange Program (CEP) in 2010. Participating faculty and staff in the program will exchange hundreds of desktop and laptop computers each year. The purpose of this program is to replace obsolete and non-supported desktops and laptops with new desktops and laptops to ensure that faculty and staff technology needs are being met and that computers meet current standards. There is no cost to the department or the CEP Recipient if a qualified faculty or staff member receives a computer through the Computer Exchange Program. This program is funded by the university, approved by cabinet, and administered through iTech.

iTech reviews industry changes and standards for both hardware and software and makes recommendations for minimum desktop and laptop requirements. iTech works with our vendors to standardize the hardware that is procured by campus and to have standard software images installed on university computers.

Anti-virus software is provided free-of-charge for students and employees of the university to encourage safe computing practices. Employees have access to Microsoft Office software for both work and home computers since we realize that productivity takes place at the office and remotely. SPSS and AMOS are also available for faculty and staff.

Staff Council has a Training and Technology Committee that focuses on technology and providing assistance and information for staff.

CampusHUB intranet portal was implemented to become a one-stop shop for all university constituents. The initial focus has been on the student life-cycle with emphasis on student retention. Resources for faculty and staff will be the focus on later project phases. Faculty, staff, and students have been involved in the planning, requirements gathering and implementation of the portal.

Security is the job of everyone at the university. Several areas work together to create and enforce acceptable use policies and information management policies.

Sources of Evidence:

5.1 Library PR, www.lib.usm.edu

5.2 catalogs

4 Synthesis and Overview

4.1 Summary

The School of Library and Information Science at the University of Southern Mississippi has been engaged in a continued systematic effort to avoid the issues that led to a conditional accreditation finding in July 2002 by the American Library Association Committee on Accreditation. Though fully released from conditional status in 2005, SLIS has remained acutely conscious of strategic planning. Within SLIS systematic broad-based planning is an ongoing, overarching and critical component to address all of the Standards. The School of Library and Information Science planning processes are imbedded in the program as a component of the University planning and assessments system and as part of our commitment to support our student/employer constituencies, maintain compliance with Southern Association College and Schools (SACS), National Council on the Accreditation of Teacher Education (NCATE), American Library Association and the ALA Committee on Accreditation, and the mission of the University of Southern Mississippi. As SACS and NCATE move toward an accreditation model similar to COA that of standards and evidence rather than criteria, our work on accreditation has been very helpful.

Implementing planned assessment systems, curriculum reviews, and continuously reviewing the outcomes, has enabled us to identify areas where continued development is needed. In fact, what has become evident is that a plan of continuous review is the only sensible approach to serving all of our constituencies, students, alums, employers, community and field.

Continuous updating of plans is critical. The university recently engaged in a review of its own strategic plans and SLIS was a participant in this process. Regular review of the SLIS strategic plan and the plans to maintain our accreditation has allowed us to gauge progress as well as identify areas that require more attention and time. The assistance of the College of Education and Psychology assures our continued success with planning. The Associate Dean Diane Fisher responsible for accreditation in the College and the Associate Provost William Powell, contribute both labor and enthusiasm to these efforts.

The evolution of technology and its impact in our field demands a continuous cycle of evaluation and replacement of equipment, and curricular content; this is being addressed by regular evaluation of systems, and curricula. A review of technology use in our classes was conducted by faculty during summer 2011 and a university summer grant proposal for the Improvement of Instruction has been submitted by Dr. Stacy Creel to develop more online tools for use in classes and to model more online technology for our university colleagues. Regardless of the grant, the school intends to develop additional tools and identify available software to continue supporting the technology needs of students and faculty. The curriculum committee headed by Dr. Teresa Welsh, has been reviewing curricula, constructing new rubrics, revising course assessments and analyzing the connections among our course goals, the college and university missions and the ALA Core Competencies. We are confident that every examination of our mission, goals

and objectives in correlation with the institution's and ALA's help us to improve our curriculum and enhance our understanding of the processes.

Students have participated in the last 8 state conferences and even some of the ALA conferences, contributing posters, papers and labor; being visible to potential employers and recruiters. Four student papers received Beta Phi Mu awards. The school has sponsored and presented a variety of events at Mississippi Library Association conferences, including focus groups, meeting discussing American Library Association Accreditation, and panels on intellectual freedom. Practitioners have volunteered to meet with our classes and even to conduct real-world workshops.

The university has undergone changes in administration, and organization since the 2005 accreditation visit, which have contributed to the efforts of the school. The current president, Dr. Martha D. Saunders took office in 2007. The administration has been extremely supportive of SLIS and is committed to inclusive planning and strategic development. Planning at all levels of the university focuses on assessment, evaluation and application of data to decision making. The School participates through representation on university and college committees in the review and analysis of existing Southern Miss strategic goals and plans, economic planning, curriculum review and educational Quality Enhancement Plans (QEP). All assessment and planning activities are tracked by university oversight groups including the Office of Institutional Effectiveness (under the Provost), the General Education Core (GEC) assessment review committee, the Professional Education Council (PEC), NCATE unit review committee, Academic Council, Graduate Council, University Priorities Committee and others. We employ a monitoring assessment and evaluation system through WEAVE Online and the Teacher Education Program employs TK20. The nature of the QEP, GEC, NCATE review committees and university accrediting bodies has integrated "continuous review and revision of ... vision, mission, goals, objectives, and learning outcomes" (Standards, 2008, 3) into the Southern Mississippi system. The University is engaged on all levels in broad based strategic planning, from physical plant to student enrollment and retention to academic accountability. The University of Southern Mississippi demonstrates commitment to the concepts and activities of planning, assessment, realignment and open documentation such that enrollment/retention consultants Noel-Levitz summary observations after a campus visit were -

First of all, we must mention that throughout the visit we observed an environment that is already embracing institutional strategic planning ... This complex task will be much easier because of the groundwork that was already set prior to our visit and because of the quality and enthusiasm of the planning leaders that we met" (Noel-Levitz, February 2008, 5)

SLIS is well represented in the College of Education and Psychology with faculty on the college executive committee (College Council), on the tenure and promotion committee (College Advisory Board), and on the Professional Education Council. The school also represents the college on the university Council of Chairs, and has had members on the university Faculty Senate.

4.2 *Concluding Statement*

The School of Library and Information Science at the University of Southern Mississippi has increased the involvement of our constituencies in all of our activities, planning, curriculum, mission and goal definitions and implementation (*Standard I*). We are benefiting from the involvement of our alums, employers, and students in all of our activities and believe that we continue to gain in strength and community respect as a result. Support for faculty (*Standard III*), has been improved, salaries have been increased, graduate assistances, travel money, research seed money, and conference attendance support all contribute to faculty development. In fall 2012 we will have nine tenure track lines, plus an instructor's line. Administrative and fiscal issues (*Standard V*) are being managed through improved budget management, fee collection, donor development and leadership training provided by the university, the college and COA.

We are convinced that an emphasis on the 'continuing' nature of accreditation will benefit all of the ALA schools, and we are certain that this emphasis will remain a conscious and critically monitored portion of our identity. While there will always be work to be done, planning to update, evaluation to be undertaken, we do believe that we demonstrate our compliance with the spirit and intention of the 2008 Standards of Accreditation and respectfully request that the Committee continue our status as regularly accredited.

SLIS Strategic Plan

Southern Miss Four Areas of Strategic Focus:

- Climate for Academic Success
- Image Development
- Community Connections
- Healthy Minds, Bodies, and Campuses.

SLIS Vision

- Excellent teaching
- Innovative research
- Distinguished service

SLIS Mission

The mission of the master's of library and information science program is to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities.

SLIS Goals that Support Four Areas of Strategic Focus

Activities in the strategic plan are ongoing with yearly review and assessment.

University Strategic Focus 1: Climate for Academic Success

SLIS Goal 1: Address the state and region's need for qualified librarians and other information professionals

Objective 1: Provide online access to LIS courses that prepare librarians and other information professionals to serve the information needs of their communities.

Activities: Identify needs and resources through feedback from focus groups, student evaluations, SLIS Advisory Board, course technology survey

Review and update courses to conform to ALA competencies and AASL Standards; develop new online courses and new programs or certificates

Results: B.A. program is offered with the majority of core LIS courses online (ongoing); new undergrad minor is in process of being approved (2012); MLIS with and without licensure is offered entirely online – program enrollment has sustained approximately 150 – 200 MLIS students (ongoing) Graduate Certificate in Archives and Special Collections approved (2010)

Assessments: Graduation rates, enrollment trends
Feedback from focus groups, student evaluations, SLIS
Advisory Board

Objective 2: Expand educational opportunities for students by obtaining internal and external funding for student financial assistance and program support

Activities: Seek grants with Office of Research and Sponsored Programs and the USM Foundation
Seek funding for student assistantships and scholarships
Post scholarship information to SLIS Web site and student listserv

Results: IMLS grant to recruit and support 10 minority students (\$429,000, 3 years) (2010)
Dollar General Grant to assist in funding local library literacy service project (\$3,000) (2009)
Carnegie Whitney Grant (\$5,000) that funded one graduate assistant (2010)

Assessments: Number of grant applications, amount of internal and external funding
Number of student assistantships, number and amount of scholarships and awards
Technology surveys

University Strategic Focus 2: Image Development

SLIS Goal 2: Enhance the image of SLIS internally and externally

Objective 1: Provide faculty development information and opportunities

Activities: Evaluate faculty based on goals/contract system
Support, encourage faculty participation in university-sponsored training sessions in technology, QEP (Quality Enhancement Program), curriculum alignment (NCATE), research and grant-writing
Support, encourage faculty participation in scholarly seminars and conferences
Require scholarly productivity and service for tenure, promotion

Results: Faculty completed training in Blackboard 9.1, Wimba Live Classroom, SPSS, SOAR, ADA compliance, Responsible Conduct of Research (2010-11)

Faculty have published scholarly books, articles in peer-reviewed journals, papers in conference proceedings; faculty have participated and presented at numerous scholarly conferences at the local, state, national and international levels (ongoing)

Assessments: Number of training sessions attended, number of certificates awarded

Number of scholarly seminars and conferences attended by faculty

Objective 2: Market the program regionally and nationally

Activities: Update Web site and Facebook page to reflect current SLIS program and activities

Sponsor information booth at:

Southern Miss Letters Day, Black & Gold Day

State conferences Mississippi Library Association, Society of Mississippi Archivists, LAMP, e-Resources Symposium

National conferences ALA, ALISE

Purchase ad to promote program in *Library Journal*

Create a SLIS e-newsletter to distribute to students, alums, supporters and other interested parties

Contribute items to College newsletter and University P.R.

Market Children's Book Festival and British Studies course

via professional listservs, brochures and posters, SLIS Web site, Facebook, Twitter, LinkedIn

Results: New Web template with updated images and information (2011)

Robust attendance and participation in Children's Book Festival, British Studies (ongoing)

Information booths sponsored at Letters Day, Black & Gold Day, Miss. Library Assn., Society of Miss.

Archivists, LAMP, ALA (2011)

Assessments: Graduation rates, enrollment trends

Feedback from focus groups, student evaluations, SLIS Advisory Board

University Strategic Focus 3: Community Connections

SLIS Goal 3: Establish and maintain connections in the community.

Objective 1: Expand practicum opportunities

Activities: Post scholarship practicum opportunity information to SLIS Web site and student listserv

Results: Undergraduate practicum is the required capstone course (ongoing)
Graduate students have two practicum elective courses, a library practicum and/or archival practicum (ongoing)
Archival practicum is required for the Graduate Certificate in Archives and Special Collections (ongoing)

Assessments: Number of student practicums, evaluations by on-site practicum supervisor, student course evaluations

Objective 2: Expand collaborative effort with professional organizations

Activities: Collaborate with Society of Mississippi Archivists to sponsor a new student group, Society of Student Archivists
Encourage students to attend SMA archival workshops
Encourage students to work each spring at the Children's Book Festival (CBF) in return for free registration
Participate in ALA Student-to-Staff Program
Partner with corporate entities with strong ties to library world

Results: New student group, SAA, approved in 2010
Several students worked at SMA workshops in return for free registration (2011)
A number of students and alums volunteer to work each year at the Children's Book Festival in return for free registration (ongoing)
Each year, an LIS student is chosen for Student-to-Staff Program to work at ALA Annual Conference in return for conference lodging and registration (2009-present)

Assessments: CBF evaluations, feedback from focus groups, Advisory Board

University Strategic Focus 4: Healthy Minds, Bodies, and Campuses

SLIS Goal 4: Provide students with opportunities to be exposed to the latest practices in the field

Objective 1: Provide faculty and students opportunities to use and become familiar with emerging technologies

Activities: Require faculty and graduate assistants to complete relevant training in technology
Require students take a technology course as one of electives

Results: Faculty and students are proficient in using Blackboard 9.1 and Wimba Live Classroom for online sessions (ongoing)
SLIS Facebook group page that students, alums and supporters are encouraged to join (2010 – ongoing)

Assessments: Number of faculty and graduate assistants who have completed or earned certificates in technology training

Objective 2: Provide faculty and students opportunities to learn about ethical conduct

Activities: Require assignments related to ALA Bill of Rights
Require graduate students to complete Responsible Conduct of Research online training modules
Require faculty and graduate assistants to attend campus seminar on responsible conduct of research

Results: All SLIS faculty have completed Responsible Conduct of Research online training (2011)
Most faculty and graduate assistants have attended Responsible Conduct of Research campus seminar (2011)

Assessments: Number of faculty and students who have completed Responsible Conduct of Research Training and attended one of the RCR campus seminars.

Objective 3: Provide opportunities to mentor students, junior faculty

Activities: Require at least 9 hours of campus office hours and at least 2 online office hours per week
Designate specific senior faculty to mentor junior faculty
Encourage faculty to use “Early Alert” feature in SOAR to activate administrative counseling service for students at risk for failing or non-attendance

Results: Increased student retention rates and graduation rates (ongoing)
Junior faculty successfully completed most recent third-year review (2010)

Assessments: Student retention rates, graduation rates
Faculty annual reviews

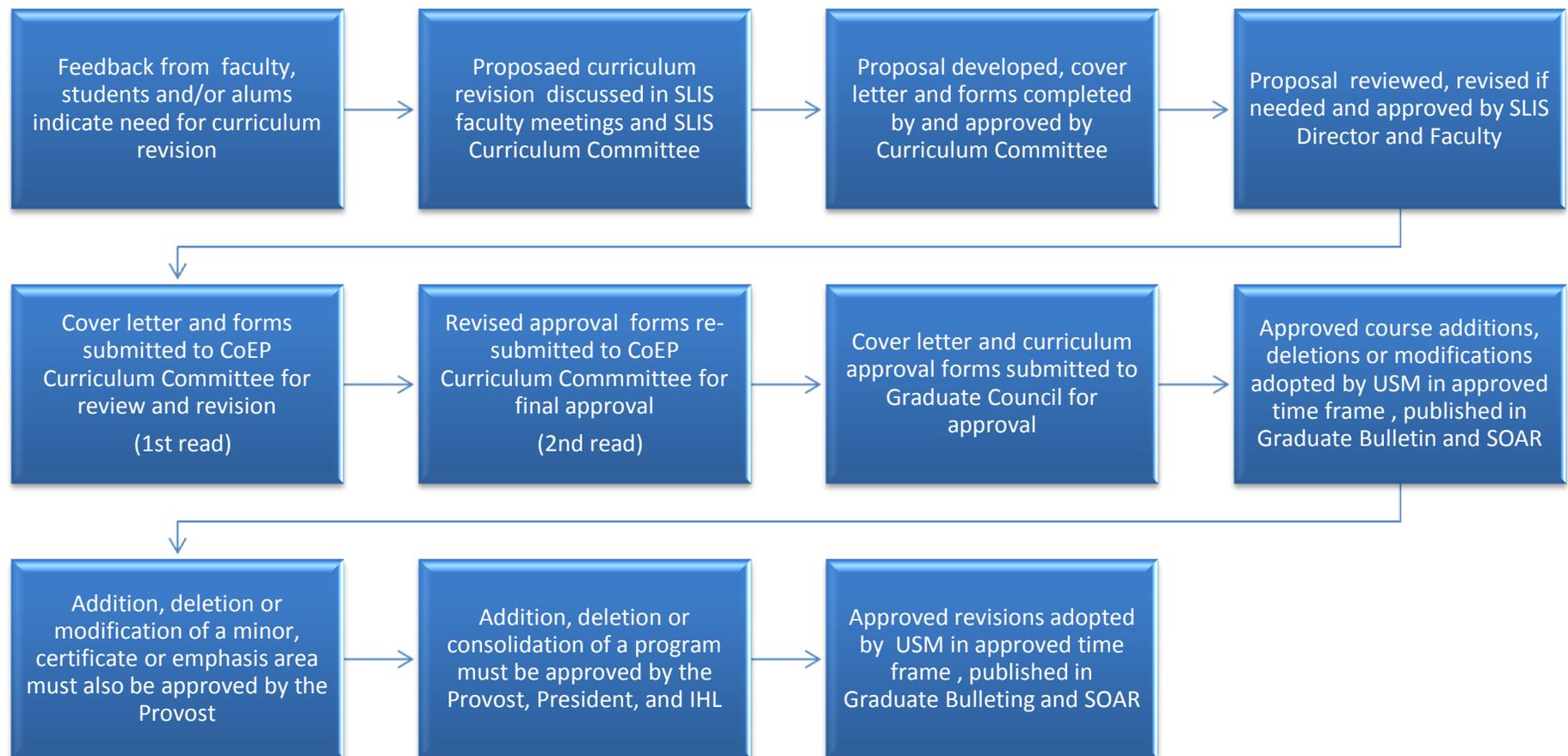
Objective 4: Provide international study-abroad opportunities

Activities: Offer LIS courses in British Studies

Results: Since 2007, ninety-three students from more than 30 universities across the country have earned credit in British Studies LIS courses

Assessments: Student enrollment in British studies, student evaluations.

5.2A1: Graduate Curriculum Approval Process Flowchart



See "Who Approves What" at: <http://www.usm.edu/graduateschool/Approval%20Chart.htm>

Appendix 5.2B

The following table illustrates the relationship of selected specific course objectives and assessments to SLIS program goals and objectives. The relationships listed here are intended to be representative, not exhaustive.

Table 2.1: Correlation of SLIS Goals, Objectives to Core Course Objectives, Outcomes

| Goal and Objectives | Course Objectives | Course Assessments |
|---|---|--|
| <p>1. To foster and promote among master’s degree candidates a knowledge of and commitment to ethical practice on the part of library and information professionals.</p> | <p>LIS 501 – Introduction to Reference Resources and Services</p> <p>LIS 511 – Development of Library Collections</p> <p>LIS 636 – Information: The Library and Society</p> <p>LIS 651 - Introduction to Information Science</p> | |
| <p>A. Discuss and defend the articles of the Library Bill of Rights.</p> | <p>LIS 511- 1. Understand and articulate a commitment to promoting intellectual freedom. 2. Discuss, evaluate, and revise collection development policies and procedures. 3. Design appropriate policies, plans, and procedures for dealing with potentially sensitive materials.</p> <p>LIS 636 – Understand and discuss the importance of the Library Bill of Rights and its application into different types of libraries.</p> <p>LIS 651 - Understand American Library basics, privacy, confidentiality, and individual rights</p> | <p>LIS 511 - Censorship and Collection Development Analysis Report; Collection Development Policy</p> <p>LIS 636 - Assigned Readings; Research Paper; Exams</p> <p>LIS 651 - Assigned Readings (ALA documents); Essay about two key points of readings and the topic’s relevancy to LIS</p> |
| <p>B. Develop policies on how to deal effectively and fairly with persons who seek to censor materials in libraries and information centers.</p> | <p>LIS 511- 1. Discuss, evaluate, and revise collection development policies and procedures. 2. Design appropriate policies, plans, and procedures for dealing with potentially sensitive materials.</p> <p>LIS 636 - Define censorship in context with a particular type of library.</p> | <p>LIS 511 - Collection Development Policy</p> <p>LIS 636 - Assigned Readings, Participation in Chats and Discussion Board; Research Paper; Exams</p> |
| <p>C. Develop policies for providing libraries and information centers with a</p> | <p>LIS 501 - 1. Demonstrate understanding of the wide array of print and online reference resources</p> | <p>LIS 501 – Treasure Hunts; Source Evaluations</p> |

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| <p>variety of viewpoints through a balanced selection of materials and services and fostering the patron's right to read.</p> | <p>available. 2. Articulate factors used in the selection and de-selection of print and online reference sources.</p> <p>LIS 511 - 1. Understand and articulate a commitment to promoting intellectual freedom. 2. Discuss, evaluate, and revise collection development policies and procedures. 3. Design appropriate policies, plans, and procedures for dealing with potentially sensitive materials</p> <p>LIS 636 – 1. Discuss the mission and roles played by a particular type of library in a diverse community. 2. Understand how this type of library provides multicultural library services to the community.</p> | <p>LIS 511 – Censorship and Collection Development Analysis Report; Collection Development Policy</p> <p>LIS 636 - Assigned Readings, Participation in Chats and Discussion Board; Written Assignment: Mission and Roles of Libraries; Research Paper; Exams.</p> |
| <p>D. Analyze the needs of the community being served</p> | <p>LIS 511 - 1. Gather and analyze data relating to the information needs of a service community.</p> | <p>LIS 511 – Community Analysis Paper</p> |
| <p>2. To develop among master degree candidates a knowledge of the basic tenets of assisting users, collection development and maintenance, organization of materials and information, and management of libraries and other information agencies.</p> | <p>LIS 501 – Introduction to Reference Resources and Services</p> <p>LIS 505 – Cataloging and Classification</p> <p>LIS 511 – Development of Library Collections</p> <p>LIS 605 - Library & Information Center Management</p> | |
| <p>A. Demonstrate ability to interact with patrons to effectively assist with information needs and usage.</p> | <p>LIS 501 – 1. Understand and articulate concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader's advisory, and user instruction.</p> | <p>LIS 501 – Reference Interview Role-Playing; Reference Interview Participation and Evaluation in a Library Setting</p> |
| <p>B. Develop procedures and policies for analyzing needs and providing a collection of materials to meet those needs.</p> | <p>LIS 511 - 1. Gather and analyze data relating to the information needs of a service community. 2. Identify and evaluate the various literature reviewing sources. 3. Identify and apply criteria appropriate for evaluating and selecting resources in all formats and for a variety of patrons' informational needs. 4. Discuss, evaluate, and revise collection</p> | <p>LIS 511 – Community Analysis Paper; Collection Development Policy; Reviewing Sources Paper; Weeding Assignment; Discussion Board on Collection Evaluation.</p> |

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| | development policies and procedures. | |
| C. Demonstrate ability to organize those materials and services so that they are readily accessible to the public being served by a library or information center. | <p>LIS 505 – 1 Apply basic descriptive and subject cataloging rules.</p> <p>2. Exhibit elementary competency in creating original catalog entries and proper access points in MARC format.</p> | LIS 505 – Exercises; Midterm and Final Exams; Quizzes |
| D. Demonstrate, evaluate, and discuss the elements of management theory, including goal setting, budget and fiscal management, collection management, program planning, implementation, and evaluation. | <p>LIS 511 – 1. Discuss, evaluate and revise collection development policies and procedures.</p> <p>LIS 605 - 1. Develop an understanding of the philosophy and principles of contemporary management theories, specifically their relevance to the management of libraries and information centers.</p> <p>2. Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development. 3. Demonstrate an understanding of how to effectively negotiate management issues such as funding and how to effectively market library services</p> | <p>LIS 511 - Collection Development Policy; Weeding Assignment</p> <p>LIS 605 - Written Analyses of Articles from Professional LIS Management Literature; Development of a Position Description; Development of a Performance Evaluation Instrument; LIS-related Grant Proposal</p> |
| E. Develop methods of promoting and advocating for libraries and library services. | <p>LIS 605 – 1. Develop an understanding of how to effectively negotiate management issues and how to effectively market library services.</p> <p>2. Demonstrate an understanding of the importance of effective and ethical leadership and of the political ramifications of management decisions</p> <p>LIS 516, 557, or 558 - Demonstrate ability to use information technologies to communicate effectively.</p> | <p>LIS 605 - Written Analyses of Articles from Professional LIS Management Literature; Development and Justification of an Operating Library Budget</p> <p>LIS 516, 557, or 558 – Create a LIS-Related e-Resource (Blog, Wiki, or Web Site).</p> |
| 3. To create an environment for master’s degree candidates to know, understand and appreciate the importance of professional organizations and continuing education, the evolution of libraries and the library profession in the context of social and cultural | <p>LIS 511 – Development of Library Collections</p> <p>LIS 605 - Library & Information Center Management</p> <p>LIS 636 – Information: The Library and Society</p> <p>LIS 651 - Introduction to</p> | |

| diversities. | Information Science | |
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| <p>A. Demonstrate knowledge of the history of information technologies and a historical perspective of their chosen profession.</p> | <p>LIS 511 – 1. Describe the relationship of copyright laws to collection development. 2. Describe the impact of technology on collection development, including resource sharing, collection evaluation, and networking.</p> <p>LIS 636 - Develop an historical perspective and a sense of tradition in respect to their chosen profession, and have some knowledge of the history of the various information technologies.</p> <p>LIS 651 - Demonstrate an understanding of the role and implications of technology relevant to information and information management.</p> | <p>LIS 511 - Participation in Chats and Discussion Board</p> <p>LIS 636 – Assigned Readings, Participation in Chats and Discussion Board; Library Leader Biography Research Paper; Exams</p> <p>LIS 651 - Written Analyses of Articles from the Professional Literature; Participation in Chats and Discussion Board</p> |
| <p>B. Analyze the role that libraries, information centers, books, and communication media in general plays in the development of human culture.</p> | <p>LIS 511 - Identify and analyze current issues and trends in collection development.</p> <p>LIS 636 – 1. Learn and develop an appreciation of the evolution of books and other information transfer devices across geographic, temporal, and cultural boundaries. 2. Explain the global nature of our society, and by extension of the need for a multicultural-oriented type of library services.</p> <p>LIS 651 - Demonstrate an understanding of the role and implications of technology relevant to information and information management.</p> | <p>LIS 511 - Participation in Chats and Discussion Board</p> <p>LIS 636 – Assigned Readings, Participation in Chats and Discussion Board; Short Paper on Service to Multicultural Populations; Exams</p> <p>LIS 651 - Written Analyses of Articles from the Professional Literature; Participation in Chats and Discussion Board</p> |
| <p>C. Demonstrate knowledge about professional organization and the benefits of membership.</p> | <p>LIS 605 – Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development.</p> <p>LIS 636 - Develop an historical perspective and a sense of tradition in respect to their chosen profession</p> | <p>LIS 605 – Position Description, Resume Assignment, Participation in Chats and Discussion Board</p> <p>LIS 636 – Assigned Readings, Participation in Chats and Discussion Board; Short Paper on Service to Multicultural Populations; Library Leader Biography Research Paper</p> |
| <p>4. To introduce master's</p> | <p>LIS 511 – Development of Library</p> | |

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| <p>degree candidates to theoretical and applied professional research in all areas of librarianship; to develop cognizance of the role of scientific research in building a theoretical and practical knowledge base; and to provide an opportunity for each student to conduct original research.</p> | <p>Collections</p> <p>LIS 651 - Introduction to Information Science</p> <p>LIS 668 - Research Methods in Library & Information Science</p> <p>LIS 695 – Master’s Project</p> | |
| <p>A. Apply methods of scientific social research and analysis, and draw appropriate inferences from the results of such studies.</p> | <p>LIS 511 - Gather and analyze data relating to the information needs of a service community.</p> <p>LIS 651 - Demonstrate the ability to apply bibliometric methodology as an evaluative tool in research.</p> <p>LIS 668 – 1. Demonstrate an understanding of the meaning of plagiarism and how to avoid it. 2. Demonstrate an ability to identify and apply appropriate research methodology to specific problems in library and information science.</p> <p>LIS 695 - Demonstrate an understanding of the role of research in the field of library and information science through the completion of a quality research document appropriate to the field.</p> | <p>LIS 511 – Community Analysis Report.</p> <p>LIS 651 - Bibliometric Research Proposal</p> <p>LIS 668 - Research Proposal; Participation in Chats and Discussion Board</p> <p>LIS 695 – Original Research Project</p> |
| <p>B. Explain the role of scientific research and of a theoretical knowledge base in librarianship.</p> | <p>LIS 651 - Demonstrate the ability to articulate the various interpretations of 'data', 'information' and 'knowledge' and the implications of these differences including the impact communications issues have upon the status of information, both in theory and practice.</p> <p>LIS 668 – 1. Demonstrate an understanding of scientific research, its history and role in building a knowledge base in library and information science, and the responsibility of professionals to add to knowledge in the field through research. 2. Demonstrate an ability to analyze, evaluate, and compare published reports of research studies in library and information science and in disciplines other than library and</p> | <p>LIS 651 - Written Analyses of Articles from Professional Literature; Participation in Chats and Discussion Board</p> <p>LIS 668 - Survey of a Scholarly LIS Journal; Critical Report of Published Research; Research Proposal</p> |

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| | information science. | |
| C. Be able to conduct original research and communicate the results appropriately. | <p>LIS 651 - Demonstrate the ability to apply bibliometric methodology as an evaluative tool in research.</p> <p>LIS 668 – 1. Demonstrate knowledge about research methods applicable to library and information studies and the ability to identify and apply appropriate research methodology to specific problems in library and information science. 2. Demonstrate an ability to use current technologies in research investigations and as research topics to investigate the integration and impact of current technologies on library activities. 3. Demonstrate an understanding of the meaning of plagiarism and how to avoid it.</p> <p>LIS 695 - Demonstrate an understanding of the role of research in the field of library and information science through the completion of a quality research document appropriate to the field.</p> | <p>LIS 651 - Bibliometric Research Proposal</p> <p>LIS 668 - Research Proposal; CITI online training for Responsible Conduct of Research</p> <p>LIS 695 – Original Research Project</p> |
| 5. To develop an awareness of the effects of technology on all library and information centers' operations. | <p>LIS 501 – Introduction to Reference Resources and Services</p> <p>LIS 636 – Information: The Library and Society</p> <p>LIS 651 - Introduction to Information Science</p> <p>Required Technology Elective: LIS 516 - Media Utilization; LIS 557 - Computer Applications in Libraries; or LIS 558 - Internet Resources and Applications.</p> | |
| A. Analyze new developments in information technologies and the ways in which these impact provision and usage of information on the part of professionals and patrons. | <p>LIS 501 – 1. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader's advisory, and user instruction. 2. New technologies and their impact on reference.</p> | <p>LIS 501 – Evaluation of Online Tutorials; Creation of an Online Pathfinder; Bibliographic Instruction Podcast</p> |

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| | LIS 636 - Discuss and understand the application of new technology in organizing information and serving library patrons. | LIS 636 -- Assigned Readings; Participation in Chats and Discussion Board; Research Paper; Exams. |
| B. Demonstrate ability to use information technologies to communicate effectively. | LIS 501 – 1. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader’s advisory, and user instruction. 2. New technologies and their impact on reference. LIS 516, 557, or 558 - Demonstrate ability to use information technologies to communicate effectively. | LIS 501 -- Reference Interview Role-Playing; Reader’s Advisory Role-Playing; Bibliographic Instruction Podcast LIS 516, 557, or 558 – Create a LIS-Related e-Resource (Blog, Wiki, or Web Site). |
| C. Be cognizant of the impact of technology on the social and economic structure and the library mission to the community. | LIS 636 - Discuss and understand the application of new technology in organizing information and serving library patrons. LIS 651 - Demonstrate the ability to articulate the various interpretations of 'data', 'information' and 'knowledge' and the implications of these differences including the impact communications issues have upon the status of information, both in theory and practice. | LIS 636 -- Assigned Readings; Participation in Chats and Discussion Board; Research Paper; Exams. LIS 651 - Written Analyses of Articles from the Professional Literature; Participation in Chats and Discussion Board |
| 6. Enable master’s degree candidates to solve problems and to communicate effectively and professionally with diverse publics. | LIS 651 - Introduction to Information Science LIS 668 - Research Methods in Library & Information Science LIS 695 – Master’s Project | |
| A. Demonstrate error-free, high-quality communication through writing, speaking, and other presentation modes B. Analyze and solve problems relevant to library/information centers | LIS 651 - Demonstrate the ability to apply bibliometric methodology as an evaluative tool in research. LIS 668 – 1. Demonstrate knowledge about research methods applicable to library and information studies and the ability to identify and apply appropriate research methodology to specific problems in library and information science. LIS 695 - Demonstrate an | LIS 651 - Bibliometric Research Proposal LIS 668 - Research Proposal LIS 695 – Original Research Project |

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| | understanding of the role of research in the field of library and information science through the completion of a quality research document appropriate to the field. | |
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Appendix 5.2C

The following table illustrates the relationship of selected specific course objectives and assessments to ALA Core Competencies. The relationships listed here are intended to be representative, not exhaustive.

Table 3.2: Relation of SLIS Goals, Objectives and Outcomes of Core Courses to ALA Core Competencies

| ALA Core Competencies | Program Goals | Program Objectives | Courses Objectives | Course Assignments | Assessment Tools |
|---|---|---|--|--|---|
| 1. Foundations of the Profession | | | | | |
| <p>1A. The ethics, values, and foundational principles of the library and information profession.</p> <p>1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).</p> | <p>1. To foster and promote among master’s degree candidates a knowledge of and commitment to ethical practice on the part of library and information professionals.</p> | <p>1A. Discuss and defend the articles of the Library Bill of Rights.</p> <p>1B. Develop policies on how to deal effectively and fairly with persons who seek to censor materials in libraries and information centers.</p> <p>1C. Develop policies for providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the patron’s right to read.</p> | <p>LIS 501 - 1. Demonstrate understanding of the wide array of print and online reference resources available. 2. Articulate factors used in the selection and de-selection of print and online reference sources.</p> <p>LIS 511- 1. Understand and articulate a commitment to promoting intellectual freedom. 2. Discuss, evaluate, and revise collection development policies and procedures. 3. Design appropriate policies, plans, and procedures for dealing with potentially sensitive materials.</p> <p>LIS 636 – 1. Understand and discuss the importance of the Library Bill of Rights and its application into different types of</p> | <p>LIS 501 – Treasure Hunts; Source Evaluations</p> <p>LIS 511 - Censorship and Collection Development Analysis Report; Collection Development Policy</p> <p>LIS 636 - Assigned Readings, Participation in Chats and Discussion</p> | <p>Treasure Hunt Rubric; Source Evaluation Rubrics</p> <p>Censorship and Collection Development Analysis Report Rubric; Collection Development Policy Rubric</p> <p>Assigned Readings Rubric; Participation Rubric;</p> |

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| | | | <p>libraries. 2. Discuss the mission and roles played by a particular type of library in a diverse community. 3. Understand how this type of library provides multicultural library services to the community.</p> <p>LIS 651 - Understand American Library basics, privacy, confidentiality, and individual rights</p> | <p>Board; Research Paper; Exams</p> <p>LIS 651 - Assigned Readings (ALA documents); Essay about two key points of readings and the topic's relevancy to LIS</p> | <p>Research Paper Rubric; Exam Rubric</p> <p>Assigned Readings Rubric</p> |
| <p>1C. The history of libraries and librarianship.</p> | <p>3. To create an environment for master's degree candidates to know, understand and appreciate the importance of professional organizations and continuing education, the evolution of libraries and the library profession in the context of social and cultural diversities.</p> | <p>3A. Demonstrate knowledge of the history of information technologies and a historical perspective of their chosen profession.</p> <p>3B. Analyze the role that libraries, information centers, books, and communication media in general plays in the development of human culture.</p> | <p>LIS 511 – 1. Describe the relationship of copyright laws to collection development. 2. Identify and analyze current issues and trends in collection development. 3. - Describe the impact of technology on collection development, including resource sharing, collection evaluation, and networking.</p> <p>LIS 636 - 1. Learn and develop an appreciation of the evolution of books and other information transfer devices across geographic, temporal, and cultural boundaries. 2. Explain the global nature of our society, and by extension of the need for a multicultural-oriented type of library services. 3. Develop an historical perspective and a sense</p> | <p>LIS 511 - Participation in Chats and Discussion Board</p> <p>LIS 636 – Assigned Readings, Participation in Chats and Discussion Board; Library Leader Biography Research Paper; Short Paper on Service to Multicultural</p> | <p>Participation Rubric</p> <p>Participation Rubric; Research Paper Rubric; Exam Rubric</p> |

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| | | | <p>of tradition in respect to their chosen profession, and have some knowledge of the history of the various information technologies.</p> <p>LIS 651 - Demonstrate an understanding of the role and implications of technology relevant to information and information management.</p> | <p>Populations; Exams</p> <p>LIS 651 - Written Analyses of Articles from the Professional Literature; Participation in Chats and Discussion Board</p> | <p>Assigned Readings Rubric; Participation Rubric</p> |
| <p>1D. The history of human communication and its impact on libraries.</p> | <p>3. To create an environment for master's degree candidates to know, understand and appreciate the importance of professional organizations and continuing education, the evolution of libraries and the library profession in the context of social and cultural diversities.</p> | <p>3B. Analyze the role that libraries, information centers, books, and communication media in general plays in the development of human culture.</p> | <p>LIS 511 - Identify and analyze current issues and trends in collection development.</p> <p>LIS 636 – 1. Learn and develop an appreciation of the evolution of books and other information transfer devices across geographic, temporal, and cultural boundaries. 2. Explain the global nature of our society, and by extension of the need for a multicultural-oriented type of library services.</p> <p>LIS 651 – 1. Demonstrate the ability to articulate the various interpretations of 'data', 'information' and 'knowledge' and the implications of these differences including the impact communications issues have upon the status of information, both in theory and practice. 2. Demonstrate an understanding of the role and implications of</p> | <p>LIS 511 - Participation in Chats and Discussion Board</p> <p>LIS 636 – Assigned Readings, Participation in Chats and Discussion Board; Short Paper on Service to Multicultural Populations; Exams</p> <p>LIS 651 - Written Analyses of Articles from the Professional Literature; Participation in Chats and Discussion Board</p> | <p>Writing Rubric; Participation Rubric</p> <p>Participation Rubric; Research Paper Rubric; Exam Rubric</p> <p>Assigned Readings Rubric; Participation Rubric</p> |

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| | | | technology relevant to information and information management. | | |
| 1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies. | 1. To foster and promote among master's degree candidates a knowledge of and commitment to ethical practice on the part of library and information professionals. | 1C. Develop policies for providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the patron's right to read. | LIS 636 – 1. Understand and discuss the importance of the Library Bill of Rights and its application into different types of libraries. 2. Discuss the mission and roles played by a particular type of library in a diverse community. 3. Understand how this type of library provides multicultural library services to the community. | LIS 636 - Assigned Readings, Participation in Chats and Discussion Board; Research Paper; Exams | Assigned Readings Rubric; Participation Rubric; Research Paper Rubric; Exam Rubric |
| 1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession. | 2. To develop among master degree candidates a knowledge of the basic tenets of assisting users, collection development and maintenance, organization of materials and information, and management of libraries and other information agencies. | 2B. Develop procedures and policies for analyzing needs and providing a collection of materials to meet those needs. 2D. Demonstrate, evaluate, and discuss the elements of management theory, including goal setting, budget and fiscal management, collection management, program planning, | LIS 511 - 1. Gather and analyze data relating to the information needs of a service community. 2. Identify and analyze current issues and trends in collection development. 3. Discuss, evaluate, and revise collection development policies and procedures. LIS 605 - 1. Develop an understanding of the philosophy and principles of contemporary management theories, specifically their relevance to the management of libraries and information centers. 2. Demonstrate an understanding of issues of personnel management | LIS 511 – Community Analysis Paper; Reviewing Sources Paper; Collection Development Policy LIS 605 - Written Analyses of Articles from Professional LIS Management Literature; Development of a Position Description; Development of a Performance | Community Analysis Paper Rubric; Reviewing Sources Paper Rubric; Collection Development Policy Rubric; Article Evaluation Rubric; Position Description Rubric; Performance Evaluation Instrument |

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| | | implementation, and evaluation. | including staffing processes, membership in professional organizations, continuing education and professional development. 3. Demonstrate an understanding of how to effectively negotiate management issues such as funding and how to effectively market library services | Evaluation Instrument; LIS-related Grant Proposal | Rubric; Grant Rubric |
| 1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property. | 1. To foster and promote among master's degree candidates a knowledge of and commitment to ethical practice on the part of library and information professionals. | <p>1A. Demonstrate knowledge of the history of information technologies and a historical perspective of their chosen profession.</p> <p>1C. Develop policies for providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the patron's right to read.</p> <p>1D. Analyze the needs of the community being served</p> | <p>LIS 501 – 1. Demonstrate understanding of the wide array of print and online reference resources available. 2. Articulate factors used in the selection and de-selection of print and online reference sources.</p> <p>LIS 511- 1. Understand and articulate a commitment to promoting intellectual freedom. 2. Discuss, evaluate, and revise collection development policies and procedures. 3. Design appropriate policies, plans, and procedures for dealing with potentially sensitive materials. 4. Gather and analyze data relating to the information needs of a service community.</p> <p>LIS 636 – 1. Understand and discuss the importance of the Library Bill of Rights and its application into different types of libraries. 2. Discuss the mission</p> | <p>LIS 501 – Treasure Hunts; Source Evaluations</p> <p>LIS 511 - Censorship and Collection Development Analysis Report; Collection Development Policy; Community Analysis Paper</p> <p>LIS 636 - Assigned Readings, Participation in Chats and Discussion Board; Written</p> | <p>Treasure Hunts, Source Evaluation Rubrics</p> <p>Paper Rubric</p> <p>Participation Rubric; Research Paper</p> |

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| | | | <p>and roles played by a particular type of library in a diverse community. 3. Understand how this type of library provides multicultural library services to the community.</p> <p>LIS 651 - Understand American Library basics, privacy, confidentiality, and individual rights</p> | <p>Assignment: Mission and Roles of Libraries; Research Paper; Exams.</p> <p>LIS 651 - Assigned Readings (ALA documents); Essay about two key points of readings and the topic's relevancy to LIS</p> | <p>Rubric; Exam Rubric</p> <p>Assigned Readings Rubric</p> |
| <p>1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.</p> | <p>2. To develop among master degree candidates a knowledge of the basic tenets of assisting users, collection development and maintenance, organization of materials and information, and management of libraries and other information agencies.</p> | <p>2E. Develop methods of promoting and advocating for libraries and library services.</p> | <p>LIS 605 – 1. Develop an understanding of how to effectively negotiate management issues and how to effectively market library services. 2. Demonstrate an understanding of the importance of effective and ethical leadership and of the political ramifications of management decisions</p> <p>LIS 516, 557, or 558 - Demonstrate ability to use information technologies to communicate effectively.</p> | <p>LIS 605 - Written Analyses of Articles from Professional LIS Management Literature; Development and Justification of an Operating Library Budget</p> <p>LIS 516, 557, or 558 – Create a LIS-Related e-Resource (Blog, Wiki, or Web Site).</p> | <p>Article Evaluation Rubric; Library Budget Rubric</p> <p>e-Resources (Blog, Wiki, or Web Site) Rubric</p> |

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| <p>1I. The techniques used to analyze complex problems and create appropriate solutions.</p> | <p>6. Enable master’s degree candidates to solve problems and to communicate effectively and professionally with diverse publics.</p> | <p>6B. Analyze and solve problems relevant to library/information centers.</p> | <p>LIS 501 -- The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader’s advisory, and user instruction.</p> <p>LIS 651 - Demonstrate the ability to apply bibliometric methodology as an evaluative tool in research.</p> <p>LIS 695 - Demonstrate an understanding of the role of research in the field of library and information science through the completion of a quality research document appropriate to the field.</p> | <p>LIS 501 -- Reference Interview Role-Playing; Reader’s Advisory Role-Playing; Bibliographic Instruction Podcast</p> <p>LIS 651 - Bibliometric Research Proposal</p> <p>LIS 695 – Original Research Project</p> | <p>Role-playing Rubric; Podcast Rubric</p> <p>Bibliometric Proposal Rubric</p> <p>Research Project Rubric</p> |
| <p>1J. Effective communication techniques (verbal and written).</p> | <p>6. Enable master’s degree candidates to solve problems and to communicate effectively and professionally with diverse publics.</p> | <p>6A. Demonstrate high-quality communication through writing and speaking.</p> | <p>LIS 651 - Demonstrate the ability to apply bibliometric methodology as an evaluative tool in research.</p> <p>LIS 668 – 1. Demonstrate knowledge about research methods applicable to library and information studies and the ability to identify and apply appropriate research methodology to specific problems in library and</p> | <p>LIS 651 - Bibliometric Research Proposal</p> <p>LIS 668 - Research Proposal</p> | <p>Bibliometric Proposal Rubric</p> <p>Research Proposal Rubric</p> |

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| | | | information science. LIS 695 - Demonstrate an understanding of the role of research in the field of library and information science through the completion of a quality research document appropriate to the field. | LIS 695 – Original Research Project | Research Project Rubric |
| 1K. Certification and/or licensure requirements of specialized areas of the profession. | Specialized Courses for School Licensure and Graduate Certificate in Archives & Special Collections | | | | |
| 2. Information Resources | | | | | |
| 2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition. | 3. To create an environment for master’s degree candidates to know, understand and appreciate the importance of professional organizations and continuing education, the evolution of libraries and the library profession n the context of social and cultural diversities. | 3A. Demonstrate knowledge of the history of information technologies and a historical perspective of their chosen profession. | LIS 511 – 1. Describe the relationship of copyright laws to collection development. 2. Describe the impact of technology on collection development, including resource sharing, collection evaluation, and networking. LIS 636 - Develop an historical perspective and a sense of tradition in respect to their chosen profession, and have some knowledge of the history of the various information technologies. LIS 651 - Demonstrate an understanding of the role and implications of technology | LIS 511 - Participation in Chats and Discussion Board LIS 636 – Assigned Readings, Participation in Chats and Discussion Board; Library Leader Biography Research Paper; Exams LIS 651 - Written | Participation Rubric Participation Rubric; Research Paper Rubric; Exam Rubric Assigned |

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| | | | relevant to information and information management. | Analyses of Articles from the Professional Literature; Participation in Chats and Discussion Board | Readings Rubric; Participation Rubric |
| 2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, storing, and deselection. | 2. To develop among master degree candidates a knowledge of the basic tenets of assisting users, collection development and maintenance, organization of materials and information, and management of libraries and other information agencies. | 2B. Develop procedures and policies for analyzing needs and providing a collection of materials to meet those needs. 2C. Demonstrate ability to organize those materials and services so that they are readily accessible to the public being served by a library or information center. | LIS 511 - 1. Gather and analyze data relating to the information needs of a service community. 2. Identify and evaluate the various literature reviewing sources. 3. Identify and apply criteria appropriate for evaluating and selecting resources in all formats and for a variety of patrons' informational needs. 4. Discuss, evaluate, and revise collection development policies and procedures. LIS 505 – 1 Apply basic descriptive and subject cataloging rules. 2. Exhibit elementary competency in creating original catalog entries and proper access points in MARC format. | LIS 511 – Community Analysis Paper; Collection Development Policy; Reviewing Sources Paper; Weeding Assignment; Discussion Board on Collection Evaluation. LIS 505 – Exercises; Midterm and Final Exams; Quizzes | Writing Assignment Rubric; Participation Rubric Exercise Rubric, Exam Rubric; Quiz Rubric |
| 2C. Concepts, issues, and methods related to the management of various collections. 2D. Concepts, issues, and methods related to the maintenance of | 2. To develop among master degree candidates a knowledge of the basic tenets of assisting users, collection development and maintenance, organization of materials and | 2B. Develop procedures and policies for analyzing needs and providing a collection of materials to meet those needs. | LIS 511 - 1. Gather and analyze data relating to the information needs of a service community. 2. Identify and evaluate the various literature reviewing sources. 3. Identify and apply criteria appropriate for evaluating and selecting resources in all formats and for a variety of patrons' | LIS 511 – Community Analysis Paper; Collection Development Policy; Reviewing Sources Paper; Weeding Assignment; Discussion Board on Collection Evaluation. | Writing Assignment Rubric; Participation Rubric |

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| collections, including preservation and conservation. | information, and management of libraries and other information agencies. | | informational needs. 4. Discuss, evaluate, and revise collection development policies and procedures. | | |
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| 3. Organization of Recorded Knowledge and Information | | | | | |
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| <p>3A. The principles involved in the organization and representation of recorded knowledge and information.</p> <p>3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.</p> <p>3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.</p> | <p>2. To develop among master degree candidates a knowledge of the basic tenets of assisting users, collection development and maintenance, organization of materials and information, and management of libraries and other information agencies.</p> | <p>2C. Demonstrate ability to organize those materials and services so that they are readily accessible to the public being served by a library or information center.</p> | <p>LIS 505 – 1 Apply basic descriptive and subject cataloging rules. 2. Exhibit elementary competency in creating original catalog entries and proper access points in MARC format.</p> | <p>LIS 505 – Exercises; Midterm and Final Exams; Quizzes</p> | <p>Exercise Rubric, Exam Rubric; Quiz Rubric</p> |
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| <p>4. Technological Knowledge and Skills</p> | | | | | |
| <p>4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.</p> <p>4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.</p> <p>4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.</p> <p>4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in</p> | <p>5. To develop an awareness of the effects of technology on all library and information centers' operations.</p> | <p>5A. Analyze new developments in information technologies and the ways in which these impact provision and usage of information on the part of professionals and patrons.</p> <p>5B. Demonstrate ability to use information technologies to communicate effectively</p> | <p>LIS 501 – 1. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader’s advisory, and user instruction. 2. New technologies and their impact on reference.</p> <p>LIS 636 - Discuss and understand the application of new technology in organizing information and serving library patrons.</p> <p>LIS 516, 557, or 558 - Demonstrate ability to use information technologies to communicate effectively.</p> | <p>LIS 501 – Evaluation of Online Tutorials; Creation of an Online Pathfinder; Reference Interview Role-Playing; Reader’s Advisory Role-Playing; Bibliographic Instruction Podcast</p> <p>LIS 636 -- Assigned Readings; Participation in Chats and Discussion Board; Research Paper; Exams.</p> <p>LIS 516, 557, or 558 – Create a LIS-Related e-Resource (Blog, Wiki, or Web Site).</p> | <p>Evaluation Rubric; Pathfinder Rubric; Role-playing Rubric; Podcast Rubric</p> <p>Research Paper Rubric; Participation Rubric; Exam Rubric</p> <p>e-Resource (Blog, Wiki, or Web Site) Rubric</p> |

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| order to recognize and implement relevant technological improvements. | | | | | |
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| 5. Reference and User Services | | | | | |
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| <p>5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.</p> <p>5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.</p> <p>5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge</p> | <p>2. To develop among master degree candidates a knowledge of the basic tenets of assisting users, collection development and maintenance, organization of materials and information, and management of libraries and other information agencies.</p> | <p>2A. Demonstrate ability to interact with patrons to effectively assist with information needs and usage.</p> | <p>LIS 501 – 1. Understand and articulate concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader’s advisory, and user instruction.</p> | <p>LIS 501 – Reference Interview Role-Playing; Reference Interview Participation and Evaluation in a Library Setting</p> | <p>Role-playing Rubric; Reference Interview Rubric</p> |

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| <p>and information.</p> <p>5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.</p> <p>5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.</p> | | | | | |
| <p>5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.</p> <p>5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.</p> | <p>2. To develop among master degree candidates a knowledge of the basic tenets of assisting users, collection development and maintenance, organization of materials and information, and management of libraries and other information agencies.</p> | <p>2A. Demonstrate ability to interact with patrons to effectively assist with information needs and usage.</p> <p>2B. Develop procedures and policies for analyzing needs and providing a collection of materials to meet those needs.</p> | <p>LIS 501 – 1. Understand and articulate concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader’s advisory, and user instruction.</p> <p>LIS 511 - 1. Gather and analyze data relating to the information needs of a service community. 2. Identify and evaluate the various literature reviewing sources. 3. Identify and apply criteria appropriate for evaluating and selecting resources in all formats</p> | <p>LIS 501 – Reference Interview Role-Playing; Reference Interview Participation and Evaluation in a Library Setting</p> <p>LIS 511 – Community Analysis Paper; Collection Development Policy; Reviewing Sources Paper; Weeding Assignment; Discussion Board on</p> | <p>Role-playing Rubric; Reference Interview Rubric</p> <p>Writing Assignment Rubric; Participation Rubric</p> |

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| | | | and for a variety of patrons' informational needs. 4. Discuss, evaluate, and revise collection development policies and procedures. | Collection Evaluation. | |
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| 6. Research | | | | | |
| <p>6A. The fundamentals of quantitative and qualitative research methods.</p> <p>6B. The central research findings and research literature of the field.</p> <p>6C. The principles and methods used to assess the actual and potential value of new research.</p> | <p>4. To introduce master's degree candidates to theoretical and applied professional research in all areas of librarianship; to develop cognizance of the role of scientific research in building a theoretical and practical knowledge base; and to provide an opportunity for each student to conduct original research.</p> <p>6. Enable master's degree candidates to solve problems and to communicate effectively and professionally with diverse publics.</p> | <p>4A. Apply methods of scientific social research and analysis, and draw appropriate inferences from the results of such studies.</p> <p>4B. Explain the role of scientific research and of a theoretical knowledge base in librarianship.</p> <p>4C. Be able to conduct original research and communicate the results appropriately</p> <p>6B. Analyze and solve problems relevant to library/information centers</p> | <p>LIS 511 - Gather and analyze data relating to the information needs of a service community.</p> <p>LIS 651 - Demonstrate the ability to apply bibliometric methodology as an evaluative tool in research.</p> <p>LIS 668 – 1. Demonstrate an understanding of the meaning of plagiarism and how to avoid it. 2. Demonstrate an ability to identify and apply appropriate research methodology to specific problems in library and information science.</p> <p>LIS 695 - Demonstrate an understanding of the role of research in the field of library and information science through the</p> | <p>LIS 511 – Community Analysis Report.</p> <p>LIS 651 - Written Analyses of Articles from Professional Literature; Participation in Chats and Discussion Board; Bibliometric Research Proposal</p> <p>LIS 668 - Survey of a Scholarly LIS Journal; Critical Report of Published Research; Research Proposal; CITI online training for Responsible Conduct of Research; Participation in Chats and Discussion Board</p> <p>LIS 695 – Original Research Project</p> | <p>Writing Assignment Rubric</p> <p>Assigned Readings Rubric; Participation Rubric; Bibliometric Proposal Rubric</p> <p>Survey of a Scholarly LIS Journal Rubric; Critical Report of Published Research Rubric; Research Proposal Rubric; CITI score; Participation Rubric</p> <p>Research</p> |

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| | | | completion of a quality research document appropriate to the field. | | Project Rubric |
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| 7. Continuing Education and Lifelong Learning | | | | | |
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| 7A. The necessity of continuing professional development of practitioners in libraries and other information agencies. | 3. To create an environment for master's degree candidates to know, understand and appreciate the importance of professional organizations and continuing education, the evolution of libraries and the library profession in the context of social and cultural diversities. | 3C. Demonstrate knowledge about professional organization and the benefits of membership. | <p>LIS 605 – Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development.</p> <p>LIS 636 - Develop an historical perspective and a sense of tradition in respect to their chosen profession</p> | <p>LIS 605 – Position Description, Resume Assignment, Participation in Chats and Discussion Board</p> <p>LIS 636 – Assigned Readings, Participation in Chats and Discussion Board; Short Paper on Service to Multicultural Populations; Library Leader Biography Research Paper</p> | <p>Position Description Rubric; Resume Rubric; Participation Rubric</p> <p>Assigned Readings Rubric; Participation Rubric; Short Paper Rubric; Research Paper Rubric</p> |
| 7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library | 2. To develop among master degree candidates a knowledge of the basic tenets of assisting users, collection development and maintenance, organization of materials and | 2A. Demonstrate ability to interact with patrons to effectively assist with information needs and usage. | LIS 501 – 1. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader's advisory, and user instruction. | LIS 501 – Evaluation of Online Tutorials; Creation of an Online Pathfinder; Reference Interview Role-Playing; Reader's Advisory Role-Playing; Bibliographic | Evaluation of Online Tutorials Rubric; Creation of an Online Pathfinder Rubric; Reference Interview Role-Playing Rubric; |

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| <p>services.</p> <p>7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.</p> <p>7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.</p> | <p>information, and management of libraries and other information agencies.</p> | | | <p>Instruction Podcast</p> | <p>Reader's Advisory Role-Playing Rubric; Bibliographic Instruction Podcast Rubric</p> |
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| <p>8. Administration and Management</p> | | | | | |
| <p>8A. The principles of planning and budgeting in libraries and other information agencies.</p> <p>8B. The principles of effective personnel practices and human resource development.</p> <p>8C. The concepts behind and methods for, assessment and</p> | <p>2. To develop among master degree candidates a knowledge of the basic tenets of assisting users, collection development and maintenance, organization of materials and information, and management of libraries and other information agencies.</p> | <p>2D. Demonstrate, evaluate, and discuss the elements of management theory, including goal setting, budget and fiscal management, collection management, program planning, implementation, and evaluation.</p> <p>2E. Develop methods of promoting and</p> | <p>LIS 511 – 1. Discuss, evaluate and revise collection development policies and procedures.</p> <p>LIS 605 - 1. Develop an understanding of the philosophy and principles of contemporary management theories, specifically their relevance to the management of libraries and</p> | <p>LIS 511 - Collection Development Policy; Weeding Assignment</p> <p>LIS 605 - Written Analyses of Articles from Professional LIS Management Literature; Development of a</p> | <p>Collection Development Policy Rubric; Weeding Assignment Rubric</p> <p>Article Evaluation Rubric; Position Description Rubric;</p> |

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| <p>evaluation of library services and their outcomes.</p> <p>8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.</p> <p>8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.</p> | | <p>advocating for libraries and library services.</p> | <p>information centers. 2. Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development. 3. Demonstrate an understanding of the importance of effective and ethical leadership and of the political ramifications of management decisions.</p> <p>LIS 516, 557, or 558 - Demonstrate ability to use information technologies to communicate effectively.</p> | <p>Position Description; Development of a Performance Evaluation Instrument; LIS-related Grant Proposal; Development and Justification of an Operating Library Budget</p> <p>LIS 516, 557, or 558 – Create a LIS-Related e-Resource (Blog, Wiki, or Web Site)</p> | <p>Performance Evaluation Instrument Rubric; Grant Rubric; Library Budget Rubric</p> <p>e-Resource (Blog, Wiki, or Web Site) Rubric</p> |
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Appendix 5.2D

This table illustrates the relationship of selected specific course objectives and assessments to AASL Standards. The relationships listed here are intended to be representative, not exhaustive.

| Table 5.2 SLIS Course Objectives and Assessments in Relation to AASL Standards | | |
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| AASL Standards | Course number and objective(s) | Assessments |
| <p>Std. 1 Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.</p> | | |
| <p>1.1 Knowledge of Learners and Learning Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.</p> | <p>LIS 501: Understand and articulate concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader's advisory, and user instruction.</p> <p>LIS 511: Gather and analyze data relating to the information needs of a service community.</p> <p>LIS 636: 1. Discuss the mission and roles played by a particular type of library in a diverse community. 2. Understand how this type of library</p> | <p>LIS 501: Reference Interview Role-Playing; Reference Interview Participation and Evaluation in a Library Setting</p> <p>LIS 511: Community Analysis Paper</p> <p>LIS 636: Assigned Readings, Participation in Chats, Discussion Board; Mission</p> |

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| | provides multicultural library services to the community. | and Roles of Libraries; Research Paper; Exams. |
| <p>1.2 Effective and Knowledgeable Teacher Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.</p> | <p>LIS 501: The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview, reader's advisory, and user instruction.</p> <p>LIS 516: Utilize a variety of media to perform presentations, teaching, and demonstration activities, including the use of software and student interactive media</p> <p>LIS 516, 557, or 558: Demonstrate ability to use information technologies to communicate effectively.</p> | <p>LIS 501: Evaluation of Online Tutorials; Creation of Online Pathfinder; Reference Interview Role-Playing; Reader's Advisory Role-Playing; Bibliographic Instruction Podcast</p> <p>LIS 516: Webquest; field experience journal and report, lesson portfolio</p> <p>LIS 516, 557, or 558: Create a LIS-Related e-Resource (Blog, Wiki, or Web Site)</p> |
| <p>1.3 Instructional Partner Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.</p> | <p>LIS 508: Be able to describe an effective library program, including teaching information skills, developing public relations, and working cooperatively with others responsible for</p> | <p>LIS 508: Policy manual, field experience journal and paper, discussion board</p> |

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| | <p>student welfare and achievement.</p> <p>LIS 605: Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development.</p> | <p>LIS 605: Position Description, Resume Assignment, Participation in Chats and Discussion Board</p> |
| <p>1.4 Integration of Twenty-First Century Skills and Learning Standards Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL <i>Standards for the 21st-Century Learner</i> and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.</p> | <p>LIS 516: 1. Utilize a variety of media to perform presentations, teaching, and demonstration activities, including the use of software and student interactive media; 2. Provide assistance and guidance in the use of print and technological resources, with particular attention to the issues of servicing a multicultural and diverse population</p> <p>LIS 516, 557, or 558: Demonstrate ability to use information technologies to communicate effectively.</p> | <p>LIS 516: Webquest, lesson portfolio, field experience journal and report</p> <p>LIS 516, 557, or 558: Create a LIS-Related e-Resource (Blog, Wiki, or Web Site)</p> |
| <p>STD. 2 Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to</p> | | |

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| <p>support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.</p> | | |
| <p>2.1 Literature Candidates are familiar with a wide range of children’s, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.</p> | <p>LIS 518: Students will demonstrate a basic knowledge of: 1) the wide array of literature available for young adults; 2) critical evaluation of books young adults read</p> | <p>LIS 518: Teen Life journal, class discussion, final exam, discussion boards</p> |
| <p>2.2 Reading Promotion Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.</p> | <p>LIS 518: Students will demonstrate a basic knowledge of: strategies to use with young adults to encourage a lifelong joy of reading</p> | <p>LIS 518: Book circle assignment, Literature project</p> |
| <p>2.3 Respect for Diversity Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.</p> | <p>LIS 511: Gather and analyze data relating to the information needs of a service community.</p> <p>LIS 511: 1. Identify and evaluate the various literature reviewing sources; 2. Identify and apply criteria appropriate for evaluating and selecting resources in all formats and for a variety of patrons' informational needs.</p> <p>LIS 516: provide assistance and guidance in the use of print and technological resources, with particular attention to the issues of servicing a</p> | <p>LIS 511: Community Analysis paper</p> <p>LIS 511: Reviewing sources paper; Collection Development Policy</p> <p>LIS 516: Webquest, lesson portfolio, field experience journal and report</p> |

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| | <p>multicultural and diverse population</p> <p>LIS 518: Students will demonstrate a basic knowledge of multicultural materials for young adults.</p> | <p>LIS 518: Teen Life journal, class discussions, final exam; discussion board</p> |
| <p>2.4 Literacy Strategies Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.</p> | <p>LIS 508: Be able to describe an effective library program, including teaching information skills, developing public relations, and working cooperatively with others responsible for student welfare and achievement.</p> | <p>LIS 508: Policy manual, field experience journal and paper</p> |
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| <p>STD 3 Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.</p> | | |
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| <p>3.1 Efficient and Ethical Information-Seeking Behavior Candidates identify and provide support for diverse student information needs. Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.</p> | <p>LIS 511: Describe the relationship of copyright laws to collection development.</p> <p>LIS 516: Be conversant with the essential aspects of confidentiality. Copyright, and security in using media resources, computer records, and related systems</p> <p>LIS 605: Demonstrate an</p> | <p>LIS 511: Class discussion</p> <p>LIS 516: Copyright assignment, class discussion</p> <p>LIS 605: Written analyses</p> |

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| | <p>understanding of the philosophy and principles of contemporary management theories, specifically their relevance to the management of libraries and information centers.</p> | <p>of articles from the professional management literature; Discussions in Virtual Classroom and Discussion Board Postings</p> |
| <p>3.2 Access to Information Candidates support flexible, open access for library services. Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and digital formats. Candidates model and communicate the legal and ethical codes of the profession.</p> | <p>LIS 511: Understand and articulate a commitment to promoting intellectual freedom.</p> <p>LIS 508: 1. Be able to describe an effective library program, including teaching information skills, developing public relations, and working cooperatively with others responsible for student welfare and achievement; 2. Develop administrative policies, procedures, and short and long-range plans, including budget and technology plans, for the operation and evaluation of the media program.</p> <p>LIS 516: Provide assistance and guidance in the use of print and technological resources, with particular attention to the issues of servicing a multicultural and</p> | <p>LIS 511: Censorship and Library Bill of Rights paper; Collection Development Policy</p> <p>LIS 508: Field experience journal, report; Policy Manual</p> <p>LIS 516: Webquest, lesson portfolio, field experience journal and report</p> |

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| | diverse population; | |
| <p>3.3 Information Technology Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.</p> | <p>LIS 508: Demonstrate and describe ways to utilize computers in management, programming, and information access.</p> <p>LIS 516: 1. Provide assistance and guidance in the use of print and technological resources, with particular attention to the issues of servicing a multicultural and diverse population; 2. Utilize a variety of media to perform presentations, teaching, and demonstration activities, including the use of software and student interactive media; 3. Be conversant with the essential aspects of confidentiality. Copyright, and security in using media resources, computer records, and related systems</p> | <p>LIS 508: Policy manual; RSS/Blog paper; Field experience journal and paper; Research paper</p> <p>LIS 516: Webquest, lesson portfolio, field experience journal and report, copyright assignment</p> |
| <p>3.4 Research and Knowledge Creation Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.</p> | <p>LIS 511: Gather and analyze data relating to the information needs of a service community.</p> <p>LIS 651: Demonstrate the ability to apply bibliometric methodology as an</p> | <p>LIS 511: Community Analysis Report.</p> <p>LIS 651: Written Analyses of Articles from Professional Literature; Bibliometric</p> |

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| | <p>evaluative tool in research.</p> <p>LIS 668: Demonstrate an ability to identify and apply appropriate research methodology to specific problems in library and information science.</p> <p>LIS 695: Demonstrate an understanding of the role of research in the field of library and information science through the completion of a quality research document appropriate to the field</p> | <p>Research Proposal</p> <p>LIS 668: Survey of a Scholarly LIS Journal; Critical Report of Published Research; Research Proposal</p> <p>LIS 695: Original Research Project</p> |
| <p>STD 4 Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.</p> | | |
| <p>4.1. Networking with the Library Community Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.</p> | <p>LIS 501: The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups including but not limited to the reference interview,</p> | <p>LIS 501: Evaluation of Online Tutorials; Creation of an Online Pathfinder; Reference Interview Role-Playing; Reader's Advisory Role-Playing; Bibliographic</p> |

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| | <p>reader's advisory, and user instruction.</p> <p>LIS 605: Demonstrate an understanding of the effects of technology on communication and organizational structures.</p> | <p>Instruction Podcast</p> <p>LIS 605: Written analyses of articles from the professional management literature; Virtual Classroom, Discussion Board</p> |
| <p>4.2 Professional Development Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth.</p> | <p>LIS 508: Identify professional organizations and literature relevant to school library media specialists and articulate the importance of those organizations and literature in continuing professional growth.</p> <p>LIS 605: Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development.</p> | <p>LIS 508: Group project</p> <p>LIS 605: Position Description, Resume Assignment, Participation in Chats and Discussion Board</p> |
| <p>4.3 Leadership Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.</p> | <p>LIS 605: Demonstrate an understanding of the importance of effective and ethical leadership and of the political ramifications of management decisions</p> | <p>LIS 605: Written analyses of articles from the professional management literature; Chats, Discussion Board</p> |

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| <p>4.4 Advocacy Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services.</p> | <p>LIS 508: Be able to describe an effective library program, including teaching information skills, developing public relations, and working cooperatively with others responsible for student welfare and achievement.</p> <p>LIS 605: Demonstrate an understanding of how to effectively negotiate management issues such as funding and how to effectively market library services</p> | <p>LIS 508: discussion board; policy manual</p> <p>LIS 605: LIS-related Grant Proposal; Development and justification of an Operating Budget</p> |
| <p>STD 5 Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.</p> | | |
| <p>5.1 Collections Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.</p> | <p>LIS 505: 1. Apply basic descriptive and subject cataloging rules and concepts; 2. Exhibit elementary competency in creating original catalog entries and proper access points in MARC format.</p> <p>LIS 511: 1. Gather and analyze data relating to the information needs of a service community; 2. Identify and evaluate the various</p> | <p>LIS 505: Exercises, Quizzes, Midterm and final exams; Discussion board</p> <p>LIS 511: Community Analysis paper; Reviewing sources paper; Collection Development</p> |

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| | <p>literature reviewing sources; 3. Identify and apply criteria appropriate for evaluating and selecting resources in all formats and for a variety of patrons' informational needs.</p> <p>LIS 516: Apply evaluative criteria for selection, inclusion, and application of media, software, and Web site materials in presentations, training, and classroom material</p> | <p>Policy; Weeding assignment</p> <p>LIS 516: Web evaluation, Web ethics, Webquest, lesson portfolio, field experience journal and report</p> |
| <p>5.2 Professional Ethics Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas</p> | <p>LIS 511: 1. Describe the relationship of copyright laws to collection development; 2. Understand and articulate a commitment to promoting intellectual freedom.</p> <p>LIS 518: Students will demonstrate a basic understanding of issues involved in censorship of materials for young adults</p> <p>LIS 508: Describe legal requirements (such as copyright) and professional standards (such as access to information) which affect the administration of the library media center.</p> | <p>LIS 511: Class discussion; Censorship and Bill of Rights paper; Collection Development Policy</p> <p>LIS 518: Class discussion, Articles on issues paper, Discussion board</p> <p>LIS 508: Policy manual; discussion board</p> |
| <p>5.3 Personnel, Funding, and Facilities</p> | <p>LIS 508: 1. Develop</p> | <p>LIS 508: Policy</p> |

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| <p>Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.</p> | <p>administrative policies, procedures, and short and long-range plans, including budget and technology plans, for the operation and evaluation of the media program; 2. Design library media center facilities that will create an environment in which a school media program can effectively operate; 3. Demonstrate knowledge of effective management principles in the administration of the school library media program.</p> <p>LIS 605: Demonstrate understanding of practical implementation of management theory related to program planning, goal-setting, implementation and evaluation; budgeting and fiscal management.</p> | <p>Manual; Floorplan analysis and paper; Field experience journal and report</p> <p>LIS 605: Written analyses of articles from the professional management literature; LIS-related Grant Proposal; Development and justification of an Operating Budget</p> |
| <p>5.4 Strategic Planning and Assessment Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.</p> | <p>LIS 511: Gather and analyze data relating to the information needs of a service community.</p> <p>LIS 508: Develop administrative policies, procedures, and short and long-range plans, including budget and</p> | <p>LIS 511: Community Analysis Paper</p> <p>LIS 508: Policy Manual</p> |

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| | technology plans, for the operation and evaluation of the media program. | |
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Appendix 5.2E

**5.4 Graduate Certificate in Archives and Special Collections
Student Learning Outcomes, Assessments
Grading Rubrics**

| Student Learning Outcomes | Assessments |
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| LIS 646: Special Collections and Archives 1. Demonstrate knowledge of selection and acquisition of materials in an archive or special collection; 2. Demonstrate knowledge of arrangement and description of archival materials. | LIS 646 – 1. In-depth report on an approved archive or special collection including background and history; policies; organization and description; Web site analysis and finding aid. |
| LIS 647: Introduction to Archival Organization 1. Demonstrate a basic knowledge of arranging and describing archives and manuscripts. | LIS 647 – 1. Paper on a previously unprocessed archival or historical collection of several dozen items; paper should include title and mission/purpose of the collection; organization and description (finding aid); related resources and at least one accession record. |
| LIS 648: Archival Practicum 1. Use journaling and PowerPoint to document and communicate the practicum experience. | LIS 648 – 1. Reflective journal; PowerPoint presentation. |

LIS 646 Final Report Grading Rubric (50 points)

| Criteria/Levels | Excellent Consistent | Satisfactory | Requires Improvement | Unacceptable |
|---|--|--|---|---|
| Requirements accurately and fully addressed | Assignment meets or exceeds all requirements | Assignment meets most requirements | Assignment fails to meet one or two requirements | Assignment fails to meet three or more requirements |
| 1. Title page with title, student name & email address, course number, and date 2. Archive’s mission or purpose 3. General background, history and description of the archive 4. Archive’s collection policy, other policies such as gifts, security, access 5. Archive’s organization 6. Description of series or collections in archive 7. Archive’s Web site URL | Assignment content meets all criteria and is complete and well-developed 23-25 points | Assignment content meets most criteria and is acceptably developed 21-22 points | Assignment content meets some criteria but requires improvement 18-20 points | Assignment content meets few criteria and is poorly developed < 18 |

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| and content | | | | |
| <p>Writing style and presentation:</p> <ul style="list-style-type: none"> • Paper is free of typos, punctuation errors, spelling errors, and grammatical errors. • Writing flows smoothly with good transitions between major topics, paragraphs, etc. • Writing incorporates varied, interesting, appropriate vocabulary and sentence structure. • Paper organized with appropriate use of subtitles • Written in third-person, objective, gender-free style • Judicious and applicable use of quotes and paraphrases. • Quotes are in the correct format. • Required in-text citations are present and in correct format. • Sources in the Sources Cited list are reflected in the paper text. • Bibliographic citations are in the correct format. | <p>Assignment meets all criteria for writing style, quotes, paraphrases, and citations</p> <p>23-25 points</p> | <p>Assignment meets most criteria with not more than 3 typos or other errors</p> <p>21-22 points</p> | <p>Assignment meets some criteria, but there are several instances of typos or other errors</p> <p>18-20 points</p> | <p>Assignment has a large number of errors (more than 10)</p> <p>< 18</p> |

50 Point Grading Scale:

Excellent = 46-50 points

Satisfactory = 41-45 points

Requires Improvement = 36-40 points

Unacceptable = <36 points

LIS 647 Final Paper Grading Rubric (50 points)

| Criteria/Levels | Excellent Consistent | Satisfactory | Requires Improvement | Unacceptable |
|--|--|--|---|---|
| Requirements accurately and fully addressed | Assignment meets or exceeds all requirements | Assignment meets most requirements | Assignment fails to meet one or two requirements | Assignment fails to meet three or more requirements |
| <ol style="list-style-type: none"> Title page with title, student name & email address, course number, and date Introductory paragraph | Assignment content meets all criteria and is complete and well-developed | Assignment content meets most criteria and is acceptably developed | Assignment content meets some criteria but requires improvement | Assignment content meets few criteria and is poorly developed |

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| <p>with background information</p> <p>3. Collection's mission or purpose</p> <p>4. Organization and description of the collection (finding aid);</p> <p>5. Related resources</p> <p>6. At least one accession record.</p> | 23-25 points | 21-22 points | 18-20 points | < 18 |
| <p>Writing style and presentation:</p> <ul style="list-style-type: none"> • Paper is free of typos, punctuation errors, spelling errors, and grammatical errors. • Writing flows smoothly with good transitions between major topics, paragraphs, etc. • Writing incorporates varied, interesting, appropriate vocabulary and sentence structure. • Written in third-person, objective, gender-free style • Assignment shows judicious and applicable use of quotes and paraphrases. • Quotes and paraphrases add to the discussion of the subject, but do not overwhelm it. • Quotes are in the correct format. • Required in-text citations are present and in correct format. • Sources in the Sources Cited list are reflected in the paper text. • Bibliographic citations are in the correct format. | <p>Assignment meets all criteria for writing style, quotes, paraphrases, and citations</p> <p>23-25 points</p> | <p>Assignment meets most criteria with not more than 3 typos or other errors</p> <p>21-22 points</p> | <p>Assignment meets some criteria, but there are several instances of typos or other errors</p> <p>18-20 points</p> | <p>Assignment has a large number of errors (more than 10)</p> <p>< 18</p> |

50 Point Grading Scale:

Excellent = 46-50 points

Satisfactory = 41-45 points

Requires Improvement = 36-40 points

Unacceptable = <36 points

LIS 648: Archival Practicum Grading Rubrics

Reflective Journal (30 points)

| Criteria/Levels | Unacceptable - 0-7 points each | Requires Improvement - 8 points each | Satisfactory: Consistent performance of most criteria - 9 points each | Excellent: Consistent performance of all criteria; work exceeds expected graduate level of quality - 10 points each |
|---|--|---|---|---|
| Journal entries meet criteria for length, writing quality – 33% | Several or most entries are not long enough; there are more than 5 grammatical or other writing errors | One or two entries are not long enough or there are 3-5 grammatical or other writing errors | Entries are long enough; no more than 2 grammatical or other writing errors | Entries are long enough to fully address components of the journal; have a high standard of writing quality with no grammatical or other writing errors |
| Journal entries relate to topics covered and/or knowledge gained from LIS coursework -33% | Entries usually do not relate to topics covered and/or knowledge gained from coursework | Entries sometimes relate to topics covered and/or knowledge gained from coursework | Entries usually relate to topics covered and/or knowledge gained from coursework | Entries consistently relate to topics covered and/or knowledge gained from coursework |
| Journal entries contain a reflective component – 33% | Entries usually do not reflect an understanding of the student's ability to carry out practicum activities, character traits needed to be successful, how practicum fits into overall educational program. | Entries sometimes reflect an understanding of the student's ability to carry out practicum activities, character traits needed to be successful, and how practicum fits into overall educational program. | Entries usually reflect an understanding of the student as to their ability to carry out practicum activities, character traits needed to be successful, and how practicum fits into overall educational program. | Entries consistently reflect an understanding on the part of the student as to their ability to carry out activities in the practicum, character traits needed to be successful, and how the practicum fits into the overall educational program. |
| Total | | | | |

Audio-Visual/PowerPoint Presentation Rubric (20 points)

Student Name: _____ Student ID: _____ Date: _____
 Presentation Title/Topic: _____

| Criteria | 1 – Unacceptable | 2 – Minimally Acceptable | 3 - Proficient | 4 - Advanced |
|---|--|---|--|--|
| Audio-Visual /PowerPoint Content 50% (0-10 points) | Contain errors in grammar and/or spelling, illegible Content, format or use is inappropriate and distracts from | Error free, legible Slides do little or nothing to enhance the presentation Somewhat wordy. | Error free, legible Some but not all of the slides make a positive contribution to the presentation | Error free, legible All of the slides make a positive contribution to the presentation Concise, appropriate use of |

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| | <p>meaning or credibility.</p> <p>Not concise – too wordy.</p> | | Somewhat concise. | language. |
| <p>Audio-Visual /PowerPoint Format 50% (0-10 points)</p> | <p>Presentation reflects no logical sequence. Inappropriate number of slides for information presented.</p> <p>Very distracting transitions and effects are used. No backgrounds were chosen to go on the slide.</p> | <p>Presentation reflects some logical sequence. Inappropriate number of slides for information presented.</p> <p>Somewhat distracting transitions and effects are used. Backgrounds clash with font color and styles.</p> | <p>Presentation mostly reflects logical sequence. Includes appropriate number of slides</p> <p>Transitions and effects rarely distract from information presented. Use of fonts, colors, and styles is appropriate.</p> | <p>Presentation always reflects logical sequence. Includes appropriate number of slides with outstanding graphics.</p> <p>Transitions and effects are used appropriately without distraction from information presented. Excellent use of font, color, and style.</p> |
| <p>Total</p> | | | | |

Appendix 5.2F

7.2 Examples of Course Syllabi and Grading Rubrics

The University of Southern Mississippi School of Library and Information Science

LIS 605: Library Management Online, Fall 2011

Professor:

[Teresa S. Welsh](#), Ph.D., Associate Professor

Cook Library, Room 206H

Office Hours: Monday-Thursday, 1:30-4:30pm or by appointment

Online: 40 minutes after each online session or by appointment

Phone: 601.296.0528

Fax : 601.266.5774

Email: teresa.welsh@usm.edu or drtwelsh@yahoo.com

<http://ocean.otr.usm.edu/~w146169/>

Drop Dates: Last date to drop with refund is September 7th.
Last date to drop a class without academic penalty is October 5th.

Course Prerequisite(s): None

Number of Credit Hours: 3

Nature of Course: Core course required for MLIS degree

Required for Class AA licensure in library science (Mississippi Class AA level licensure)

Nature of Students: Graduate

Format of Course: The course will be taught online with lecture notes, interactive discussion sessions in the virtual classroom, discussion board assignments, and written assignments.

Catalog Description: An analysis of administrative theory and principles of management in libraries

Course Description/Overview: The purpose of the course is to understand the history and development of contemporary management theories, specifically their relevance to the management of libraries and information centers, and the practical implementation of management theory including: program planning, goal-setting, implementation, and evaluation; budgeting and fiscal management; personnel management, staffing, and staff development.

Course Generally Scheduled/Offered: Fall, Spring, Summer semesters

Course Communication: Communication between the professor and the students will be facilitated by way of e-mail, interactive chat room, and/or discussion board. E-mail is used when private discussions are needed between the student and professor or between students.

Virtual Classroom Sessions: Thursday 8:00-9:30pm Central time. If you are in a different time zone, adjust the time accordingly.

Required text: *Library and Information Center Management*, 7th ed. (2007) by Robert D. Stueart and Barbara B. Moran

USM Cook Library provides services and resources to students in online classes:
http://www.lib.usm.edu/services/distance_education.html

Professional Education Conceptual Framework Synopsis

The Professional Education Unit’s Conceptual Framework is consistent with the University’s historical roots as a normal college, its mission, and its future. The University, since our founding in 1910, has been committed to the outstanding preparation of teachers, counselors, administrators, and other school personnel. In accordance with this history and the present vision and mission of the University, the mission of the Unit is fivefold: a) educate the whole student; b) prepare high quality teachers and leaders for Mississippi classrooms; c) conduct innovative, relevant research; d) promote a healthier region; and e) enhance cultural understanding.

The Unit has embedded knowledge, skills, and dispositions throughout its teacher education program to prepare students to become creative, bold, and determined educational leaders who possess the power of knowledge to inform, to inspire, to transform lives, and to empower a community of learners (see AASL Standards document).

Course Objectives Correlated with American Association of School Librarians (AASL) Standards for Education of School Library Media Specialists (see AASL Standards document)

| Objectives: Upon successful completion of this course, students will be able to: | Outcomes | Assessment | AASL Standards |
|---|--|--|-----------------------|
| Demonstrate an understanding of the philosophy and principles of contemporary management theories, specifically their relevance to the management of libraries and information centers. | Written analyses of articles from the professional management literature; Discussions in Virtual Classroom and Discussion Board Postings | Article Evaluation Rubric Participation Rubric | 3.1, 5.3, 5.4 |
| Demonstrate understanding of practical implementation of management theory related to program planning, goal-setting, implementation and evaluation; budgeting and fiscal management. | Written analyses of articles from the professional management literature LIS-related Grant Proposal Development and justification of an Operating Budget Discussions in Virtual Classroom and Discussion Board Postings | Article Evaluation Rubric Grant Rubric Budget Rubric Participation Rubric | 4.2, 5.3, 5.4 |
| Demonstrate an understanding of issues of personnel management including staffing processes, membership in professional organizations, continuing education and professional development. | Position Description Performance Evaluation Instrument Resume | Position Description Rubric Performance Evaluation Instrument Rubric | 4.2 |

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| | | Resume Rubric | |
| Demonstrate an understanding of the effects of technology on communication and organizational structures. | Written analyses of articles from the professional management literature Discussions in Virtual Classroom and Discussion Board Postings | Article Evaluation Rubric Participation Rubric | 3.3, 4.1 |
| Demonstrate an understanding of the importance of effective and ethical leadership and of the political ramifications of management decisions | Written analyses of articles from the professional management literature Participation in Chats & Discussion Board | Article Evaluation Rubric Participation Rubric | 3.2, 4.3, 4.4, 5.2 |
| Demonstrate an understanding of how to effectively negotiate management issues such as funding and how to effectively market library services | LIS-related Grant Proposal Development and justification of an Operating Budget | Grant Rubric Budget Rubric | 4.1, 4.4, 5.3 |

Technology Competencies: Students will gain competencies in using technology for communication and information purposes. They will be expected to use email, Web-based instructional interfaces, Web-facilitated synchronous discussion, and word-processing software. They will also be expected to use online databases, USM e-reserves, and the Internet to gather information for assignments.

Teaching Techniques/Methods Used in Course: Online lectures and discussions, directed readings form the basis for the course. Most readings will be from the text, but supplemental readings from journals and the Internet will be included as appropriate.

Course Activities (Dates subject to revision)

Virtual Classroom Sessions: Thursday 8:00-9:30pm, Central

| Topics/Activities | Reading Assignment (additional readings are online or available on e-reserves) | Week Ending |
|---|--|-------------|
| 1. Course introduction | Course Syllabus Online Lecture Notes | 8/28 |
| 2. Evolution of Management | Stueart and Moran, Chapter 1, 2 Online Lecture Notes | 9/4 |
| 3. Change - The Innovative Process | Stueart and Moran, Chapter 3 Online Lecture Notes | 9/11 |
| 4. Planning | Stueart and Moran, Chapter 4 Online Lecture Notes | 9/18 |
| 5. Strategic Planning, Marketing | Stueart and Moran, Chapter 5, 6 Online Lecture Notes | 9/25 |
| 6. Organizational Culture | Stueart and Moran, Chapters 7 Online Lecture Notes | 10/2 |
| 7. Organizational Structure, Types | Stueart and Moran, Chapters 8, 9 Online Lecture Notes | 10/9 |
| 8. Midterm, Fall Break | Fall Break, Oct. 13-14 | 10/16 |
| 9. Miss. Library Association Conference | Midterm Grant Assignment Due | 10/23 |

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| 10. Human Resources | Stueart and Moran, Chapters 10, 11, 12 Online Lecture Notes | 10/30 |
| 11. Leadership | Stueart and Moran, Chapters 13, 14 Online Lecture Notes | 11/6 |
| 12. Ethics, Communication | Stueart and Moran, Chapter 15,16 Online Lecture Notes | 11/13 |
| 13. Coordinating, Reporting | Stueart and Moran, Chapters 17, 18 Online Lecture Notes | 11/20 |
| 14. Thanksgiving Week | Nov. 23-25 | 11/27 |
| 15. Financial Control | Stueart and Moran, Chapter 19 Online Lecture Notes | 12/4 |
| 16. Managing in the 21 st Century | Stueart and Moran, Chapter 20 Online Lecture Notes | 12/11 |

Course Assignments (Dates subject to revision)

| Assignment | Due Date | Group/ Individual | Grading/ Points | Rubric |
|---|-----------------|------------------------------|----------------------------|--|
| Article 1 Evaluation | 9/11 | Individual | 5 | Article Evaluation Rubric |
| Article 2 Evaluation | 9/25 | Individual | 5 | Article Evaluation Rubric |
| Position Description | 10/9 | Individual | 10 | Position Description Rubric |
| Midterm Grant Application Resume | 10/23 | Individual | 20 5 | Grant Rubric, Resume Rubric |
| Performance Evaluation Instrument | 11/6 | Individual | 15 | Performance Evaluation Instrument Rubric |
| Budget Assignment | 12/11 | Group | 25 | Budget Rubric |
| Participation (Virtual Classroom & Discussion Board) | Weekly | Individual | 15 | Participation Rubric |

Grading:

| | |
|----|----------|
| A | 95-100 |
| A- | 93-94 |
| B+ | 91-92 |
| B | 86-90 |
| B- | 84-85 |
| C+ | 82-83 |
| C | 75-81 |
| C- | 73-74 |
| D+ | 71-72 |
| D | 66-70 |
| D- | 64-65 |
| F | Below 64 |

Class Policies:

- Students are responsible for reading syllabus content and becoming familiar with course policies and procedures
- Students will not be granted an Incomplete for this course for failing to complete assignments. A student who receives an Incomplete will have only ONE semester in which to complete the work, and will not be eligible to receive an A.
- If a student stops attending class and does not complete the appropriate withdrawal papers or procedures with the registrar, that student will be assigned an F. If this is the only class a student is taking then the student must call the USM graduate school to properly withdraw.
- If a student commits plagiarism, that student will receive an F in the course.
- A student may not self-plagiarize or submit work done in another course unless receiving prior permission from the instructor. Any assignment that is self-plagiarized without prior permission from the instructor will receive zero points.
- Virtual classroom attendance and participation is expected. Participation is a large part of the grade and consists of the virtual classroom participation and discussion board postings.
- Students are required to subscribe to lisnews, the LIS listserv. Subscribe to lisnews by completing the online form available at <https://mailman.usm.edu/mailman/listinfo/lisnews>
- All assignments should be saved in .doc or .rtf format and posted to the Digital Drop Box. Work not turned in on time will be assessed a penalty of 10% per week without prior approval from the instructor.
- Failure to follow specific instructions for content and formatting of assignments will result in lower grades.
- Writing skills: All work must be in Standard English; inappropriate grammar, punctuation, and/or spelling will result in lower grades.

Academic Honesty/Plagiarism:

Plagiarism is serious. You must give credit for five or more words in a sequence by using quotation marks and indicating the source of the quote, and you must indicate the source of other factual information and ideas. Copying another student's work in part or whole is also plagiarism. Plagiarism in an assignment will result in a failing grade for the assignment.

The following is from the *USM Graduate Bulletin*:

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

Because students, as scholars, must make frequent use of the concepts and

facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number of ways: 1) reproducing another author's writing as if it were one's own; 2) paraphrasing another author's work without citing the original; 3) borrowing from another author's ideas, even though those ideas are reworded, without giving credit; [and] 4) copying another author's organization without giving credit.

Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student judicial system.

Academic Honesty (from *USM Graduate Bulletin*):

When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion.

Students on disciplinary suspension may not enroll in any courses offered by the University of Southern Mississippi.

Note: Students must send the instructor an email using the course Web site email stating that they understand USM's academic honesty policy and also understand that if they do not uphold the standards of academic honesty, the instructor will enforce all applicable punishment.

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Address: The University of Southern Mississippi, Office for Disability Accommodations, 118 College Drive, # 8586, Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024, or (228) 214-3232; Fax: (601) 266-6035

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Syllabus revised 08/21/11

**Article Evaluation Rubric
LIS 605 (5 points each)**

| Criteria/Levels | Excellent Consistent | Satisfactory | Requires Improvement | Unacceptable |
|--|--|---|--|--|
| <ul style="list-style-type: none"> • Article summary • Description of main issues • Relation of article to course text | Assignment meets or exceeds all requirements | Assignment meets most requirements | Assignment fails to meet one or two requirements | Assignment fails to meet three or more requirements |
| <ul style="list-style-type: none"> • Assignment shows judicious and applicable use of quotes and paraphrases. • Quotes and paraphrases add to the discussion of the subject, but don't overwhelm it. • Quotes are in the correct format. • Required in-text citations are present and in correct format. • Sources in the Sources Cited list are reflected in the paper text. • Bibliographic citations are in the correct format. | Assignment meets all criteria for use of quotes, paraphrases and citations 2.3-2.5 points | Assignment has no more than one error in using quotes, paraphrases and citations 2.1-2.2 points | Assignment has 2 or 3 errors in using quotes, paraphrases and citations 1.8-2 points | Assignment has more than 3 errors in using quotes, paraphrases and citations <1.8 |
| <p>Writing style and presentation:</p> <ul style="list-style-type: none"> • Assignment is free of typos, punctuation errors, spelling errors, and grammatical errors. • Writing flows smoothly with good transitions between major topics, paragraphs, etc. • Writing incorporates varied, interesting, appropriate vocabulary and sentence structure. • Written in third-person, objective, gender-free style. | Assignment meets all criteria for writing style 2.3-2.5 points | Assignment meets most criteria for writing style with not more than 3 typos or other errors 2.1-2.2 points | Assignment meets some criteria for writing style, but there are several instances of typos or other errors 1.8-2 points | Assignment has a large number of writing style errors (more than 10) <1.8 |

5 Point Grading Scale:

Excellent = 4.6-5 points

Satisfactory = 4.2-4.4 points

Requires Improvement = 3.6-4 points

Unacceptable = <3.6 points

**Position Description Assignment Rubric
LIS 605 (10 points)**

| Criteria/Levels | Excellent Consistent | Satisfactory | Requires Improvement | Unacceptable |
|---|---|---|--|--|
| <ul style="list-style-type: none"> • Description of the library • Position description <ul style="list-style-type: none"> Job identification Job summary Job activities, procedures Relationship to total org Job requirements • EEOC statement • Contact information | Assignment meets or exceeds all requirements 4.6-5 points | Assignment meets most requirements 4.2-4.4 points | One or two required components not present 3.6-4 points | Three or more required components not present <3.6 |
| Writing style and presentation: <ul style="list-style-type: none"> • Assignment is free of typos, punctuation errors, spelling errors, and grammatical errors. • Arrangement is clear and logical • Writing incorporates varied, interesting, appropriate vocabulary and sentence structure. • Written in third-person, objective, gender-free style. | Assignment meets all criteria for writing style 4.6-5 points | Assignment meets most criteria for writing style with not more than 3 typos or other errors 4.2-4.4 points | Assignment meets some criteria for writing style, but there are several instances of typos or other errors 3.6-4 points | Assignment has a large number of writing style errors (more than 10) <3.6 |

10 Point Grading Scale:

Excellent = 9.3-10 points

Satisfactory = 8.4-9.2 points

Requires Improvement = 7.3-8.3 points

Unacceptable = <7.3 points

**Performance Evaluation Instrument Rubric
LIS 605 (15 points)**

| Criteria/Levels | Excellent Consistent | Satisfactory | Requires Improvement | Unacceptable |
|---|--|---|---|--|
| <ul style="list-style-type: none"> • Statement of evaluation purpose • Date • List of participants • Specific evaluation categories • Logical performance scale or levels | Assignment meets or exceeds all requirements 7 - 7.5 points | Assignment meets most requirements 6.25 – 6.75 points | One or two required components not present 5.25 - 6 points | Three or more required components not present < 5.25 points |
| Writing style and presentation: <ul style="list-style-type: none"> • Instrument is free of typos, punctuation errors, spelling errors, and grammatical errors. • Arrangement is clear and logical • Writing incorporates varied, interesting, appropriate vocabulary | Assignment meets all criteria for writing style | Assignment meets most criteria for writing style with not more than 3 typos or other errors | Assignment meets some criteria for writing style, but there are several instances of typos or other | Assignment has a large number of writing style errors (more than 10) |

| | | | | |
|---|----------------|--------------------|---------------------------|---------------|
| and sentence structure. <ul style="list-style-type: none"> Written in third-person, objective, gender-free style. | 7 - 7.5 points | 6.25 – 6.75 points | errors 5.25 - 6 points | < 5.25 points |
|---|----------------|--------------------|---------------------------|---------------|

15 Point Grading Scale:

Excellent = 14-15 points

Satisfactory = 12.5-13.5 points

Requires Improvement = 10.5-12 points

Unacceptable = <10 points

Midterm Grant Application Rubric LIS 605 (20 points)

| Criteria/Levels | Excellent Consistent | Satisfactory | Requires Improvement | Unacceptable |
|---|--|---|--|---|
| Grant application is relevant and appropriate for a library or information center. | Assignment meets or exceeds all requirements | Assignment meets most requirements | Assignment fails to meet one or two requirements | Assignment fails to meet three or more requirements |
| Writing format is appropriate and follows grant application instructions. | Assignment meets or exceeds all requirements for format 9.5 - 10 points | Assignment meets most requirements for format 8.5 - 9 points | Assignment fails to meet one or two requirements for format 7 - 8 points | Assignment fails to meet three or more requirements for format < 7 |
| Writing style and presentation: <ul style="list-style-type: none"> Application is free of typos, punctuation errors, spelling errors, and grammatical errors. Writing flows smoothly with good transitions between major topics, paragraphs, etc. Writing incorporates varied, interesting, appropriate vocabulary and sentence structure. Written in third-person, objective, gender-free style | Assignment meets all criteria for writing style 9.5 - 10 points | Assignment meets most criteria for writing style with not more than 3 typos or other errors 8.5 - 9.1 points | Assignment meets some criteria for writing style, but there are several instances of typos or other errors 7 - 8 points | Assignment has a large number of writing style errors (more than 10) < 7 |

20 Point Grading Scale:

Excellent = 19 - 20 points

Satisfactory = 17 - 18 points

Requires Improvement = 14 - 16 points

Unacceptable = <14 points

Vita/Resume Rubric (5 points)

| Criteria/Levels | Excellent (A): Consistent performance of all criteria To receive an A, the assignment must satisfy ALL conditions below. | Satisfactory (B): Consistent performance of most criteria | Requires Improvement (C) | Unacceptable (D): Fails to meet more than 3 criteria |
|---|--|--|--|---|
| Content: 50% 1. Resume contains all required and appropriate elements and is one-two pages in length 2. Year is included with items if appropriate | Assignment meets or exceeds all requirements. 2.3-2.5 points | Assignment meets most requirements. 2.1-2.2 points | Assignment fails to meet one or two requirements. 1.8-2 points | Assignment fails to meet three or more requirements. < 1.8 |
| Format: 50% 1. Resume is free of typos, punctuation errors, spelling errors, and grammatical errors. 2. Format is consistent in use of bulleted or indented lists 3. Listed items are in reverse chronological order with most recent item at the top 4. Use of language is appropriate and concise; avoids personal pronouns, and unnecessary language. | Assignment meets all criteria for writing style. 2.3-2.5 points | Assignment meets most criteria for writing style with not more than 3 typos or other errors. 2.1-2.2 points | Assignment meets some criteria for writing style, but there are between 4 and 9 typo-graphical, spelling, or grammatical errors. 1.8-2 points | Assignment has more than 10 typo-graphical, spelling, or grammatical errors. < 1.8 |

5 Point Grading Scale:

- Excellent = 4.6-5 points
- Satisfactory = 4.2-4.4 points
- Requires Improvement = 3.6-4 points
- Unacceptable = <3.6 points

Budget Assignment Rubric LIS 605 (25 points)

| Criteria/Levels | Excellent Consistent | Satisfactory | Requires Improvement | Unacceptable |
|--|--|---|---|--|
| <ul style="list-style-type: none"> • Description of the library including mission statement • Type of budgeting technique and time span • Arrangement of expense categories • Amounts and sources of revenue • Justification for budget amounts requested | Assignment meets or exceeds all requirements 11.5-12.5 points | Assignment meets most requirements 10.5-11 points | One or two required components not present 9-10 points | Three or more required components not present < 9 points |
| Writing style and presentation: <ul style="list-style-type: none"> • Assignment is free of typos, punctuation errors, spelling errors, and grammatical errors. • Arrangement is clear and logical • Writing incorporates varied, | Assignment meets all criteria for writing style | Assignment meets most criteria for writing style with not more than 3 | Assignment meets some criteria for writing style, but there are several | Assignment has a large number of writing style errors (more than 10) |

| | | | | |
|--|------------------|---|---|------------|
| interesting, appropriate vocabulary and sentence structure. • Written in third-person, objective, gender-free style | 11.5-12.5 points | typos or other errors 10.5-11 points | instances of typos or other errors 9-10 points | < 9 points |
|--|------------------|---|---|------------|

25 Point Grading Scale:

Excellent = 23-25 points

Satisfactory = 21-22 points

Requires Improvement = 18-20 points

Unacceptable = <18 points

Participation Rubric LIS 605 (15 points)

| Criteria/Levels | Excellent Consistent | Satisfactory | Requires Improvement | Unacceptable |
|--|---|---|---|---|
| Virtual Classroom: Bring two questions to the virtual classroom and be prepared to discuss the readings and to lead the discussion when called upon. Attend and participate in one session each week that virtual sessions are scheduled. | Assignment meets or exceeds all requirements 7 - 7.5 points | Assignment meets most requirements 6.25 – 6.75 points | Assignment fails to meet one or two requirements 5.25 - 6 points | Assignment fails to meet three or more requirements < 5.25 points |
| Discussion Board Postings: Post an answer and/or topic discussion to each Discussion Board forum. Content is relevant and posted in a timely manner. Posting is free of typos, punctuation errors, spelling errors, and grammatical errors. | Assignment meets all criteria for writing style 7 - 7.5 points | Assignment meets most criteria for writing style with not more than 3 typos or other errors 6.25 – 6.75 points | Assignment meets some criteria for writing style, but there are several instances of typos or other errors 5.25 - 6 points | Assignment has a large number of writing style errors (more than 10) < 5.25 points |

15 Point Grading Scale:

Excellent = 14-15 points

Satisfactory = 12.5-13.5 points

Requires Improvement = 10.5-12 points

Unacceptable = <10 points

The University of Southern Mississippi
School of Library and Information Science

**LIS 668: Research Methods for Library & Information Science
Online, Fall 2011**

Professor:

[Teresa S. Welsh](#), Ph.D., Associate Professor

Cook Library, Room 206H

Office Hours: Monday-Thursday, 1:30-4:30pm or by appointment

Online: 40 minutes after each online session or by appointment

Phone: 601.296.0528

Fax : 601.266.5774

Email: teresa.welsh@usm.edu or drtwelsh@yahoo.com

<http://ocean.otr.usm.edu/~w146169/>

Drop Dates: Last date to drop with refund is September 7th.

Last date to drop a class without academic penalty is October 5th

Course Prerequisites: LIS 501, 505, 511, 605

Number of Credit Hours: 3

Nature of Course: Graduate core course required for MLIS degree

Required for Class AA licensure in library science (Mississippi Class AA level licensure)

Format of Course: The course will be taught online with posted lecture notes, interactive discussion sessions in the virtual classroom, discussion board assignments, and written assignments.

Catalog Description: A survey of scientific research methods and their application to the field of library and information science

Course Description/Overview: The purpose of the course is to understand the history and importance of LIS research; to study qualitative and quantitative research methodologies; to provide instruction in the use of these research methodologies to plan, investigate, and report research in LIS; and to learn to critically analyze, evaluate and interpret scholarly research.

Course Generally Scheduled/Offered: Spring, Summer, Fall semesters

Course Communication: Communication between the professor and the students will be facilitated by way of e-mail, interactive discussion room, and/or bulletin board. E-mail is used when private discussions are needed between the student and professor or between students. The bulletin board will be an open format for all students at the same time. Group bulletin boards and interactive discussions may also be used. Open discussions and forums will be facilitated.

Virtual Classroom Sessions: Wednesdays 6:30-8:00pm, Central time. If you are in a different time zone, adjust the time accordingly.

Required text: *Practical Research Planning and Design*, 9th edition (2009), by Paul D. Leedy and Jeannie Ellis Ormrod.

USM Cook Library provides services and resources to students in online classes:
http://www.lib.usm.edu/services/distance_education.html

Professional Education Conceptual Framework Synopsis

The Professional Education Unit’s Conceptual Framework is consistent with the University’s historical roots as a normal college, its mission, and its future. The University, since our founding in 1910, has been committed to the outstanding preparation of teachers, counselors, administrators, and other school personnel. In accordance with this history and the present vision and mission of the University, the mission of the Unit is fivefold: a) educate the whole student; b) prepare high quality teachers and leaders for Mississippi classrooms; c) conduct innovative, relevant research; d) promote a healthier region; and e) enhance cultural understanding.

The Unit has embedded knowledge, skills, and dispositions throughout its teacher education program to prepare students to become creative, bold, and determined educational leaders who possess the power of knowledge to inform, to inspire, to transform lives, and to empower a community of learners (see AASL Standards document).

Course Objectives Correlated with American Association of School Librarians (AASL) Standards for Education of School Library Media Specialists (see AASL Standards document)

| Objectives: Upon successful completion of this course, students will be able to: | Outcomes | Assessment | AASL Standards |
|---|---|--|-----------------------|
| Demonstrate an understanding of scientific research, its history and role in building a knowledge base in library and information science, and the responsibility of professionals to add to knowledge in the field through research. | Discussions in Virtual Classroom and Discussion Board Postings | Participation Rubric | 3.4, 5.4 |
| Demonstrate an ability to analyze, evaluate, and compare published reports of research studies in library and information science and in disciplines other than library and information science. | Scholarly Journal Report Critical Report of Published Research | Journal Survey Report Rubric Critical Report of Published Research Rubric | 3.4 |
| Demonstrate knowledge about research methods applicable to library and information studies and the ability to identify and apply appropriate research methodology to specific problems in library and information science. | Research Proposal Discussions in Virtual Classroom and Discussion Board Postings | Research Proposal Rubric Participation Rubric | 3.4, 5.4 |
| Demonstrate an ability to use current technologies in research investigations and as research topics to investigate the integration and impact of current technologies on library activities | Research Proposal | Research Proposal Rubric | 3.3, 5.4 |
| Demonstrate an understanding of the meaning of plagiarism and how to avoid it. | CITI responsible conduct of research online training module | CITI assessment | 3.1 |

Technology Competencies: Students will gain competencies in using technology for communication and information purposes. They will be expected to use email, Web-based instructional interfaces, Web-facilitated synchronous discussion, and word processing software. They will also be expected to use online databases, USM e-reserves, and the Internet to gather information for assignments.

Teaching Techniques/Methods Used in Course: Online lectures, Web discussions, and directed readings form the basis of the course. Most readings will be from the text, but supplemental readings from journals and the Internet will be included as appropriate.

Course Schedule (subject to revision)

| Topics/Activities | Reading Assignments | Week Ending |
|--|--|-------------|
| 1. What is scholarly research? | Leedy and Ormrod, Chapter 1 "A Content Analysis of Librarianship Research" by D. Koufogiannakis et al. (2004) <i>JIS</i> 30(3):227-39 | 8/28 |
| 2. Research Tools Evaluating Research | Online lecture notes Leedy and Ormrod, Chapter 2 | 9/4 |
| 3. The Research Problem | Leedy and Ormrod, Chapter 3 Read –Problem Statements in Seven LIS Journals: An Application of the HERNON/METOYER-DURAN ATTRIBUTES" by M.C. Stansbury (2002) | 9/11 |
| 4. Review of Related Literature | Leedy and Ormrod, Chapter 4 Relevant dissertation or thesis | 9/18 |
| 5. Research Design | Leedy and Ormrod, Chapter 5 Research articles related to student's topic | 9/25 |
| 6. Bibliometric Research | Bibliometric Research Articles | 10/2 |
| 7. Qualitative Research | Leedy and Ormrod, Chapters 7, 8 | 10/9 |
| 8. Midterm, Fall Break | Fall Break, Oct. 13-14 | 10/16 |
| 9. Mississippi Library Association Conference, Jackson | MLA, Oct. 18-21 | 10/23 |
| 10. Quantitative Research | Leedy and Ormrod, Chapters 9, 11 | 10/30 |
| 11. Writing the Research Proposal: Introduction | Leedy and Ormrod, Chapter 6 Research articles related to student's topic | 11/6 |
| 12. Writing the Research Proposal: Literature Review | Leedy and Ormrod, Chapter 6 Research articles related to student's methodology | 11/13 |
| 13. Preparing the Research Proposal: Methodology | Leedy and Ormrod, Chapter 6 Research articles related to student's topic | 11/20 |
| 14. Thanksgiving Week | Nov. 23-25 | 11/27 |
| 15. Developing, Refining Research Proposal | Leedy and Ormrod, Chapter 12 | 12/4 |
| 16. Completing the Research Project | Leedy and Ormrod, Chapter 12 | 12/11 |

Course Assignments

| Assignment | Due Date | Group/ Individual | Grading/ Points | Rubric |
|---|----------|----------------------|--------------------|-------------------------------|
| Scholarly Journal Report | 9/4 | Individual | 5 | Journal Survey Rubric |
| Evaluation of Published Research | 9/18 | Individual | 10 | Evaluation of Research Rubric |
| Draft Research Proposal: 1. Introduction 2. Literature Review 3. Methodology | 11/20 | Individual | 20 20 10 | Research Proposal Rubric |
| Revised Research Proposal | 12/11 | Individual | 20 | Research Proposal Rubric |
| Participation (Virtual Classroom & Discussion Board) | Weekly | Individual | 15 | Participation Rubric |

Grading:

| | |
|----|----------|
| A | 95-100 |
| A- | 93-94 |
| B+ | 91-92 |
| B | 86-90 |
| B- | 84-85 |
| C+ | 82-83 |
| C | 75-81 |
| C- | 73-74 |
| D+ | 71-72 |
| D | 66-70 |
| D- | 64-65 |
| F | Below 64 |

Class Policies:

- Students are responsible for reading syllabus content and becoming familiar with course policies and procedures
- Students will not be granted an Incomplete for this course for failing to complete assignments. A student who receives an Incomplete will have only ONE semester in which to complete the work, and will not be eligible to receive an A.
- Late assignments are penalized 10% of the assessment mark.
- If a student cannot attend virtual chats due to illness or family emergency, please provide the instructor with a medical chit for illness, and an email explaining the nature of the family emergency.
- If a student stops attending class and does not complete the appropriate withdrawal papers or procedures with the registrar, that student will be assigned an F. If this is the only class a student is taking then the student must call the USM graduate school to properly withdraw.

- If a student commits plagiarism, that student will receive an F in the course.
- A student may not self-plagiarize or submit work done in another course unless receiving prior permission from the instructor. Any assignment that is self-plagiarized without prior permission from the instructor will receive zero points.
- Virtual classroom attendance and participation is expected. Participation is 15% of the grade and consists of the virtual classroom participation and discussion board postings.
- Students are required to subscribe to listnews, the LIS listserv. Subscribe to listnews by completing the online form available at <https://mail.usm.edu/mailman/listinfo/lisnews>.
- All assignments should be saved in .doc or .rtf format and sent to drtwelsh@yahoo.com. Work not turned in on time will be assessed a penalty of 10% per week without prior approval from the instructor.
- Failure to follow specific instructions for content and formatting of assignments will result in lower grades.
- Writing skills: All work must be in Standard English; inappropriate grammar, punctuation, and/or spelling will result in lower grades.

Academic Honesty/Plagiarism:

Plagiarism is serious. You must give credit for five or more words in a sequence by using quotation marks and indicating the source of the quote, and you must indicate the source of other factual information and ideas. Copying another student's work in part or whole is also plagiarism. Plagiarism in an assignment will result in a failing grade for the assignment.

The following is from the *USM Graduate Bulletin*:

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number of ways: 1) reproducing another author's writing as if it were one's own; 2) paraphrasing another author's work without citing the original; 3) borrowing from another author's ideas, even though those ideas are reworded, without giving credit; [and] 4) copying another author's organization without giving credit.

Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student judicial system.

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Students on disciplinary suspension may not enroll in any courses offered by the University of Southern Mississippi.

Note: Students must send the instructor an email stating that they understand USM's academic honesty policy and also understand that if they do not uphold the standards of academic honesty, the instructor will enforce all applicable punishment.

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Address: The University of Southern Mississippi, Office for Disability Accommodations, 118 College Drive, # 8586, Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024, or (228) 214-3232; Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzanne.Hebert@usm.edu.

Syllabus revised 8/21/11

668 Scholarly Journal Report Rubric (5 points)

| Criteria/Levels | Excellent: Consistent performance of all criteria. To receive an A, the assignment must satisfy ALL of the conditions | Satisfactory: Consistent performance of most criteria | Requires Improvement | Unacceptable: Fails to meet more than 3 criteria |
|--|--|--|---|--|
| Report on a scholarly, peer-reviewed LIS journal. Content (50%): <ul style="list-style-type: none"> • Publisher, how often published • Editorial policy • Web site • Focus, audience • Impact Factor • Special features • Article Index. | Assignment meets or exceeds all requirements 2.4 – 2.5 points | Assignment meets most requirements 2.2 – 2.25 points | Assignment fails to meet one or two requirements 1.75 – 2 points | Assignment fails to meet three or more requirements < 1.75 points |
| Writing style and presentation (50%): <ul style="list-style-type: none"> • Free of typos, punctuation errors, spelling errors, and grammatical errors. • Writing flows smoothly with good transitions between major topics, paragraphs, etc. • Writing incorporates varied, interesting, appropriate vocabulary and sentence structure. • Written in third-person, objective, gender-free style. | Assignment meets all criteria for writing style 2.4 – 2.5 points | Assignment meets most criteria for writing style with not more than 3 typos or other errors 2.2 – 2.25 points | Assignment meets some criteria for writing style, but there are several instances of typos or other errors 1.75 – 2 points | Assignment has a large number of writing style errors < 1.75 points |

5 Point Grading Scale:

- Excellent = 4.75 - 5 points
- Satisfactory = 4.25 – 4.5 points
- Requires Improvement = 3.5 - 4 points
- Unacceptable = <3.5 points

668 Report on Published Research Rubric (10 points)

| Criteria/Levels | Excellent: Consistent performance of all criteria. To receive an A, the assignment must satisfy ALL of the | Satisfactory: Consistent performance of most criteria | Requires Improvement | Unacceptable: Fails to meet more than 3 criteria |
|------------------------|---|--|-----------------------------|---|
| | | | | |

| | | | | |
|---|--|--|--|---|
| | conditions | | | |
| Critical report of published research in LIS journal and another field (50%): Compare and evaluate the purpose, methodology, and results of the two different research reports. | Assignment meets or exceeds all requirements 4.75 - 5 points | Assignment meets most requirements 4.25 – 4.5 points | Assignment fails to meet one or two requirements 3.5 – 4 points | Assignment fails to meet three or more requirements < 3.5 points |
| Writing style and presentation (50%): <ul style="list-style-type: none"> • Free of typos, punctuation errors, spelling errors, and grammatical errors. • Writing flows smoothly with good transitions between major topics, paragraphs, etc. • Writing incorporates varied, interesting, appropriate vocabulary, sentence structure. • Written in third-person, objective, gender-free style. | Assignment meets all criteria for writing style 4.75 - 5 points | Assignment meets most criteria for writing style with not more than 3 typos or other errors 4.25 – 4.5 points | Assignment meets some criteria for writing style, but there are several instances of typos or other errors 3.5 – 4 points | Assignment has a large number of writing style errors < 3.5 points |

10 Point Grading Scale:

Excellent = 9.5 - 10 points

Satisfactory = 8.5 - 9 points

Requires Improvement = 7 - 8 points

Unacceptable = <7 points

668 Research Proposal Rubric (50 points)

| Criteria/Levels | Excellent: Consistent performance of all criteria. To receive an A, the assignment must satisfy ALL of the conditions | Satisfactory: Consistent performance of most criteria | Requires Improvement | Unacceptable: Fails to meet more than 3 criteria |
|--|--|--|--|--|
| Chapter I. Introduction Statement of the problem 20 points - 10 points content - 10 points writing style, presentation (see below) | Clear, concise and focused statement of the problem and subproblems Clearly-stated hypotheses or research questions that are related to the problem/subproblems Relevant, clearly stated | Moderately clear statement of problem and subproblems Moderately clear hypotheses or research questions Moderately clear definitions and | Problem statement lacks clarity and focus Hypotheses/research question not clearly related to the problem/subproblems | Unclear or inappropriate statement of problem and subproblems No acceptable research questions/hypotheses |

| | | | | |
|--|---|---|--|---|
| | <p>definitions and limitations/delimitations</p> <p>Clear statement of appropriate assumptions</p> <p>Articulates the importance of the research project.</p> | <p>limitation/delimitations</p> <p>Statement of assumptions needs clarity</p> <p>Moderately clear statement of the importance of the research project.</p> | <p>Poor definitions and/or limitations/delimitations</p> <p>Poor assumption statement</p> <p>Suggests the importance of the research project.</p> | <p>No or inappropriate definitions and limitations/delimitations</p> <p>No assumptions or confusion of assumptions and hypotheses</p> <p>Does not state the importance of the research project.</p> |
| <p>Chapter II. Literature Review</p> <p>20 points</p> <ul style="list-style-type: none"> - 10 points content - 10 points writing style, presentation (see below) | <p>Evidence of a complete and appropriate initial literature review</p> <p>Clear description of body of literature reviewed</p> <p>Clearly articulates the position of the proposed study within the context of the literature.</p> | <p>Literature review needs to be expanded</p> <p>Moderately clear description of body of literature reviewed</p> <p>Moderately clear articulation of the position of the proposed study within the context of the literature.</p> | <p>Evidence of a cursory literature review</p> <p>Incomplete description of the existing body of literature</p> <p>Poorly articulated position of the current study within the context of the literature</p> | <p>Significant omissions</p> <p>Poor or no description of the existing body of literature</p> <p>Fails to position the current study within the context of the literature</p> |
| <p>Proposed Methodology</p> <p>10 points</p> <ul style="list-style-type: none"> - 5 points content - 5 points writing style, presentation (see below) | <p>Clear statement of appropriate methodology with justification</p> <p>Completeness of description of steps of identifying appropriate data, the sources of data, and data collection procedures</p> <p>Detailed description of planned organization and analysis of the data</p> <p>Correctly identify and describe the data collection instrument.</p> | <p>Moderately clear statement of appropriate methodology with justification</p> <p>Moderately clear description of the steps to identify the appropriate data, sources of data, or data collection procedures</p> <p>Moderately clear description of planned organization and analysis of data</p> <p>Moderately clear description of the data collection</p> | <p>Unclear statement of appropriate methodology with justification</p> <p>Incomplete description of the steps to identify appropriate data, sources of data, or data collection procedures</p> <p>Incomplete description of planned organization and analysis of</p> | <p>Incorrect methodology or lack of justification</p> <p>Fails to provide descriptions of data acquisition</p> <p>No description of planned organization and analysis of data</p> <p>Fails to identify or describe the data collection instrument</p> |

| | | | | |
|--------------------------------|---|--|---|--|
| | | instrument. | data Incomplete description of the data collection instrument. | |
| Writing Style and Presentation | <p>Diligently and consistently credits other sources employing appropriate citation style both in-text and in bibliography</p> <p>Uses varied, interesting, appropriate vocabulary and sentence structure</p> <p>Achieves coherence at sentence, paragraph and essay levels</p> <p>Develops strong paragraph structure</p> <p>Creates strong transitions</p> <p>Writes error-free, grammatically correct prose</p> <p>Meets appropriate formal standards (proofreading, margins, font choice, etc.)</p> <p>Uses gender neutral language</p> <p>Employs formal third person without any self-reflective phrasing</p> | <p>Credits other sources employing appropriate citation style both in-text and in bibliography</p> <p>Uses adequate vocabulary and clear sentence structure</p> <p>Achieves coherence at some levels</p> <p>Develops some well-structured paragraphs</p> <p>Creates good transitions</p> <p>Writes prose which is mostly error-free and grammatically correct</p> <p>Shows effort to meet appropriate formal standards</p> <p>Generally uses gender neutral language</p> <p>Generally employs formal third person language</p> <p>Some instances of self-reflective phrasing</p> | <p>Does not credit every source or employ appropriate citation style both in-text and in bibliography</p> <p>Uses uninteresting or inappropriate vocabulary and sentence structure</p> <p>Lacks coherence at some levels</p> <p>Develops some well-structured paragraphs</p> <p>Creates some good transitions</p> <p>Writes prose which has some errors and incorrect grammar</p> <p>Shows effort to meet appropriate formal standards</p> <p>Inconsistently uses gender neutral language</p> <p>Inconsistently employs</p> | <p>Does not credit other sources employing appropriate citation style both in-text and in bibliography</p> <p>Uses poor or incorrect vocabulary and sentence structure</p> <p>Presents incoherent sentences and paragraphs</p> <p>Presents weak paragraph structure</p> <p>Does not use adequate transitions</p> <p>Demonstrates many errors in basic usage</p> <p>Shows little or no effort to meet appropriate formal standards</p> <p>Uses gender biases language</p> <p>Uses first person, or narrative style</p> <p>Uses self-reflective phrasing</p> |

| | | | | |
|--|--|--|---|--|
| | | | formal third person Some instances of self-reflective phrasing | |
|--|--|--|---|--|

50 Point Grading Scale:

- Excellent = 46 - 50 points
- Satisfactory = 42 - 45 points
- Requires Improvement = 35 - 40 points
- Unacceptable = < 40 points

668 Participation Rubric (15 points)

| Criteria/Levels | Excellent Consistent | Satisfactory | Requires Improvement | Unacceptable |
|--|---|---|---|--|
| Virtual Classroom (50%): Be prepared to discuss the readings and to lead the discussion when called upon. Attend and participate in the session each week that virtual sessions are scheduled. | Assignment meets or exceeds all requirements 7 - 7.5 points | Assignment meets most requirements 6.25 – 6.75 points | Assignment fails to meet one or two requirements 5.25 - 6 points | Assignment fails to meet three or more requirements < 5 points |
| Discussion Board Postings (50%): Post an answer and/or topic discussion to each Discussion Board forum. Content is relevant and posted in a timely manner. Posting is free of typos, punctuation errors, spelling errors, and grammatical errors. | Assignment meets all criteria for writing style 7 - 7.5 points | Assignment meets most criteria for writing style with not more than 3 typos or other errors 6.25 – 6.75 points | Assignment meets some criteria for writing style, but there are several instances of typos, other errors 5.25 - 6 points | Assignment has a large number of writing style errors (more than 10) < 5 points |

15 Point Grading Scale:

- Excellent = 14 - 15 points
- Satisfactory = 12.5 - 13.5 points
- Requires Improvement = 10.5 - 12 points
- Unacceptable = <10 points

American Association of School Librarians (AASL) Standards for Education of School Library Media Specialists

Standard 1: Teaching for Learning

Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

Elements

1.1 Knowledge of learners and learning

Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

1.2 Effective and knowledgeable teacher

Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.

1.3 Instructional partner

Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

1.4 Integration of twenty-first century skills and learning standards

Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL *Standards for the 21st-Century Learner* and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.

Standard 2: Literacy and Reading

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

Elements

2.1 Literature

Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

2.3 Respect for diversity

Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

2.4 Literacy strategies

Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

Standard 3: Information and Knowledge

Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

Elements

3.1 Efficient and ethical information-seeking behavior

Candidates identify and provide support for diverse student information needs. Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

3.2 Access to information

Candidates support flexible, open access for library services. Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and digital formats. Candidates model and communicate the legal and ethical codes of the profession.

3.3 Information technology

Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

3.4 Research and knowledge creation

Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.

Standard 4: Advocacy and Leadership

Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators,

librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

Elements

4.1. Networking with the library community

Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.

4.2 Professional development

Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth.

4.3 Leadership

Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.

4.4 Advocacy

Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services.

Standard 5: Program Management and Administration

Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

Elements

5.1 Collections

Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.

5.2 Professional Ethics

Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas.

5.3 Personnel, Funding, and Facilities

Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users.

Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

5.4 Strategic Planning and Assessment

Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

The University of Southern Mississippi Professional Education Unit Conceptual Framework

Introduction

Vision and Mission of the Institution and Unit

Faculty, staff, and candidates within the Professional Education Unit (Unit) at The University of Southern Mississippi (USM) collaborate to generate, disseminate, and apply knowledge to improve the lives of individuals, families, and communities. Building on the distinctive heritage of our University as a normal college, we prepare our candidates to engage in creative, bold, and determined actions that positively influence a culturally diverse, global community.

The [vision](#) of The University of Southern Mississippi is to emerge as the premier research University of the Gulf South -- engaging and empowering individuals to transform lives and communities. Supporting the institutional theme of empowerment, the Professional Education Unit is dedicated to the delivery of high quality academic programs in all areas of professional education. Candidates develop knowledge, skills, and professional dispositions through exposure to exemplary teaching, research, and professional service. The Unit contributes to the [mission](#) of the University through all aspects of scholarship that promote a climate for academic success; that enhance the image of the University and its professional education programs; and that foster connections with P-12 partners and external agencies.

The Professional Education Unit's conceptual framework is consistent with the University's historical roots as a normal college, its mission, and its future. The University, since its founding in 1910, has been committed to the exemplary preparation of teachers, counselors, administrators, and other school personnel. In accordance with this history and the present vision and mission of the University, the Unit is committed to improving the educational attainment of the citizens of Mississippi, and in turn, the economic development of our state. Therefore, the mission of the Unit is fivefold: a) prepare high quality teachers and education leaders for our state; b) conduct innovative, relevant research that informs decision-making in education; c) establish strong relationships with local school districts and the Mississippi Department of Education to improve education in our state, d) promote a healthier populace; and e) enhance cultural understanding among our citizens.

Conceptual Framework Core Themes & Constructs

Shared Vision

The Professional Education Unit's conceptual framework provides the foundation that supports the governance of the Unit by the Professional Education Council, the delivery of instruction to our students, as well as the learning outcomes for candidates at all levels. It provides clarity of vision to the Unit by defining how teacher education candidates and other school professional candidates are to be prepared.

Unit faculty members and administrators developed outcomes consistent with the University mission statement, as well as state, subject-area accreditation, and NCATE standards. These core outcomes support the critical constructs embedded within the vision and mission of the University and Unit. Furthermore, the efficacy of the Unit's vision is continually validated through the assessment of outcomes based on candidate performances.

Professional education faculty members are committed to diversity and the preparation of educators who help all students learn. Unit faculty members also demonstrate their commitment to the integration of technology to enhance candidate and student learning through scholarship, service, and teaching. Furthermore, the Unit has embedded knowledge, skills, dispositions, and commitment to diversity and technology throughout its teacher education program. Thus, Unit faculty members prepare candidates to become creative, bold, and determined educational leaders who possess the characteristics embodied within the following four core themes: the power of knowledge to inform, the power of knowledge to inspire, the power of knowledge to transform lives, and the power of knowledge to empower a community of learners.

Within these four themes are the overarching constructs for all professional education candidates at Southern Miss, encompassing the vision and mission of the Unit:

1. Power of Knowledge to Inform

- a. *Understands general, as well as technological, content-specific pedagogical skills* (Content Knowledge*, Technology*, and Pedagogy*)
- b. *Understands and employs data-driven assessment processes* (Assessment of Learning*)
- c. *Competent in content knowledge* (Content Knowledge*)
- d. *Understands implications of diversity in the classroom* (Diversity*)
- e. *Understands standards-based content knowledge* (Content Knowledge*)
- f. *Understands theoretically-based knowledge of student learning processes* (Assessment of Learning*)

2. Power of Knowledge to Inspire

- a. *Believes all can learn* (Diversity* and Dispositions*)
- b. *Believes in ability to foster learning* (Dispositions*)
- c. *Believes that best teaching is based on sound educational theory and research* (Pedagogy*)
- d. *Resilient* (Dispositions*)
- e. *Values lifelong learning* (Professional Development*)
- f. *Inspires and engages learners* (Classroom Management*)
- g. *Demonstrates ethical and professional dispositions* (Dispositions*)

3. Power of Knowledge to Transform Lives

- a. *Effectively demonstrates general, as well as technological, content-specific, pedagogical skills* (Pedagogy*)
- b. *Interprets and uses assessment data to ensure and improve learning outcomes* (Assessment of Learning*)
- c. *Is able to teach so that all can succeed in a complex, changing society* (Instructional Planning*)
- d. *Is a critical thinker and problem solver* (Assessment of Learning*)
- e. *Communicates effectively* (Communication*)
- f. *Monitors safety and creates a physical environment which is conducive to learning* (Classroom Management*)

4. Power of Knowledge to Empower a Community of Learners

- a. *Continues professional and personal development* (Professional Development*)

- b. *Are responsible citizens of their communities* (Professional Development*)
- c. *Is able to contribute to society in meaningful ways* (Professional Development*)
- d. *Is able to build a learning community partnership* (Professional Collaboration*)

**Constructs assessed*

Knowledge Bases

Power of Knowledge to Inform

Professional education faculty members at The University of Southern Mississippi, produce candidates as education professionals who have the *power of knowledge to inform*. Using the conceptual framework constructs as the underpinning of the expected outcomes, candidates will:

- Apply a content and theoretical knowledge base supported by technological and pedagogical skills to enhance learning in the classroom.
- Develop appropriate assessments, monitor student progress, and use data to make instructional decisions.
- Apply knowledge, awareness, and understanding of their own culture and other cultures in and beyond the classroom to enhance student learning.
- Use state curriculum models as well as local, state, and national standards to advance identified knowledge and skills in the classroom.
- Develop knowledge, awareness, and understanding of student learning processes and apply that knowledge to support learning in the classroom.

Candidates will apply a content and theoretical knowledge base supported by technological and pedagogical skills to enhance learning in the classroom.

Candidates gain content and theoretical knowledge through specific programs of study in each educational discipline. Additionally, candidates complete a core of professional education courses required of all teacher education students at USM. These core courses include data analysis and evaluation, classroom management, and education of exceptional learners. The professional education courses provide an important foundation for each of the specific programs of study.

Within the professional education coursework, candidates develop skills in designing engaging lessons that apply interdisciplinary curricula knowledge in authentic situations. Specifically, the lessons apply appropriate teaching strategies, incorporate technology, integrate depth of knowledge, and utilize assessment to improve student learning outcomes. These skills are further developed through observation of professors modeling appropriate pedagogy, application in practicum experiences, and evaluation through professional reflection. Candidates also complete comprehensive portfolios to explore and demonstrate depth of knowledge.

The Unit is also committed to integrating technology into instruction for candidates in both initial and advanced program areas. Current research emphasizes that candidates must be trained to apply technology to enrich and enhance student achievement. For example, Becker (2000) reports that technology-rich environments promote active learning that is necessary to master principles and concepts.

Cradler, McNabb, Freeman, and Burchett, (2002) state —. . . alignment between content-area learning standards and carefully selected technology uses can significantly increase test scores” (p. 47). Additionally, research and evaluation show that technology can enable the development of critical thinking skills and higher-order thinking skills when technology tools are used for constructing artifacts and electronic information (Cradler et al., 2002).

Faculty members in specific program areas assess candidates for their technological knowledge and skills in accordance with specific program needs and standards. However, in an effort to establish baseline technology skills, all undergraduate candidates must successfully pass a Basic Technology Literacy Exam (BTLE) or become certified via Internet and Computing Core Certification (IC³[®]) prior to beginning teacher candidacy. USM’s initial certification candidates are also required to purchase and use Tk20 CampusTools™ (Tk20) to document and manage their academic activities throughout their internship. Candidates can develop additional skills in the use of computer technology appropriate to teaching, learning, and managing education. They are expected to use educational technology to more effectively engage students and increase student learning outcomes, to broaden communication with parents and enhance parental involvement, and to complete routine work associated with teaching in the P-12 setting.

Candidates develop appropriate assessments, monitor student progress, and use data to make instructional decisions.

According to McLeod (2005), the five fundamentals of effective data-driven instruction are “good baseline data, measurable instructional goals, frequent formative assessment, professional learning communities, and focused instructional interventions” (p. 1). Baseline data are used to identify the mastery levels and learning needs of students. This information is critical in terms of establishing measurable instructional goals to guide pedagogical strategies. Collecting and analyzing formative data also represent an important and powerful process that supports student learning and enhances student outcomes. When teachers meet collaboratively in professional learning communities to discuss data-driven evidence, student achievement and teacher satisfaction increase. Wilkins and Shin (2011) emphasize the importance of teachers using data-driven decisions to increase student learning as well as teacher preparation programs training future teachers to use data to increase student learning.

Further, research from exemplary schools (Darling-Hammond, 2004) indicates that in order to reach a range of diverse learners, teacher education should emphasize student performance assessment evaluated by scoring rubrics. This approach demystifies the notion of competency and makes it possible for all students to succeed by giving them the opportunity to develop products, receive feedback, and internalize the standards, as well as allowing them to steadily revise their work in order to become increasingly proficient.

The Unit strives to produce candidates that use data-driven evidence to employ focused instructional interventions to improve student learning. Candidates develop skills in data collection and analysis and data-driven instruction through authentic assessment strategies in required courses and practicum experiences. Candidates complete assignments in coursework that require them to review and analyze the impact of data on teaching strategies as well as student achievement. Candidates also administer and analyze proper assessments during their internship to demonstrate student growth. At the Unit level, data are available to evaluate instruction, identify necessary changes in curriculum, and improve learning outcomes. In addition, individual disciplines rely on data to ensure continuous improvement of educational programs.

Candidates will apply knowledge, understanding, and awareness of their own culture and other cultures in and beyond the classroom to enhance student learning.

Today's teachers work with school populations that are vastly different from those they experienced as students. The demographics of these school populations are ethnically, linguistically, and socially diverse, representing a variety of value systems, perspectives, and academic preparation. Understanding this, the Unit makes candidates aware of current demographics and prepares them to teach using culturally responsive methods and embedded content literacy. The aim is to transform education so that students from all socioeconomic, racial, cultural, and gender groups have an equal opportunity to learn. Nieto & Bode (2008) report a multicultural curriculum based on an understanding of social justice can motivate teachers and students to work together to promote social change. Transformation in education occurs when teachers reach all students, regardless of their socioeconomic, racial, cultural, and gender group.

The vision of the Professional Education Unit is to equip candidates with a depth of knowledge regarding multicultural issues, a commitment to equity for all, an ability to bond with all students, and skills to accommodate different learning styles and abilities. Gay (2010) states, "... examining beliefs and attitudes about cultural diversity, *along with* developing cognitive knowledge and pedagogical skills, are included as essential elements of teacher education" (p. 151). Thus, both of these aspects of teacher education must be incorporated in preparation and practice. Therefore, the Unit is committed to instilling in candidates the values, beliefs, creativity, knowledge, skills, and attitudes needed to function cross-culturally.

Professors within the Unit seek to honor individual differences by communicating respect, fairness, and high expectations to all students. Linda Darling-Hammond (2006) comments that field experiences which target specific skill training for reaching the diversity of student populations is an important advance in our training of teachers. Active planning for students' varied interests, strengths, and needs is key to differentiating instruction (Tomlinson, 2008). Therefore, candidates focus on instructional strategies that allow multiple learning paths for students. Opportunities to observe and teach a variety of students are facilitated by Unit faculty members and monitored by the Placement Specialist of Educational Field Experiences.

Candidates will use state curriculum models as well as local, state, and national standards to advance identified knowledge and skills in the classroom.

The Conceptual Framework model for educator preparation programs at USM is based on the expectation that all programs are aligned with professional standards, including professional standards that are embedded in state curriculum models. The Interstate Teacher Assessment and Support Consortium (InTASC) Principles represent the core of the professional education undergraduate program. In addition, the five core propositions from the National Board for Professional Teaching Standards (NBPTS) provide the basis for assessment throughout the field experience portion of the program. Curricula within advanced teacher preparation programs are also aligned to the five core propositions from the NBPTS. The program areas within the Unit that have reciprocal agreements with non-NCATE associations are required by the Professional Education Unit to align their curriculum and syllabi with the corresponding association standards. Program areas that are not classified in either category, yet operate with national or state standards, are also required to demonstrate alignment with established standards. The State of Mississippi has adopted the Common Core State Standards which provide a clear understanding of what students are expected to learn. Professional standards and curriculum models are stressed through classroom activities, course assignments, and practicum and internship experiences.

Candidates in both initial and advanced programs are required to develop lesson and unit plans aligned to the appropriate standards and proficiencies designed to meet the needs of students. The professional education faculty at USM encourage candidates to develop innovative strategies for educating students within P-12 settings while considering the mandated requirements set forth by institutional, state, and national standards. Candidates are evaluated on their development and use of these strategies when employing them in various P-12 settings.

Candidates will develop knowledge, awareness, and understanding of student learning processes and apply that knowledge to support learning in the classroom.

Candidates are equipped to support learning in the classroom by an immersion in coursework related to student learning processes. Candidates study Maslow's Hierarchy of Needs, multiple intelligences, and cognitive and social constructivism philosophies of education. They develop the skills necessary to translate theory into practice in order to support student learning in the classroom. Candidates demonstrate the ability to apply differentiated instruction, depth of knowledge in planning instruction, response to intervention techniques, and content literacy methods to improve student learning during practicum and internship experiences.

Both content and professional education licensure pass rates for USM education candidates indicate a high level of content and theoretical knowledge base. These pass rates illustrate that USM candidates have the knowledge to positively impact P-12 student learning within educational settings. Candidates demonstrate their technological and pedagogical skills in content courses based on professional standards applicable to the subject area. In addition, candidates are assessed by both University supervisors and classroom mentors on their ability to demonstrate their use of best-practices teaching strategies, application of problem solving, and initiation of critical thinking skills of P-12 students.

Power of Knowledge to Inspire

Professional education faculty members at USM transform candidates into teachers who have the *power to inspire* students, parents, and other educational professionals. Using the conceptual framework constructs as the underpinning of the expected outcomes, candidates will:

- Demonstrate through their actions a belief that all individuals can learn and benefit from a quality educational experience.
- Demonstrate through their use of best practices, actions and interactions with others, the ability to foster learning for all persons.
- Demonstrate personal and professional resolve by embracing and addressing challenges, supporting and assisting others in difficult situations, and displaying respect and value for others at all times.
- Serve as role models of lifelong learning, professionalism, civic responsibility, and commitment to the education of others.
- Demonstrate professional values and high moral principles by conforming to accepted professional standards of conduct and ethics that distinguish them as professional educators pursuing excellence and equity for others.

Candidates will demonstrate through their actions a belief that all individuals can learn and benefit from a quality educational experience.

The Professional Education Unit strives to instill in education students a belief that every individual can learn. Furthermore, the Unit stresses that a teacher's own actions and interactions with others have an impact on an individual's desire to learn and can inspire learning in others. Michael Fullan (2001) reminds us that education's moral purpose is to make a difference in students' lives regardless of their background. Candidates can fulfill this moral purpose in their professional careers through a commitment to all students, the development of a high-quality curriculum, the delivery of instruction that meets the needs of all students, the effective use of data, and high expectations of all students.

Camp and Oesterreich (2010) indicate that there are unique elements that exist in multicultural classrooms and that there is interdependency among these elements. Understanding this interdependency informs educators on creating programs to include multiple opportunities, differentiated instruction, pedagogical support, and educational experiences. The professional education curricula, regardless of training level, provides multiple opportunities for candidates to develop an awareness of and implement differentiated instructional strategies during a variety of educational experiences.

Candidates will demonstrate through their use of best practices, actions and interactions with others, the ability to foster learning for all persons.

The power of believing in one's capacity for success, self-efficacy, is central to fostering learning for all students. Therefore, candidates explore both learning theory and evidence-based practice to build a foundation for success. In addition, the teacher education program prepares candidates to apply best practices in planning and delivering instruction, to identify and address diverse learning styles, and to acknowledge the unique background and needs of the individual learner. Students also explore Lambert and McCombs' (1998) theories of intrinsic motivation that emphasize the centrality of relevance in instruction. When students see relevance and value to their learning, motivation for continued growth occurs. Marzano (1998) refers to this ability to build connections between old and new learning as direct schema activation.

To foster this ability to build connections, candidates at USM complete practicum and clinical experiences that are purposefully designed to be diverse in terms of settings, student demographics, and student needs. Placing candidates in such settings is key to the Unit's ability to assure that all candidates have the opportunity to demonstrate the ability to foster learning for all persons. Within these settings, candidates design and deliver contextually relevant teaching that inspires intrinsic motivation. Undergraduate candidates participate in at least three different school settings during their course of study, while graduate interns participate in at least two different school settings.

Candidates will demonstrate personal and professional resolve by embracing and addressing challenges, supporting and assisting others in difficult situations, and displaying respect and value for others at all times.

Instruction in the Unit's core of professional education courses equips candidates to become reflective teacher leaders. Examining one's beliefs, assumptions, and biases regarding teaching is a critical activity of candidates (Schon, 1987). Using this practice of reflection, candidates learn from their experiences by consciously focusing on strategies and interactions that worked well and isolating approaches that need to be modified in the future. Candidates share this philosophy with their students to assist the students to make appropriate adjustments in behavior and attitudes as well. In fact, candidates study the individual abilities of each learner and submit reflections to supervisors regarding their ability to foster growth for all individuals in their classroom.

When the subject matter is difficult to master, candidates promote an environment that encourages risk-taking and builds confidence. Candidates create a classroom management plan during the undergraduate internship considered to be critical to this management skill. Through this process, candidates are provided ample opportunities for reflection, continuous growth, and ongoing feedback from both P-12 supervisors and university faculty and mentors.

Candidates will serve as role models of lifelong learning, professionalism, civic responsibility, and commitment to the education of others.

John Dewey's (1944) holistic pedagogy, valuing experiences that enable the student to contribute to society, continues to have prominent relevance for today's educators. Dewey notes that education is the only profession concerned primarily with the future and advances the prospect of making a difference (Dewey, 1938). Furthermore, Chen (2002) reports knowledgeable and skillful teachers will not necessarily be effective empowered teachers without certain dispositions that need to come from within the individuals. Thus, classroom activities need to foster the development of these dispositions by helping P-20 students become lifelong learners. Cross (2009) refines the idea of lifelong learning by encouraging the educator to focus on the learning process. Professional education candidates at USM encourage cooperative learning in classroom settings in order to create new understandings about how the world works. They also inspire their students as intellectual and moral role models. Exemplary candidates join honorary societies such as Kappa Delta Pi and Phi Kappa Phi to expand their professional contributions. In some instances, candidates present research within their local school districts or at various levels of conferences and workshops.

Illustrating the views of social constructivism, the four core themes of the conceptual framework further the idea that education is effective only when it moves from the concrete events that are meaningful to the individual to broadly applicable general principles of civic responsibility (Efland, Freedman, & Stuhr, 1996). The *power to inspire* embodies this guiding principle for the Unit. Opportunities to participate in on-campus and off-campus conferences and workshops are encouraged by the professional education faculty and university administration.

Candidates will demonstrate professional values and high moral principles by conforming to accepted professional standards of conduct and ethics that distinguish them as professional educators pursuing excellence and equity for others.

Ayers (2003) claimed that education that nurtures students to make meaningful choices also requires them to act on their knowledge, to create structures, and to change and transform structures so that the world is a better place for all. In order to reform educational practices, Carrington, Deppeler, and Moss (2010) report that candidates must consider the importance of value positions that are grounded by social and cultural beliefs. USM professional education faculty members encourage self-reflection and model ethical behaviors that are grounded in the ideals of distinguished professional educators. Indeed, these professional educators serve as models for ethics in the work place as well.

A Code of Ethics for all faculty, students, and staff of the educational Unit, adopted in 2000 by the Professional Education Council is specifically reviewed and signed by teacher interns prior to the internship. These core values reflect faculty beliefs that teachers are continuous learners and that education professionals should further pursue learning opportunities during their careers and continue to grow and develop as teachers throughout their lives.

Power of Knowledge to Transform Lives

Professional education faculty members at USM produce candidates as education professionals who have the *power to transform lives* of students, parents, and other educational professionals. Using the conceptual framework constructs as the underpinning of the expected outcomes, candidates will:

- Demonstrate technological, content, and pedagogical skills in the classroom.
- Critically consider data-driven evidence to solve problems and to improve the learning process in order to improve learning outcomes in the classroom.
- Provide differentiated instruction to address and meet the needs of all students in order to enable them to succeed in a complex, changing society.
- Reflect, communicate, and act in a manner that supports and inspires successful learning.
- Create a safe physical environment that promotes learning and positive dispositions.

Candidates will demonstrate technological, content, and pedagogical skills in the classroom.

The theoretical basis of transformative education is constructivist learning, which requires students to actively construct meaning by drawing upon personal connections between their experiential backgrounds and the content being studied. Constructivism is an extension of cognitive theory based on the investigations and research of cognitive psychologists such as Piaget (1955), socio-historical psychologists such as Vygotsky (1962), and semiotic interactionists such as Bruner (1986) and Gardner (1993). The major goals of teaching and learning in a constructivist classroom are concept development and deep understanding, which are the result of active learner reorganization and construction of meaning rather than the acquisition of discrete behaviors and skills.

Linda Darling-Hammond (2004) proposed that technology be fully integrated into teacher preparation programs. Unit faculty members have embraced this idea by incorporating campus-wide university computer resources, electronic classrooms, and technology classes into the teacher candidate preparation programs at USM. Furthermore, Unit faculty members demonstrate this commitment by modeling the use of cutting-edge technology in coursework and seeking teacher candidacy placements in partnering schools that incorporate technology.

Candidates demonstrate their attainment of technological skills through their use of various technology tools such as laptop computers, software packages, and electronic classrooms during their coursework and practicum experiences. Additionally, all candidates use Tk20 Campus Tools to demonstrate their attainment of various content and pedagogical skills and knowledge by publishing their portfolios to Tk20.

Finally, USM's teacher education faculty believe that the premise of transforming lives is based on the effective design of curriculum, assessment, and instruction, which focuses on developing and deepening understanding of important ideas. The concepts proposed by Wiggins and McTighe (2005) in their seminal work, *Understanding by Design*, provide an approach to curriculum and instruction designed to engage learners in inquiry, promote transfer of learning, and provide a conceptual framework to assist them in making sense of discrete facts and skills which ultimately result in a deep understanding of the big ideas of content.

Candidates will critically consider data-driven evidence to solve problems and to improve the learning process in order to improve learning outcomes in the classroom.

In the transformative curriculum espoused by Henderson and Hawthorne (2000), the core theme is producing education professionals who have the *power to transform lives*. Candidates in USM's teacher

preparation programs are actively taught to use assessment data to solve problems they face concerning the learning processes and their outcomes. In order to accomplish this, Unit faculty members incorporate the five modes of inquiry suggested by Henderson and Hawthorne (2000). Indeed, the following modes of reflective inquiry may be found in USM's teacher education programs: (1) creative inquiry—facilitating each student's individual understandings, promoting proactive problem solving, and nurturing aesthetic engagement and expression; (2) caring reflective inquiry—enacting planning and teaching in a caring manner, incorporating the key dimensions of confirmation, dialogue, and cooperation; (3) critical reflective inquiry—becoming more aware of the overt and covert, interpersonal and personal, institutional and societal, historical and cultural factors that affect teaching and learning; (4) contemplative reflective inquiry—examining and embracing the value of growing as transformative teachers; and (5) collegial reflective inquiry—moving beyond the individual classroom and becoming responsible professionals in the school and community. Unit faculty members embrace all five modes of inquiry and actively incorporate them into their teaching. Candidates use these inquiry modes as they solve problems and interpret assessment data to ensure and improve learning outcomes.

Candidates will provide differentiated instruction to meet the needs of all students in order to enable them to succeed in a complex, changing society.

USM's professional education faculty members believe teacher education programs that develop transformative teachers employ assessment-driven, differentiated instruction. According to Salvia, Ysseldyke, and Bolt (2007), assessment involves collecting data for the purpose of making decisions about individuals and groups which results in many lives being touched and transformed. Because of the power of the decision-making role of assessment, it is essential that candidates learn about assessment practices, the decisions that are made based on those practices, the types of assessments used, and the technical adequacy of those assessments.

Competently teaching so that all can succeed in a complex, changing society is a complicated task. Candidates in USM's teacher preparation programs are taught to provide differentiated instruction in order to meet the needs of their students. Indeed, candidates work to meet students where they are in the learning process, using a constructivist approach to teaching in order to make learning meaningful. Differentiated instruction allows the candidate to approach teaching and learning for students of differing abilities in the same class. This approach to teaching and learning values the individual and provides a way to teach in ways that are responsive to students' learning profiles (Moore, 2005).

To develop transformative teachers, USM professional education faculty have embraced and incorporated successful teacher education strategies used in exemplary schools, as described in Linda Darling-Hammond's study of highly successful teacher education programs. Darling-Hammond (2004) advocates the restructuring of teacher education in order to produce transformative teachers through the collaborative work of universities and P-12 schools. She advocates true partnerships in which both course work and clinical work revolve around authentic clinical experiences, case studies, analyses of learning and teaching, action research, and performance assessments that help candidates integrate theory and practice while strengthening the shared knowledge of the community of educators involved in teacher education.

Change is an integral part of educational systems. To meet the challenges of a changing world and knowledge base, candidates in graduate programs must be capable of recognizing the need for change, developing a plan for implementing change, and then implementing change. In the advanced programs, candidates are prepared with the foundational skills and knowledge bases needed to act as change agents in professional activities. To manage change, candidates assess important variables inherent in the environment and determine strategies to use those variables to meet organizational needs. The Unit faculty believe that proactive, successful change agents: 1) recognize that change is a process; 2) become active, integral elements of the change; and 3) help others to participate in new, evolving organizational structures.

Candidates will reflect, communicate, and act in a manner that supports and inspires successful learning.

Candidates engage in good classroom communication making a difference between a motivated learner and a reluctant learner. As stated above, the modes of reflective inquiry suggested by Henderson and Hawthorne (2000) are utilized throughout USM's teacher preparation programs. Indeed, these five modes of reflective activity allow candidates to use reflection to support and inspire their students to be successful.

Candidates will create a safe physical environment that promotes learning and positive dispositions.

Candidates promote learning by making the classroom physically and psychologically safe. Every teacher holds his/her own dispositions and attitudes. However, Moore (2005) reports that effective teachers hold common dispositions such as (a) effective teachers are real, (b) effective teachers have positive expectations for all students, (c) effective teachers are caring about their students, (d) effective teachers are excited about teaching and learning, and (e) effective teachers value diversity. Candidates in the USM professional education program are held accountable for their dispositions as evidenced in the In-Class Evaluation document completed by Mentor Teachers and University Supervisors during the candidate's field experience.

Power of Knowledge to Empower a Community of Learners

USM Professional education faculty members transform candidates into education professionals who *empower a community of learners*. Using the conceptual framework constructs as the underpinning of the expected outcomes, candidates will:

- Reflect on their own practices and engage in professional development activities to improve their abilities.
- Institute the highest standards by acting as stewards to the profession.
- Actively participate in their community and foster an environment that promotes teamwork and collaboration.

Candidates will reflect on their own practices and engage in professional development activities to improve their abilities.

Participation in professional development activities is not only encouraged by professional education unit faculty, but it is required for them in order to promote the missions of both the University and the Unit. Professional development opportunities can help individuals grow professionally as they share and benefit from each other's teaching experiences and content knowledge (Atkinson and Bolt, 2010). Professional education faculty members model the use of reflection on their own practices, both professionally and personally, and support candidate engagement in these types of practices. Candidates engage in reflective practices throughout their programs. Unit faculty members believe that this engagement will foster continued professional development as candidates move into their professional lives. Attending workshops and conferences during their programs instills a desire to continue to develop professionally post-graduation.

Candidates will institute the highest standards by acting as stewards to the profession.

In order to become effective teachers and educational leaders, Unit faculty members' underlying belief is to transform the learning process from disseminating knowledge to encouraging shared leadership throughout one's program. By promoting active engagement and shared leadership, Unit faculty believe that graduates of education programs at The University of Southern Mississippi will become good

citizens engaged in their profession which will contribute positively to the state of Mississippi and American society. Candidates graduate and begin a professional career that is normally considered to be service oriented. Not only will candidates serve their profession but they will also have a broader notion of service that includes the love of learning that enables them to live a “god life” as well as enabling them to further their profession as individuals who model the ideals of stewardship (Simpson, 2010). As stated elsewhere in this framework, USM professional education faculty members encourage self-reflection and model ethical behaviors that are grounded in the ideals of distinguished professional educators. By doing so, candidates are exposed to the high standards of the profession and will thus be more inclined to act as stewards of the profession once graduated. Additionally, candidates are exposed to core values of the profession that embody the ideas of continuous learning and continuous growth both in the profession and personally.

Candidates will actively participate in their community and foster an environment that promotes teamwork and collaboration.

Community engagement, civic responsibility, and teamwork are all aspects of an educational environment that supports the integrity and betterment of our future educational landscape. Unit faculty believe that effective teachers set high expectations for their students and enable them to meet those expectations by maintaining a caring, structured, cooperative classroom environment that acknowledges their students' experiences and cultural backgrounds (Adkins-Coleman, 2010). USM professional education candidates are encouraged to participate in local and national workshops and conferences. In addition, they actively work as a community of learners in their courses to create lessons and interpret data as they seek to improve education in their communities. Partnerships between Unit faculty and local P-12 schools are critical in order to produce effective teachers. Partnerships that marry coursework and clinical work produce teachers who can integrate theory and practice and strengthen the educational level of the community in which they reside.

Conclusion

Mississippi's Blue Ribbon Committee for the Redesign of Teacher Preparation (BRC) was formed to increase both the quality and quantity of teachers for Mississippi's schools through a collaboratively-developed redesign initiative targeted for all teacher preparation programs. The BRC developed seven initiatives to guide Mississippi's teacher preparation programs: meaningful field experiences, subject content preparation, differentiating instruction, classroom management, recruitment and retention, strong partnerships, and accountability.

In response to the BRC's recommendations, the Professional Education Unit at The University of Southern Mississippi established a P-16 Advisory Council composed of P-12 teachers, P-12 district personnel, and teacher preparation program representatives. The role of the council includes curricular design and review, field experiences monitoring and improvement, collaboration, and program evaluation. Suggestions from this council have helped to shape and foster changes in USM's teacher preparation programs. Additionally, the Conceptual Framework for the Professional Education Unit at The University of Southern Mississippi provides direction for faculty to prepare creative, bold, determined educational leaders who possess the power of knowledge to inform, to inspire, to transform lives, and to empower a community of learners.

Overview of Assessment

The Unit's Assessment System is a comprehensive structure developed and maintained by a variety of stakeholders. The assessment system is designed to address the unique needs of each program and to support the combined mission of the Unit based on the core themes of the conceptual framework. Additionally, the assessment system was developed to collect and analyze data relative to the operations of the Unit and candidate performance. The assessment system reflects the Conceptual Framework for the Unit and encompasses outcomes as outlined in the professional and state standards for each program

area. Many of the components of The University of Southern Mississippi's assessment system have been in place for several decades – particularly those pertaining to admission to the university and its teacher education programs as well as to programs that prepare other educational personnel. In addition to the longevity of the admissions assessment component, assessment systems for both retention in each of those programs and the evaluation of candidates during clinical experiences are well established. Each program has identified *Key Assessments* for data collection and evaluation during admissions, coursework, and field/clinical experiences. Additionally, graduation and follow-up data are collected and evaluated. *Key Assessment* data are collected according to identified transition points for initial certification, advanced programs, and other school professional programs at three levels: candidate, program, and unit. A core component of the assessment system is the linkage between the Conceptual Framework, Program Student Learning Outcomes (SLO's), and Course SLO's. Course-based assessments are conducted using *Key Assignments* from core coursework and field experiences. The Tk20 CampusTools, an electronic data management system, is used to collect and compile data on candidate, program, and unit performance. Data are aggregated and used to promote a cycle of programmatic continuous improvement in order to affect policy, curricular decisions, and program modifications. These data are evaluated by internal and external stakeholders in order to make data-based decisions that foster improvements to both programs and ongoing operations of the Unit. Through the Unit Assessment System, data are collected within and across programs for analyses. The Unit Review Committee (URC), established in 2006, formalized the process of reviewing Unit operations and aggregated candidate performance data. The Professional Education Council (PEC) charged the URC with the evaluation of the Unit's assessment system to determine if the Unit operations and candidate performance are being assessed properly and if Unit-wide improvements are actually occurring as a result of the assessment system. Data-driven recommendations for program and Unit changes are reviewed by the PEC before decisions are shared with Unit faculty.

The coordination of the assessment system and the major responsibilities of aggregating and summarizing data at the Unit level are performed by the staff in the NCATE Office. At the program and Unit level, data are routinely gathered about admission to programs, enrollment, retention, external funding, and scholarly activity.

Assessment data are collected, stored, and analyzed using two systems and one office—the University's PeopleSoft data base, Tk20 data management system, and the Office of Institutional Research. The PeopleSoft data base provides the Unit with Praxis, ACT, SAT, GRE, MAT, and other standardized test scores; admission data; candidate demographic information; enrollment data; faculty data and demographics; and advising transcripts for monitoring candidates' progression through the programs. The Office of Institutional Research provides the Unit with student course evaluations and official enrollment data for our programs.

The use of Tk20 allows for systematic processes of data collection on unit-wide assessments as well as program-level SPA assessments. In addition, candidate field experience placements; communication between instructors, cooperating teachers, and teacher candidates; reporting concerns about candidates; and assignments and portfolios are all handled within Tk20.

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7.4. University Priorities Committee Report

Southern Miss Academic Program Prioritization

School of Library & Information Science College of Education and Psychology

(A) Consistency with University Mission, Vision, Values, and Priorities (10%)

Courses in library science were first offered at The University of Southern Mississippi in 1926. Initially an undergraduate program preparing school librarians, Library Science was a department in the College of Education and Psychology from 1951 to 1976. In 2003, the School of Library and Information Science rejoined the College of Education and Psychology.

The first master's degree in library science (M.S.) was awarded in 1965. In 1976, the School of Library Service was established as an autonomous professional school, and the university conferred the first Master of Library Science (M.L.S.) degree in 1977. The library science graduate program was accredited by the American Library Association in 1980. With university-wide reorganization in 1988, the school was renamed the School of Library Science and became part of the College of Liberal Arts, an administrative placement that enabled the library school to strengthen ties with several disciplines. In 1993, it was again renamed and became the School of Library and Information Science. The degree awarded became the master of library and information science (M.L.I.S.). In July 2003, the School of Library and Information Science rejoined the College of Education and Psychology as part of the university-wide reorganization.

SLIS is the only Mississippi institution to offer library and information science degrees and has been assigned leadership status in library and information science by the Board of Trustees of State Institutions of Higher Learning. The University of Southern Mississippi's School of Library and Information Science provides a comprehensive, diversified program of quality education for professional librarians, archivists, and information specialists. It performs a vital role in the development and expansion of library services at all levels and in the continuing education of practicing information specialists throughout the state and the region.

SLIS was fully re-accredited by ALA in 2005 for the maximum number of seven years. SLIS is scheduled for re-accreditation in 2012 and is in process of regular evaluation and revision of the curriculum and course content in response to changing needs of the field. Most recent changes include revising the undergraduate degree requirements, revising LIS 201: Introduction to Information Literacy to fulfill the requirements of a GEC course, and developing a Certificate in Archives and Special Collections.

SLIS has a tradition of student diversity but the number of African-American students has declined in recent years. To address this problem, SLIS applied for and was awarded an IMLS grant of \$429,388 to fund minority recruitment and support.

The vision of SLIS is congruent to that of the university in engaging and empowering individuals to transform lives and communities. Our students and alumnae contribute to the information literacy of the state, nation, and region. While the number of adults with low skill levels rose in most states, in Mississippi the percentage of adults with low skills dropped 9 percentage points, from 25% to 16%.¹ Increasing information literacy in children and adults is an emphasis of public librarians and school librarians. Public libraries are regarded as ideally suited to promoting the development of information literacy and encouraging lifelong learning in their communities² and schools with certified professional librarians have been linked to higher student achievement regardless of socio-economic or educational levels (U.S. National Commission on Libraries and Information Science, 2008).³

SLIS attracts many students through its Web site (<http://www.usm.edu/slisl/>), currently in the process of revision and update, by national and international programs such as the Children's Book Festival and the British Studies Program LIS course, and by word-of-mouth from graduates. SLIS, (<http://www.facebook.com/group.php?v=wall&ref=mf&gid=19469532533>), Southern Miss LISSA (LISA Student Association), and faculty Facebook pages have facilitated networking with many SLIS alums, students, and prospective students.

(B) External and Internal Demand (15%)

As one of only 14 fully online MLIS programs, SLIS attracts students from across the state and the nation. Although 40% to 50% of our graduate students are out-of-state, as the only accredited LIS program in the state, our priority is to educate professional librarians in Mississippi. According to Miss. Library Commission Quick Facts, in 2007: (<http://www.mlc.lib.ms.us/pdf/quickfactsfy2007.pdf>):

- There are 122 FTE employees with master's degrees in Library Science (MLS) in Mississippi public libraries.
- Mississippi ranks 50th in the nation in the number of MLS librarians per capita.

¹ Greg Toppo, "1 in 7 U.S. Adults are Unable to Read This Story," USA Today, January 8, 2009. http://www.usatoday.com/news/education/2009-01-08-adult-literacy_N.htm (accessed December 21, 2009) Based on findings published online at: nces.ed.gov/naal/estimates/index.aspx.

² Jane Harding, Harding, "Information Literacy and the Public Library," *Australasian Public Libraries and Information Services* 21(4): 157-167, December 2008.
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³ U.S. National Commission on Libraries and Information Science, *School Libraries Work!* Washington, D.C., 2008. http://www2.scholastic.com/content/collateral_resources/pdf/s/sl3_2008.pdf (accessed December 21, 2009).

U.S. News and World Report lists librarian as one of the best careers for 2009 (<http://www.usnews.com/money/careers/articles/2008/12/11/best-careers-2009-librarian.html>). According to the U.S. Bureau of Labor Statistics (<http://www.bls.gov/oco/ocos068.htm>)

- A master's degree in library science is the main qualification for most librarian positions
- Librarians held more than 150,000 positions in 2006, most in school and academic libraries, but more than one-fourth in public libraries. The remainder worked in special libraries or as information professionals for companies and other organizations.
- Despite slower-than-average projected employment growth, job opportunities are still expected to be favorable because a large number of librarians are expected to retire in the coming decade.

There is a growing need for archivists, particularly government archivists. According to the *Occupational Outlook Handbook*, a much faster-than-average employment growth for archivists is projected in 2010-2011.⁴ Just since 2007, the Leon Levy Foundation has awarded nearly two dozen institutions more than \$10.3 million to identify, preserve and digitize their archival collections and to make them available online to scholars and to the public.⁵ SLIS alumnae work as archivists in institutions such as Mississippi Department of Archives and History, Mississippi Armed Forces Museum at Camp Shelby, Mississippi College Special Collections, Southern Miss McCain Special Collections, Tulane University Libraries, Georgia Archives, Tennessee State Library & Archives, [National Cowboy & Western Heritage Museum](#), Virginia Historical Society, Wesleyan College in Macon, and the National Archives and Records Administration (NARA).

The need for professional school librarians is indicated by recent studies that determined there is a measurable difference in students' achievement where school libraries are staffed by certified library media specialists. When a school library is adequately staffed, resourced, and funded, it can lead to higher student achievement regardless of the socio-economic or educational levels of the community (U.S. National Commission on Libraries and Information Science, 2008).⁶

LIS 201: Introduction to Information Literacy is a GEC course and is used by the College of Arts and Letters as a computer-competency requirement for their students.

⁴ U.S. Bureau of Labor Statistics, *Occupational Outlook Handbook, 2010-2011*, "Archivists, Curators, and Museum Technicians." <http://www.bls.gov/oco/ocos065.htm> (accessed December 21, 2009).

⁵ Sam Roberts, "Foundation Helps Archives to Go Online," *New York Times* C1, October 14, 2009. <http://www.nytimes.com/2009/10/14/arts/14archive.html> (accessed December 12, 2009).

⁶ U.S. National Commission on Libraries and Information Science, *School Libraries Work!* Washington, D.C., 2008. http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf (accessed December 21, 2009).

SLIS has collaborated with CoAL so that LIS 201 meets both the requirements of GEC and the needs of CoAL students.

(C) Quality (25%)

All SLIS faculty have doctoral degrees from accredited university programs such as those at the University of Alabama, University of Missouri, University of North Texas, and University of Tennessee. Professor Emeritus Dr. Rodriguez-Buckingham has masters' degrees from the University of Washington and from Harvard University, in addition to a Ph.D. from the University of Michigan. He is a distinguished, well-known scholar on the history of books and publishing and was honored at the Library of Congress in November 2007 for his contributions to a scholarly work on the history of publishing.⁷ He is in the process of donating his valuable lifetime collection of rare, historical books and manuscripts to Cook Library and the Rodriguez-Buckingham Collection will be a valuable resource for SLIS, the university, and future scholars.

- In addition to Professor Emeritus Rodriguez-Buckingham, a retired full professor, current SLIS faculty includes three associate professors and five assistant professors; each of four tenured faculty and one untenured faculty have published at least one scholarly book⁸ and SLIS faculty have published numerous articles in peer-reviewed journals and in juried conference proceedings.

Four SLIS faculty have been awarded the Southern Miss Quality Enhancement Plan (QEP) Fellowship, "Finding a Voice: Improving Oral and Written Competencies" (<http://www.usm.edu/qep/>). Three have completed the seminar (Haynes, Welsh, Bossaller) and one (Klingler) is scheduled for QEP in spring 2010. Welsh was one of 12

⁷ Sabrina Alcorn Baron, Eric N. Lindquist and Eleonor F. Shavlin, eds. "Change and the Printing Press in Sixteenth Century Spanish-America," *Agent of Change: Twenty Years of Print Culture Studies*, Auburn, MA: The University of Massachusetts Press and the Library of Congress, 2007, 35 p. http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4225 (accessed December 12, 2009).

⁸ Catharine Bomhold and Terri E. Elder, *Twice Upon a Time: A Guide to Fractured, Altered, and Retold Folk and Fairy Tales, Songs, and Rhymes*, Westport, CT: Libraries Unlimited, 2008.

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faculty chosen for the 2007-2008 Learning Enhancement Center Podcasting Pilot Project, and was awarded the 2007 Excellence in Teaching Award from the College of Education and Psychology. In spring 2008, Bossaller was awarded the Southern Miss Service Learning Faculty Fellowship.

In June 2009, the Institute of Museum & Library Services awarded a \$429,388 grant (matching amount: \$82,354) to fund, "The Minority Scholarship Initiative at the University of Southern Mississippi's School of Library and Information Science." Southern Miss SLIS (Yu, principle investigator) and University Libraries will partner with the Mississippi Library Association and the Mississippi Library Commission to increase the number of underrepresented minority librarians in the state. Through targeted recruiting of minority undergraduates in Mississippi's universities and colleges, the project will award IMLS-funded scholarships to support 10 students earning a master's degree in librarianship. Scholarship recipients will gain experience and establish professional and interpersonal bonds with other librarians through mentoring and work assignments in the partnering organizations. Project staff will also conduct surveys and gather other data from these students to help improve minority recruitment and retention efforts in both libraries and library and information science education programs.

Catharine Bomhold, Ph.D., is the Director of the Fay B. Kaigler Children's Book Festival (<http://www.usm.edu/bookfest/>), a regional and national annual event that for 43 years has attracted hundreds of attendees from 22 states to attend workshops and lectures from nationally-recognized authors and illustrators. The festival is named for Miss Fay B. Kaigler, a retired elementary school teacher and native Mississippian, who generously funded the Kaigler-Lamont Award to be given for distinguished service to children by a librarian or teacher. The Children's Book Festival is co-sponsored by SLIS, the Ezra Jack Keats Foundation, and the de Grummond Children's Literature Collection (<http://www.lib.usm.edu/~degrum/>), an internationally recognized collection of original materials donated by more than 1,200 authors and illustrators (de Grummond is listed in the British Library's list of Children's Literature Links, <http://www.bl.uk/reshelp/findhelpsubject/literature/chillit/childlinks/childlinks.html>).

Teresa Welsh, Ph.D., has served for 3 years as an Assistant Director of the Katrina Research Center. The KRC (<http://www.usm.edu/katrina/>), a research center and a repository of books, multimedia materials, archival materials, art, and artifacts related to Hurricane Katrina as well as other natural disasters. The KRC collection documents the historical record for educators, students, researchers, and the general public and is a valuable resource for those wanting to study the effects of and recovery from Hurricane Katrina.

- The mission of the KRC relates to the Southern Miss mission, vision, and strategic plan in that it promotes the generation, dissemination, application, and preservation of knowledge and has an ongoing and increasing role in community outreach activities; and the Center is becoming known nationally and internationally through conference presentations, publications, and contacts with scholars and researchers in other institutions such as the recent donation of digital copies of Columbia Universities' Life Stories Project.

- The KRC Collection is steadily growing due to some collection development awards (\$1500 award from Alibris, \$800 set of archival reference books from IMLS) and the generous donations of authors, publishers, and artists. To date, the collection of more than 350 books has a list value of more than \$8,500 and the collection of more than 70 DVDs has a value of more than \$750 (list values do not include the added value of signed books by authors such as President Bill Clinton, Dr. Douglas Brinkley, and Anderson Cooper or the growing collection of Katrina-related art and artifacts).

Some examples of Katrina-related research include:

- Historical research project funded by a History Channel Save our History Grant of \$10,000: KRC historian supervised local eighth-grade students in an architectural survey of an historic Biloxi neighborhood. A booklet, *As Time Keeps Turning: Biloxi Houses*, was produced and distributed to students with some copies archived in the KRC collection by Nuwer (2008)⁹
- Identification of the six stages of disaster recovery by Scurfield (2006, 2008, 2009)¹⁰
- Study of post-catastrophic disaster needs by LIS graduate students affected by Katrina by Welsh and Higgins (2008)¹¹
- Study of public libraries post-Katrina by Welsh and Higgins (2009)¹²
- Case study of the creation and development of the KRC by Welsh (2010).¹³

Some distinguished SLIS alums have earned a Ph.D. in addition to their M.L.I.S. degree:

- Joan Bessman-Taylor, Ph.D., Assistant Professor, School of Library and Information Science, University of Iowa
- Jack Breyer, Ph.D., Director, Maury Oceanographic Library, Naval Oceanographic Office, Stennis Space Center, MS
- William Buchanan, Ph.D., Chair, Department of Library Science, Clarion University of Pennsylvania

⁹ Deanne Nuwer, ed., *As Time Keeps Turning: Biloxi Houses*, historical research booklet produced by 8th graders of Biloxi Junior High, 2008.

¹⁰ Ray M. Scurfield, "Post-Katrina Aftermath and Helpful Interventions on the Mississippi Gulf Coast," *Traumatology* 12(2): 104-120, 2006.

Ray M. Scurfield, "**Post-Katrina Storm Disorder and Recovery in Mississippi More than 2 Years Later,**" *Traumatology* 14(2): 88-106, 2008.

Ray M. Scurfield, "The Nexus between the Iraq War and Katrina Recovery: Clinical and Policy Issues," *Trauma, Violence and Abuse* 10(2): 181-192, 2009.

¹¹ Teresa S. Welsh and Susan E. Higgins, "Reflections on the Katrina Experience: LIS Students' Stories," *Hawaii International Conference on Education Conference Proceedings*, 1245-1258, January 2008.

¹² Teresa S. Welsh and Susan E. Higgins, "Public Libraries Post-Hurricane Katrina: A Pilot Study," *Library Review* 58(9): 652-659, 2009.

¹³ Teresa S. Welsh, "The Creation and Development of a Multi-Disciplinary Research Center in an Academic Library," *Library Management* 31(1/2): 57-65, 2010.

- Shellie Glass, Ph.D., Command Chief Knowledge Officer, U.S. Army Human Resources Command (AHRC-KM) Command Knowledge Management Office, Alexandria, VA
- Pam Ladner, Ph.D., Library Director, Assistant Dean of Library Resource Center, Mississippi Gulf Coast Community College, Gautier, MS
- Terrence Newell, Ph.D., Assistant Professor, University of Wisconsin-Milwaukee School of Information Studies, Milwaukee WI
- John Ochola, Ph.D., Assistant Professor, Collection Development Librarian, Associate Director of African Studies, Baylor University, Waco, Texas

At least six additional SLIS alums are working toward a Ph.D. degree including Jingjing Liu who is expected to earn her doctoral degree from Rutgers in spring 2010.

The LIS student organization LISSA (Library & Information Student Association) connects students with each other and with the department through regular face-to-face as well as online meetings and Facebook. Klingler and Yu are the current LISSA faculty advisors; Bomhold and Welsh served as LISSA faculty advisors from 2003-2008.

- Each year, LISSA sends a student to the American Library Association Annual Conference through the ALA Student-to-Staff Program. Students in this program work at the conference in return for lodging and conference fees (LISSA fundraising activities pay for transportation costs)
- Each year, LISSA students work at the Children's Book Festival
- Each year, LISSA does a community service project. Recent projects have included a 10,000 book project that solicited new children's and young adult books from publishers to be distributed to libraries affected by Hurricane Katrina, a book drive for Camp Shelby to establish a lending library for the soldiers, and a donation drive for supplies for a local women's shelter.
- In 2005, LISSA was awarded Outstanding Student Organization of the Year by the Southern Miss Office of Student Activities.

(D) Productivity, Cost, and Efficiency (25%)

The M.L.I.S. degree program is the largest single graduate degree program at the University of Southern Mississippi. The program is racially and geographically diverse and attracts students from across the U.S. as well as some international students. The entire masters program and some undergraduate courses are available online, which allows for savings in classrooms, utilities, and supplies such as paper and copier costs. The online program also allows recruitment of students from across the state, region, and nation.

In response to a growing enrollment in archival courses and a growing number of SLIS alums working as archivists, SLIS has proposed a Certificate in Archives and Special Collections that is now in the process of approval. This 18-hour certificate may be earned by graduate students or graduates and is expected to increase enrollment in already-existing courses with no additional costs.

SLIS Curriculum Committee completed an audit of undergraduate and graduate core courses, including a technology audit for course requirements related to Web 2.0. with resulting committee recommendations to incorporate additional Web 2.0 in core courses. Revisions for course requirements for the undergraduate degree were submitted and have been approved. A new Graduate Certificate in Archives and Special Collections has been approved and course requirements consist of existing courses.

A majority of the master's courses require research papers and, in addition students are required to complete a master's research project. At least fifteen SLIS students have had their research papers published in scholarly journals and several additional student papers are in process of being published. A partial list of student publications is available at: <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>

Distinguished alumnae have enriched the SLIS program by generously guest-lecturing in online LIS courses without cost to the program. Examples include:

- Jack Breyer, Ph.D., Director, Maury Oceanographic Library, in LIS 642: Special Libraries
- Judith Burnham, MLIS, University of South Alabama Baugh Biomedical Library, in LIS 642: Special Collections
- Shugana Campbell-Williams, MLIS, Archivist/Digitization Specialist, Southern Miss Katrina Research Center in LIS 647: Introduction to Archival Organization
- Lenore Garder, MLIS, U.S. Army War College Library, in LIS 664: Government Publications
- Shellie Glass, Ph.D., Army Command Chief Knowledge Officer, in LIS 664: Government Publications
- Genoa Stanford, MLIS, Fort Benning Donovan Research Library, in LIS 664: Government Publications
- Ashley McLendon Mattingly, MLIS, NARA National Personnel Records Center Archivist in LIS 664: Government Publications.

An LIS British Studies course (LIS 480/487 or 580/587: British Libraries and Information Centers) is offered each summer and has attracted students from across the U.S. (17 students in 2007, 14 in 2008, and 17 in 2009). In addition to 8 Southern Miss. Students (7 grad students and 1 undergrad), the course has included students from Florida State University, Kent State University, Long Island University, North Carolina Central University, Queens College NY, Simmons College, University of Alabama, University at Albany, SUNY, University of Arizona, University at Buffalo, SUNY, University of Denver, University of Hawaii, University of Kentucky, University of Illinois, University of Missouri, University of Oklahoma, University of Rhode Island, Wayne State University, and Wichita State University. This international course has been useful for recruiting and public relations for the department, college, and university at no additional cost and has allowed faculty (Welsh) to attend international conferences scheduled just before the course or during the course mini-break at no additional cost to SLIS.

At the university level, three faculty have served on Faculty Senate (Norton, Haynes, Welsh). Haynes is currently chair of Academic Council and chair of the Children's Book Festival Medallion Selection Committee; she has served on the Professional Education Council, Graduate Council, and the University Strategic Planning Committee. Welsh is serving on the Cook Library Fine Appeals Committee and was on the de Grummond Children's Literature Collection Curious George Ad Hoc Committee.

At the national and international level, Haynes has served as a grant reviewer, NEH Bookshelf Grant Program, proposal and manuscript reviewer, Linworth Publishing and Libraries Unlimited, a manuscript reviewer for Addison-Wesley, a member of American Library Association (ALA) accreditation site visitation team, University of Rhode Island; Chair of AASL/NCATE Portfolio review, and ALA Pay Equity Committee. She has served on the American Association of School Libraries (AASL) Board of Directors, Research and Statistics Committee, Facilitator and Chair Selection Committee, Judy Pitts Research Forum, Continuing Education Task Force, Chair of Administrator Award Committee, Chair of Critical Issues Committee, Supervisor's Section. Welsh is currently a member of the Advisory Committee for the International Qualitative and Quantitative Methods in Libraries 2010 Conference in Crete (QQML10); she has served as a member of the 2007 International Conference on Telehealth Program Committee, as a school representative for Association for Library and Information Science Education (ALISE), as a member of the ALISE Membership Advisory Committee, the ALISE Garfield Dissertation Committee, and the University of Tennessee SIS Advisory Board.

(E) Potential (20%)

One area of possible growth is in medical informatics. A certificate in medical librarianship or medical informatics could be offered along with courses in medical informatics and consumer health information that could be marketed to relevant health-related programs at Southern Miss and to medical programs at William Carey and the University of Mississippi.

SLIS is in communication with Dr. Dave Davies about developing an honors section of LIS 201: Introduction to Information Literacy, which has the potential to increase overall enrollment in that course. SLIS is also exploring the possibility of creating an online graduate-level information literacy course that would be a requirement for new MLIS students and could be offered to other graduate programs as well.

LIS 201: Introduction to Information Literacy is a course that could be taught at local community colleges such as Pearl River Community College and Jones County Junior College, and Gulf Coast Community College, either face-to-face or as an IVN course. This course has potential to increase enrollment in the university and in SLIS since this course has been shown to be a good recruiting tool: each semester an average of one student in each section of LIS 201 will change their major to LIS.

Camp Shelby is a large, nearby base that could be used to market the LIS online program. Some of our undergrad and graduate LIS students are former career military or are

military spouses so marketing the SLIS at Camp Shelby has tremendous potential for recruitment for the online MLIS degree program.

Interest has been shown for reinstatement for the LIS specialist program as well as for a LIS doctoral program, perhaps as a Ph.D. in Education or Instructional Technology with a specialty in LIS.

(F) Additional Information (5%)

5% increase: instructor and/or adjunct faculty to teach undergrad courses, support for faculty scholarly conference attendance/participation, support for student scholarly conference attendance/participation

No change: continuation of efforts to operate effectively and efficiently without reduction in quality

5% reduction: use of Skype or other free online services instead of long-distance phone charges, use of more online resources/reduction of copier and paper supplies, delay of fulfilling needed faculty position(s)

10% reduction: all of the above including a longer delay in hiring new faculty.

Appendix 704H

7.6 Focus Group Notes

SLIS Focus Group

MLA 2011

Jackson, MS

October 19, 2011

The focus group was led by SLIS Director Dr. M.J. Norton who spoke about the ALA-accreditation process. SLIS will be submitting a draft report to the COA at the end of October and will have an on-site visit in February. The accreditation process examines LIS programs' quality of education based on ALA professional competency standards.

SLIS has also recently been evaluated by the University of Southern Mississippi's University Priorities Committee, which reviewed and evaluated all programs for value and potential. During this process, some weak programs were designated to be phased out and some highly-rated programs were identified to receive increased support. SLIS master's program was rated in the top tier of programs that were to be supported and due to that high rating has been given permission to hire three new faculty members.

Dr. Norton then asked the group of SLIS students, alums, and other interested LIS professionals for their questions, suggestions or feedback about the program.

1. One student would like to see more virtual reference instruction perhaps using applications such as Meebo; would also like to see more online bibliographic instruction (train the trainer), and information about physical maintenance of facilities
 - It was pointed out that new SLIS faculty member, Dr. Stacy Creel, has incorporated innovative new technologies in teaching effective reference transactions such as video podcasting.
2. One student suggested having an online photo directory of alums, which would aid in students finding program alums to mentor them for practicums
 - Dr. Norton stated that they would have to be voluntary due to privacy laws. She also states that the Web site is in the process of undergoing a transformation using new university template. Once the new Web site is done, SLIS will be able to work on producing an online newsletter.
3. A library professional in attendance who is not an alum of SLIS commented that she would have liked to have more information in her program about how to do a library budget.
 - Dr. Haynes noted that the management course in SLIS has included producing a library budget. The budget requirement is a group project and students are allowed to sign up to

the library type of their choice (public, elementary school, high school, academic, special) to produce an appropriate annual budget.

4. It was noted by several that library advocacy, marketing and working with government officials was increasingly important in this era of tight budgets.

- More information, discussion, and requirements related to library advocacy have been recently added to the management course and some of the elective courses.
- It was noted by Dr. Welsh that a grant-writing assignment had been added to the management course due in part to feedback from previous focus groups.

5. How is the online B.A. program approval going?

- Dr. Norton stated that having two additional undergraduate courses approved for online delivery as well as having the B.A. program classified as an online program is in the process of approval but must go through several committee levels at the university. Dr. Haynes added that approval of the program as an online program must also be approved by IHL.

6. How is SLIS enrollment?

- Dr. Norton replied that current enrollment at the master's level is 175 and that enrollment in recent years varies between 160 - 200.

7. When was the program first accredited by ALA?

- Dr. Norton stated that SLIS was first accredited in 1980

8. What is involved in the accreditation process?

- Even though the ALA evaluation and accreditation of programs is every 7 years, it is a continuous process of assessment and evolving standards and professional competencies.
- One recent program alum remarked that he would like to learn more about the accrediting process and Dr. Norton stated that the final edited COA report would be available online.
- Dr. Haynes has been involved as a member of COA in evaluating two other LIS programs, so her insight into the accreditation process has been invaluable for SLIS

Dr. Norton closed by noting that SLIS needs to hear from alums who are willing to be part of the accreditation process.

- Dr. Welsh recalled that in her first time involved in the accreditation process in 2005, an ALA representative told them that our product is our students and it is very important to know about our graduates professional positions or promotions, publications,

presentation, honors and awards. SLIS Facebook page has been very useful in finding and communicating with program alums

- Dr. Norton noted that for a relatively small program, a number of our graduates go on to get a doctoral degree. Two of our alums are currently in a doctoral program at Simmon.
- One current student noted that students need more information about LIS scholarship opportunities. That was noted and was agreed that more scholarship opportunities should be available with a prominent link on the new SLIS Web page.

About 20 SLIS students and alumnae were in attendance,

SLIS Focus Group

MLA 2010

Vicksburg, MS

October 21, 2010

The focus group was led by Dr. Elizabeth Haynes, who asked the following questions to a group of SLIS students and graduates:

1. What in your library has changed that we need to be addressing?

- In public libraries, there is a trend of people needing services such as help with job applications, creating or updating resumes
- Problem patrons, personnel cuts/budgeting what-if scenarios
- Grant-writing in course or workshop (SLIS mgmt course now requires grant-writing midterm assignment as one way to address this issue)
- Policies and procedure-writing (advanced management course).

2. What do you envision as the most important issues for new librarians and how should they be addressed?

- Technology training, basic computer maintenance skills for staff
- Need survey of technology course or workshop
- Several students responded positively to follow-up by Dr. Hayes that they would be interested in one-day (Saturday) or two-day weekend technology workshop
- Dr. Welsh noted that SLIS is thinking about compiling a list of required computer skills with links to tutorials as a way to address this and that received a positive response from attendees.

3. If starting library school today what courses would you most like to take? If you are still in school, what courses have you particularly enjoyed?

- Collection development, reference, YA Literature

What is your dream class?

- Real-life work such as a practicum or service-learning class

- Survey course of different types of libraries (or Webinar with various alums talking about their libraries)
- Training for school librarians that includes cataloging
- More online guest lecturers, particularly alums, in online courses such as in archives course.

What else is on your mind?

- Appreciate level of communication of SLIS with students
- Like face-to-face opportunities at MLA
- Appreciate that SLIS is valued by Southern Miss so program is not cut
- Would like more face-to-face courses
- Need for students to learn differences between library types
- Many connected with other students via Facebook for support, encouragement
- Appreciate information science course
- Appreciate having requirement of research papers; need detailed feedback so they have better chance to be published or presented
- Several attendees inquired about SLIS doctoral program – Dr. Haynes replied that it is something we would like to explore in the future but it is not possible for the near future due to budget and faculty restraints.

About 20 SLIS students and alumnae attended the session.

Appendix 5.2I

7.7 Technology Coverage in the Curriculum, June 2011

| Assignment/Skill | Courses including this skill/product | Names of specific products (where applicable) |
|--|---|---|
| Require students to use specialized software (List software used) | LIS 201, LIS 457/557 LIS 675 | Word 2007 or 2010 resume conversion to pdf Adobe Photoshop |
| Require students to use/create blogs, glogs, or wikis (Specify which or both) | LIS 201 LIS 408/508 LIS 417/517 LIS 457/557 | Create blogs with RSS feed and/or video feed Required to subscribe to/read 3 blogs using RSS feeds Blogs/Web site evaluation Create blog w/RSS feed and/or video feed, create glog |
| Require students to use Excel or other spreadsheet software. | LIS 201 LIS 651 LIS 457/557 LIS 492/692: Programming | Excel budget Excel Excel budget Excel |
| Require students to use PowerPoint or other presentation software | LIS 201, LIS 457/557 LIS 408/508, LIS 411,511 LIS 505, LIS 651 LIS 607, LIS 517, LIS 518 | Create PowerPoint, upload to SlideShare PowerPoint PowerPoint PowerPoint |
| Require students to set up an RSS feed or YouTube video feed | LIS 201 LIS 408/508 LIS 457/557 | Blogs with RSS feed and/or video feed Required to subscribe to/read 3 blogs using RSS Blogs with RSS feed and/or video feed |
| Require students to create Web pages (Give software platform used for creation) | LIS 201 LIS 458/558 LIS 501, LIS 517 | Notepad or Arachnophilia, WinSCP Open source |
| Require students to create audio or video podcast | LIS 201 LIS 417/517 LIS 457/557 | Audacity audio podcast Podomatic, Dailymotion, YouTube or other Audacity audio podcast |
| Require students to use/create other Web 2.0 applications not listed above (Name specific apps) | LIS 458/558 LIS 457/557 | Twitter, Facebook, FLICKR Facebook |
| Require students to use specialized databases or Web-based products (examples Lexis-Nexis, Web Dewey, etc.) (Name specific databases or products) | LIS 201, LIS 457/557 LIS 505, 406/506 | EBSCOhost databases, Dissertations & Theses, other scholarly Cook DBs Cataloger's Desktop, ClassWeb, WebDewey, RDA Toolkit |

**School of Library and Information Science
Tenure and Promotion Guidelines**

Effective August 30, 2011

RATIONALE

This document expresses the promotion and tenure expectations within the School of Library and Information Science, College of Education and Psychology, at The University of Southern Mississippi. This statement of expectations describes general requirements for promotion in rank and/ or tenure track of faculty members and is effective fall, 2011. The School of Library and Information Science tenure track faculty voted to adopt these guidelines August 30, 2011. The results of the vote are listed below:

Voting to Adopt ____ Voting in Opposition ____ Abstentions ____ Recusals ____

The following faculty members have reviewed and voted upon these guidelines as indicated by their signature

Dr. Catharine R. Bomhold

Dr. Stacy Creel

Dr. D. E. Haynes

Dr. Scott Klingler

Dr. Teresa Welsh

Dr. Xinyu Yu

Dr. M. J. Norton Director

The following guidelines were developed in consideration of the College of Education and Psychology tenure and promotion guidelines in order to give direction and set specific standards for the faculty member in the tenure and promotion process. While intended to provide a reasonable framework of the standards for tenure and promotion, meeting the standards set out in these guidelines does not guarantee that a faculty member will achieve tenure and/or promotion. These guidelines do not create any contractually binding obligations for The University of Southern Mississippi. Information set out in these guidelines does not replace, amend, or abridge policies of the Mississippi Board of Trustees of the State Institutions of Higher Learning.

The School of Library and Information Science abides by the tenure and promotion calendar published annually by the Provost's Office. Therefore, dossiers submitted to the College Advisory Committee (CAC) after the published date for tenure, promotion, and pre-tenure submissions, will not be considered. In addition, dossiers submitted to CAC without appropriate documentation as described in this document will not be considered for tenure, promotion, or pre-tenure assessments. It is the responsibility of the candidate to ensure he or she is aware of and complies with submission deadlines and departmental documentation requirements.

School of Library and Information Science Tenure and Promotion Guidelines

Mission

The Mission of the School of Library and Information Science is to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities. Faculty members strive to instill in students a standard of professionalism that reflects scholarship, integrity, diversity, collaboration, service and lifelong learning. Faculty members support this mission through active engagement in all aspects of scholarship and professional service.

Applicants for tenure within the School of Library and Information Science will be evaluated according to their negotiated responsibilities, determined by joint agreement between the faculty member and the director with consent of the Dean. Negotiated responsibilities are discussed and evaluated each year during the annual faculty evaluation process. Faculty members seeking tenure must demonstrate sustained quality performance in the areas of teaching, research/scholarship, and service. In accordance with University and IHL guidelines, collegiality: effectiveness in interpersonal relationships, including professional ethics, cooperativeness, appropriate participation in departmental activities and responsibility and compliance with the College characterizations of collegiality will be considered in the evaluative process.

The following identify minimum expectations for teaching, research and service for candidates for tenure and promotion to Associate Professor in the School of Library and Information Science. In addition, it should be noted that candidates are expected to exceed the minimum requirements in at least one of the categories, as agreed upon between the candidate and the director of the School, as well as demonstrating a consistent and strong collegiality among peers. Additional requirements are imposed for promotion to full professor and included at the end of this document.

Basic Documentation: In addition to the evidence document examples provided in each section of these guidelines candidates must include the following materials in their dossiers:

School of Library and Information Science Tenure and Promotion Guidelines

- All previous applications/communications regarding tenure/promotion, not just third year review and annual evaluation reports (e.g., *if an applicant has been turned down for promotion, if an applicant has been granted an extension, etc.*)
- Copies of all annual review reports and associated documents.
- Copies of all teaching evaluation reports and student comments, regardless of the number of years involved.

Teaching

The Standard

Teaching instills knowledge in students and creates the desire and skills necessary to both continue learning and apply knowledge in professional settings. Within the School of Library and Information Science, faculty are responsible for preparing students to work in or manage all aspects of library and other information environments. The School recognizes both classroom performance and contributions to teaching that draw upon the teacher's depth and breadth of scholarship, experience or service. Teaching includes a commitment to support the mission of the program through cooperation and collaboration and demonstration of the best qualities of our field through role modeling.

Minimum Standard

Teaching – The candidate is expected to teach a full slate of classes Typical Southern Miss load expectation is four and four, with release given for demonstrated research/publication/grant or substantial administrative duties. Teaching load is more than number of classes, it also considers the number of students and credit hours generated as well as the number of research activities in which the faculty member is engaged.

The candidate is expected to receive acceptable student evaluation ratings as measured against other members of the School. Assessment of teaching is not limited to student evaluations, but these reports will be considered with the following considerations: It is expected that:

- (1) Teaching evaluation shall be considered in relation to the University and College means

School of Library and Information Science Tenure and Promotion Guidelines

(2) Patterns of evaluation scores 4.0 and above on a 5.0 scale are considered positive

(3) Patterns of evaluation scores between 3.25 and 3.99 on a 5.0 scale are considered satisfactory.

(4) Patterns of evaluation scores below 3.25 on a 5.0 scale are considered in need of improvement.

Consideration will be given for courses that the whole LIS faculty consider to be extremely challenging for students and therefore tend to yield evaluations with averages below the departmental mean, such as LIS 201, 401, 405, 501, 505, and 636. It is expected that faculty members will improve their teaching as they gain experience. The candidate is expected to administer and report on assessments and provide assessment data as needed for accreditation activities (USM, GEC, SACS, NCATE, ALA).

Candidates for promotion to Full Professor should have a sustained record of positive teaching evaluations, contributions to curriculum enhancements and/or program development and mentoring activities that support the teaching mission of the School.

Documentation -Teaching

Effectiveness in teaching is reflected by student learning and improvements in the learning environment and curriculum. Quality and effectiveness of developed or revised courses, curricula, teaching materials etc., will be considered. Evidence of teaching effectiveness include, but is not limited to the documented sources listed below.

- Honors or special recognitions for teaching accomplishments
- Development or significant revision of programs and courses
- Creation or utilization of innovative teaching materials, instructional techniques, curricula or programs of study

- Contribution to develop and/or update syllabi, lecture notes and updated reading materials. Considerations would include
 - a. Vehicle of delivery, face to face, online;
 - b. Student level, undergraduate or graduate.

School of Library and Information Science Tenure and Promotion Guidelines

- Effectiveness shown by university-administered standardized student evaluations and supplemental evaluations approved by the School
- Narrative evaluations by students
- Letters of evaluation from former students attesting to the candidate's instructional performance both within the traditional classroom setting and beyond it
- Performance of students on uniform examinations or in standardized courses
- Accomplishments of the teacher's present and former students, including information to show student's success both in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance
- Peer evaluations by colleagues/supervisors who are familiar with the candidate's teaching, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses
- Collaboration and cooperation in multiple section courses.
- Appropriate and successful use of technologies employed by SLIS in teaching.
- Number of research project reading committees
- Evaluation through observation of teaching by faculty or chair
- Unsolicited student comments
- Grants related to instruction
 - Receipt of grants/contracts to fund innovative teaching activities or to fund stipends for students
 - Membership on panels to judge proposals for teaching grants/contracts programs
- Participation in programs and/or conferences for improving teaching
- Other evidence of teaching effectiveness as appropriate

Research /Scholarship

The Standard

School of Library and Information Science Tenure and Promotion Guidelines

Research and creative accomplishments are considered necessary to enhance teaching effectiveness. Faculty members in the School pursue research agendas that are established in collaboration with the director. Collaboration with colleagues and students in the production of scholarly work is encouraged. Because of the service nature of several threads of study offered within the School, research activities are sometimes linked with significant service projects. Faculty should conduct research or engage in creative activities appropriate to their individual discipline and to the mission of the School and they should disseminate the results of their work through media appropriate to their discipline.

Minimum Standard

1. Research/Scholarship – The candidate is expected to have accomplished at least one of the following criteria.

a. Published a minimum of 4 scholarly articles/papers in peer-reviewed journals or peer-reviewed conference proceedings. Two of the four may be juried papers published in conference proceedings.

OR

b. Published a book and at least 2 scholarly peer-reviewed articles/papers

OR

c. Published a book chapter and at least 3 scholarly peer-reviewed articles/papers

NOTES:

Juried papers published in the proceedings of a conference will be counted as a peer reviewed publication. Presentations will only count as a juried scholarly paper if it appears in the conference proceedings and underwent a competitive peer review for the proceedings. Presentations without publication will be considered under service. Abstracts, editorials, book reviews, brief communiqués will only be considered under service, regardless of the prestige of the publication.

The candidate is to present documentation attesting to the review process in each instance. Quality of publication is based in the recognized caliber of the journal, or conference, and will be considered in the evaluation. Library/ Information Science is

School of Library and Information Science Tenure and Promotion Guidelines

composed of a wide variety of disciplines, the School of Library and Information Science faculty will determine the appropriateness of publications and be the determiners of the quality of the publications in keeping with recognized parameters of the various disciplines.

2. Research/Scholarship and Economic development – The candidate is expected to have submitted a minimum of two grant applications as the principal investigator or co-principle investigator.

Documentation – Research/Scholarship

Evidence of research and creative activities includes, but is not limited to the sources listed below.

- Research and/or scholarly publications (indicate if peer reviewed). Faculty should strive to publish their research in nationally recognized, competitive, refereed journals. Publications include books, book chapters, monographs as well as bulletins, articles and other scholarly works published in refereed journals, discipline-specific publications (e.g., training manuals, handbooks, etc.), articles published in professional publications, research reports to sponsors, accepted manuscripts, published reports and bulletins.
- Presentation of peer reviewed scholarly papers before technical and professional meetings resulting in publication in the conference proceedings, or alternative peer reviewed publication. (i.e. a juried scholarly paper presentation that is submitted and accepted to another peer reviewed journal but was not published in the conference proceedings.)
- List of honors or awards for scholarship
- Application of research/scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional associations, or educational institutions

School of Library and Information Science Tenure and Promotion Guidelines

- Other evidence of research/scholarship or creative accomplishments as appropriate

Service

The Standard

As one of 62 American Library Association Accredited programs in North America the School of Library and Information Science is a professional program with significant service expectations. Service is a critical aspect of the field and is covered in the ALA accreditations as part of the faculty standard upon which the program is assessed (Standard III.4 “ The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.”) Individual faculty may negotiate greater or lesser weight to service, but those indicating higher weight have done so with the appropriate expectation that service is as valued as teaching and research. Our faculty must engage in professional service such as participation in or management of conferences, accreditations teams, and serve on boards; such investment of time must be recognized in the tenure and promotion process to ensure fair assessment appropriate to our discipline and our professional standing.

The School of Library and Information Science, in keeping with the professional ethos of the field, values service to society, the university and the profession. Service to society refers to the function of applying academic expertise for the direct benefit of external audiences in support of unit and University missions. The organization and management of significant community educational events, activities to enhance the public awareness and the academy’s interaction with the various constituencies is but one example of service. Service may include applied research, service-based instruction, program and project management and technical assistance. A faculty endeavor may be regarded as service to society for purposes of promotion and tenure if one of the following conditions are met:

School of Library and Information Science Tenure and Promotion Guidelines

1. There is utilization of the faculty member's academic and professional expertise.
2. There is a direct application of knowledge to, and a substantive link with, significant human needs and societal problems, issues or concerns.
3. The ultimate purpose is for the public or common good.
4. New knowledge is generated for the discipline and/or the audience or clientele.
5. There is a clear relationship between the program/activities and the School's mission.

Service to the University includes, but is not limited to, participating in departmental, college or University committee work and developing, implementing or managing academic programs or projects.

Service to the profession includes, but is not limited to, offices held and committee assignments performed for state and national professional associations and learned societies; development and organization of professional conferences; editorships and the review of manuscripts in professional associations and learned societies' publications; and review of grants applications.

Minimum Standard

Service – The candidate is expected to serve on committees, boards, etc. at the College and University level as invited or elected. The candidate is expected to serve on departmental committees as appointed. The candidate is expected to be involved in service activities for at least one national and one state professional organization as a member of a committee or other appointed or elected position.

Documentation - Service

Evidence of the effectiveness of service to society, the University and the profession includes, but is not limited to, the sources listed below.

School of Library and Information Science Tenure and Promotion Guidelines

- Honors, awards and special recognition for service activities
- Service publications: Abstracts, book reviews, brief communiqués, editorials
- Membership on editorial boards reviewing publications
- Funded projects, grants, commissions and contracts (include source, dates, title and amount) completed or in progress
- Program and project development and other creative activities
- Service-based instructional activities
- Consultation and technical assistance
- Membership on editorial boards reviewing publications
- Record of participation in and description of seminars and workshops (including short descriptions of activity, with titles, dates and sponsor); indication of role in seminar or workshop (e.g., leader, participant)
- Description of outreach or other activities in which there were significant use of candidate's expertise (e.g., consultant, journal editor, reviewer for refereed journal, peer reviewer of grants, speaker, service to government agencies, professional and industrial associations, educational institutions)
- Applied research such as publications relating to service to society including books, book chapters, articles and scholarly papers (indicate if peer-reviewed)
- Contracts, grants and gifts related to service activities
- Selection for special service activities outside the state or nation
- Requests by individuals from outside the state or nation to study the candidate's work and innovations
- Committee work at department, college and/or University levels
- Participation on university governance bodies and related activities
- Development, implementation or management of academic programs, projects or study-abroad initiatives
- Participation in professional and learned societies, including election to offices, committee activities, editorial work, peer review and other important service
- Development and organization of professional conferences

School of Library and Information Science Tenure and Promotion Guidelines

- Reviewing grant applications
- Editing and reviewing of manuscripts for professional associations and learned societies
- Preparing and delivering testimony for state or federal legislatures related to the goals of the department, college and university
- Serving as faculty advisor to a student organization
- Support for departmental goals such as off campus and online teaching as well as expansion to a doctoral degree level
- Evidence of students' involvement in scholarly activities (e.g. publications, awards, grants)
- Election to offices, committee activities and important service to professional associations and learned societies, including editorial work and peer review as related to research and other creative activities
- Other evidence of service accomplishments as appropriate

In accordance with University and IHL guidelines, collegiality (effectiveness in interpersonal relationships, including professional ethics, cooperativeness, resourcefulness, and responsibility) will be considered in the evaluative process.

Collegiality

In considering an applicant for tenure, the reviewers will not only consider those same criteria required for promotion in rank but will also consider the individual's collegiality. While it is sometimes difficult to assess collegiality, those reviewing applications for tenure will look for evidence that the candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common purpose. Collegiality implies a pattern of consistent active participation within the unit and a willingness to work with colleagues in a collaborative and cooperative manner while respecting their academic freedom. The expectation of collegiality applies equally to all members of an academic unit, tenured and untenured alike. Collegiality as a requirement for tenure is a component of professional conduct and is not intended to be discriminatory, as a way of silencing individuals nor avoiding controversial issues and

School of Library and Information Science Tenure and Promotion Guidelines

discussions but instead, is intended to help avoid unprofessional behaviors that result in purposeful division or disruption of the unit. Collegiality does not always equate to pleasantness nor does it simply imply positive relationships with administrators and senior faculty. The concept of collegiality is critical to the successful work environment of the university. Collegiality is not a measure of popularity, but it is measured by consistent professionalism and civility.

Specific examples of collegiality, which are not exhaustive, may include such indicators as:

- Keeping regular posted office hours
- Collaboration
- Attendance and participation at faculty meetings
- Attendance at student presentations (particularly as committee member)
- Academic integrity (appropriate representation of work effort in publications and grant work, commitment to avoid and prevent plagiarism and support honesty in academic endeavors)
- Respect for students (preparing for classes, providing timely informed feedback for work)
- Respect for and compliance with university regulations and procedures
- Respect for colleagues
- Demonstrated interest and involvement with general departmental welfare
- Initiatives to benefit program or department
- Contributing to equity of department workload
- Willingness to assist in supporting the teaching load of the school.
- Willingness and actual participation in collaborative efforts within and outside of the school.
- Compliance with documentation and reporting deadlines, grade reporting
- Participation in faculty development activities, such as Rubrics training
- Respect for and adherence to issues of confidentiality

Specific examples of negative indicators, which are not exhaustive, may include:

- General unavailability

School of Library and Information Science Tenure and Promotion Guidelines

- A pattern of nonattendance at called departmental and/or committee meetings
- Unwillingness to serve or chair committees
- Inadequate performance on such committees
- Uncooperativeness
- Failure to comply with university regulations, or procedures
- Failure to adhere to ethical academic practice
- Violations of academic integrity (e.g. misrepresentation of productivity)
- Repeated incivility
- Lack of respect for or failure to comply with standards of confidentiality

Consideration for Full Professor

Associate professors seeking promotion to full professor will have to meet additional requirements beyond those for tenure and promotion for the assistant professor. Candidates seeking promotion to full professor will have to have demonstrated a sustained and systematic improvement in teaching, increased publication which must include at least one book, ongoing and increased service, as well as continued acceptable performance relative to collegial behavior. Candidates seeking full professor should have a history of modeling superior performance in all of these areas and being viable mentors to junior faculty as well as active members of the larger university community and professional arena. Application for promotion to full professor can only be made after five years have been served as an associate professor. A faculty member applying for full professor should have at least doubled the minimum requirements of tenure and be engaged in continued production in all areas. Determinations of viable candidates for full professor will begin in the School, but application to this level will require at least three references from external reviewers with correspondent degrees and faculty status.

External Reviews

External review letters are required for promotion to the rank of Professor. Letters of support from three external reviewers should provide evidence that the applicant's work

School of Library and Information Science Tenure and Promotion Guidelines

in the areas of teaching, research, and service has made a positive impact on the candidate's profession/discipline. The external reviewers need to indicate that they (a) are well-versed in the applicant's scholarly area, (b) are willing and able to make a professional judgment about the quality of the scholarly activities in the applicant's packet, and (c) have no conflict of interest. The external referees cannot have (or had) a mentor-mentee relationship with applicant. Nor can they be individuals who co-authored with the applicant. The external reviewers must have tenure and the minimum rank of Professor at their respective institutions. These external reviewers should be employed in departments that are comparable to the applicant's department (e.g., if the applicant is in a doctoral degree granting department, then the reviewer should be employed in a doctoral degree granting department).

Informational note:

Every faculty member should be aware as stated in the faculty handbook section regarding Promotion:

Promotion

9.4.6

"Promotion in academic rank is not guaranteed by any terms of contracted employment or earned solely by the duration of employment. No oral or written promise of promotion in academic rank shall be valid unless approved by the Board and written notification is received from the President confirming the Board approval."

Every faculty member should be aware as stated in the faculty handbook section regarding Tenure Authority:

Board Authority

9.6.1 Paragraph 2

"The privilege of tenure can be granted only by the Board and is not guaranteed by faculty appointment, prior promotion in academic rank, prior performance, or by duration of employment. A non-tenured faculty member shall not assume at any time that he or she will be awarded tenure. No verbal or written assurance, promise or guarantee of tenure is valid."

SLIS
Admitted and Denied
Scores

| Deg | APlanDesc | Admit Term | Avg. of Ugrad GPA | | Avg. of GRE Verb | | Avg. of GRE Quan | | Avg. of GRE ANWRT | | # of | | % of Total | | | |
|-------------|--------------------------------------|-------------|-------------------|----------|------------------|----------|------------------|----------|-------------------|----------|--------|----------|------------|--------|----------|-----|
| | | | Denied | Admitted | Denied | Admitted | Denied | Admitted | Denied | Admitted | Denied | Admitted | Total | Denied | Admitted | |
| CP | Archives and Special Coll CP | Summer 2010 | | | | 610 | | 670 | | 3.50 | | 2 | 2 | 0% | 100% | |
| | | Fall 2010 | | 3.82 | | 350 | | 320 | | 5.00 | | 1 | 1 | 0% | 100% | |
| | | Spring 2011 | | | | | | | | | | 1 | 1 | 0% | 100% | |
| | Archives and Special Coll CP Total | | | 3.82 | | 480 | | 495 | | 4.25 | | 4 | 4 | 0% | 100% | |
| CP Total | | | | 3.82 | | 480 | | 495 | | 4.25 | | 4 | 4 | 0% | 100% | |
| MLIS | Library & Info Sci MLIS | Fall 2005 | 2.25 | 3.38 | 290 | 479 | 200 | 485 | | 4.04 | 1 | 35 | 36 | 3% | 97% | |
| | | Spring 2006 | | 3.33 | | 495 | | 435 | | 3.88 | | 33 | 33 | 0% | 100% | |
| | | Summer 2006 | 2.49 | 3.30 | 430 | 452 | 330 | 437 | 3.00 | 4.10 | 1 | 20 | 21 | 5% | 95% | |
| | | Fall 2006 | | 3.10 | | 400 | 491 | 360 | 468 | 3.50 | 4.13 | 1 | 54 | 55 | 2% | 98% |
| | | Spring 2007 | 2.34 | 3.26 | 425 | 487 | 465 | 443 | 3.00 | 3.89 | 2 | 31 | 33 | 6% | 94% | |
| | | Summer 2007 | 2.35 | 3.48 | 375 | 509 | 240 | 456 | 3.50 | 3.90 | 2 | 32 | 34 | 6% | 94% | |
| | | Fall 2007 | | 3.32 | | 480 | | 440 | | 3.91 | | 55 | 55 | 0% | 100% | |
| | | Spring 2008 | 2.32 | 3.31 | 530 | 471 | 640 | 455 | 4.00 | 4.06 | 1 | 36 | 37 | 3% | 97% | |
| | | Summer 2008 | 2.16 | 3.43 | 410 | 494 | 450 | 493 | 2.50 | 4.28 | 1 | 24 | 25 | 4% | 96% | |
| | | Fall 2008 | | 3.31 | | 492 | | 489 | | 4.24 | | 37 | 37 | 0% | 100% | |
| | | Spring 2009 | | 3.47 | | 526 | | 510 | | 4.18 | | 30 | 30 | 0% | 100% | |
| | | Summer 2009 | 3.61 | 3.28 | 525 | 502 | 580 | 439 | 4.00 | 4.22 | 2 | 19 | 21 | 10% | 90% | |
| | | Fall 2009 | 2.66 | 3.36 | 486 | 500 | 452 | 493 | 3.50 | 3.85 | 5 | 40 | 45 | 11% | 89% | |
| | | Spring 2010 | 1.97 | 3.20 | 355 | 504 | 270 | 461 | 2.25 | 4.15 | 2 | 28 | 30 | 7% | 93% | |
| | | Summer 2010 | | 3.35 | | 492 | | 460 | | 3.85 | | 13 | 13 | 0% | 100% | |
| | | Fall 2010 | 2.39 | 3.24 | 300 | 490 | 315 | 475 | 2.25 | 3.91 | 2 | 42 | 44 | 5% | 95% | |
| | | Spring 2011 | | 3.25 | | 486 | | 461 | | 3.77 | | 34 | 34 | 0% | 100% | |
| | | Summer 2011 | 2.92 | 3.45 | 230 | 535 | 280 | 468 | 2.50 | 3.83 | 1 | 12 | 13 | 8% | 92% | |
| | | Fall 2011 | | 3.36 | | 485 | | 460 | | 3.78 | | 30 | 30 | 0% | 100% | |
| | Library & Info Sci MLIS Total | | 2.54 | 3.32 | 413 | 492 | 393 | 465 | 3.15 | 3.99 | 21 | 605 | 626 | 3% | 97% | |
| | Library&InfoSci(Licensure)MLIS | Spring 2010 | | 4.00 | | 500 | | 500 | | 4.00 | | 1 | 1 | 0% | 100% | |
| | | Summer 2010 | | 3.44 | | 450 | | 485 | | 4.00 | | 2 | 2 | 0% | 100% | |
| | | Fall 2010 | | 3.30 | | 503 | | 415 | | 3.88 | | 4 | 4 | 0% | 100% | |
| | | Spring 2011 | 3.36 | 3.20 | 310 | 492 | 250 | 368 | 3.00 | 3.70 | 1 | 5 | 6 | 17% | 83% | |
| | | Summer 2011 | 2.57 | 3.33 | 280 | 438 | 330 | 371 | 3.00 | 3.59 | 1 | 11 | 12 | 8% | 92% | |
| | | Fall 2011 | | 3.47 | | 516 | | 483 | | 4.06 | | 18 | 18 | 0% | 100% | |
| | Library&InfoSci(Licensure)MLIS Total | | 2.97 | 3.40 | 295 | 487 | 290 | 433 | 3.00 | 3.86 | 2 | 41 | 43 | 5% | 95% | |
| MLIS Total | | | 2.58 | 3.32 | 403 | 491 | 384 | 463 | 3.14 | 3.98 | 23 | 646 | 669 | 3% | 97% | |
| MS | Library Science MS | Spring 2006 | | 3.33 | | 320 | | 320 | | | | 3 | 3 | 0% | 100% | |
| | Library Science MS Total | | | 3.33 | | 320 | | 320 | | | | 3 | 3 | 0% | 100% | |
| MS Total | | | | 3.33 | | 320 | | 320 | | | | 3 | 3 | 0% | 100% | |
| SLIS | Library & Info Science SPEC | Fall 2005 | 3.26 | | 260 | | 210 | | 2.00 | | 1 | | 1 | 100% | 0% | |
| | | Spring 2006 | | 3.72 | | 483 | | 393 | | 4.25 | | 4 | 4 | 0% | 100% | |
| | | Summer 2006 | | 3.72 | | 280 | | 480 | | | | 1 | 1 | 0% | 100% | |
| | | Fall 2006 | | | | | | | | | | 1 | 1 | 0% | 100% | |
| | | Spring 2007 | | 3.95 | | 470 | | 580 | | | | 3 | 3 | 0% | 100% | |
| | | Summer 2007 | | 3.90 | | 380 | | 400 | 3.00 | | | 3 | 3 | 0% | 100% | |
| | | Fall 2007 | | 3.70 | | 350 | | 390 | 3.00 | | | 1 | 1 | 0% | 100% | |
| | | Spring 2008 | | 3.90 | | 325 | | 280 | 4.00 | | | 2 | 2 | 0% | 100% | |
| | | Summer 2008 | | 3.82 | | 415 | | 405 | 4.25 | | | 4 | 4 | 0% | 100% | |
| | | Fall 2008 | 2.61 | | 370 | | 440 | | 3.50 | | | 1 | 1 | 100% | 0% | |
| | Library & Info Science SPEC Total | | 2.94 | 3.82 | 315 | 401 | 325 | 401 | 2.75 | 3.86 | 2 | 19 | 21 | 10% | 90% | |
| SLIS Total | | | 2.94 | 3.82 | 315 | 401 | 325 | 401 | 2.75 | 3.86 | 2 | 19 | 21 | 10% | 90% | |
| Grand Total | | | 2.61 | 3.33 | 396 | 489 | 380 | 462 | 3.11 | 3.98 | 25 | 672 | 697 | 4% | 96% | |

Admitted and Denied

By Race

| | | | Native American/Alaska 0.3% | | | Asian 0.9% | | | Black 14.6% | | | Hispanic 0.9% | | | Multiple 1.0% | | | Non Resident Alien 1.1% | | | Unknown 0.3% | | | White 80.9% | | |
|-------------|--------------------------------------|-------------|--------------------------------|----------|------------|---------------|----------|------------|----------------|----------|------------|------------------|----------|------------|------------------|----------|------------|----------------------------|----------|------------|-----------------|----------|------------|----------------|----------|------------|
| Deg | APlanDesc | Admit Term | Native American/Alaska | | | Asian | | | Black | | | Hispanic | | | Multiple | | | Non Resident Alien | | | Unknown | | | White | | |
| | | | Denied | Admitted | % Admitted | Denied | Admitted | % Admitted | Denied | Admitted | % Admitted | Denied | Admitted | % Admitted | Denied | Admitted | % Admitted | Denied | Admitted | % Admitted | Denied | Admitted | % Admitted | Denied | Admitted | % Admitted |
| CP | Archives and Special Coll CP | Summer 2010 | | | | | | | | | | | | | | | | | | | | | | | 2 | 100% |
| | | Fall 2010 | | | | | | | | | | | | | | | | | | | | | | | 1 | 100% |
| | | Spring 2011 | | | | | | | | | | | | | | | | | | | | | | | 1 | 100% |
| | Archives and Special Coll CP Total | | | | | | | | | | | | | | | | | | | | | | | | 4 | 100% |
| CP Total | | | | | | | | | | | | | | | | | | | | | | | | | 4 | 100% |
| MLIS | Library & Info Sci MLIS | Fall 2005 | | 2 | 100% | | 1 | 100% | 1 | 5 | 83% | | 1 | 100% | | | 2 | 100% | | 1 | 100% | | | 23 | 100% | |
| | | Spring 2006 | | | | | 1 | 100% | | 1 | 100% | | | | | | | | | 1 | 100% | | | 30 | 100% | |
| | | Summer 2006 | | | | | | | | 3 | 100% | | | | | | | | | | | 1 | | 17 | 94% | |
| | | Fall 2006 | | | | | | 1 | 10 | 91% | | | | | | 1 | 100% | | | | | | | 43 | 100% | |
| | | Spring 2007 | | | | | 1 | 100% | 1 | 5 | 83% | | | | | | | | | | | | 1 | 25 | 96% | |
| | | Summer 2007 | | | | | | 1 | 1 | 50% | | | | | | | | | | | | | 1 | 31 | 97% | |
| | | Fall 2007 | | | | | 1 | 100% | | 9 | 100% | | | | | | 1 | 100% | | | | | | 44 | 100% | |
| | | Spring 2008 | | | | | | | | 5 | 100% | | | | | | | | | | | | 1 | 31 | 97% | |
| | | Summer 2008 | | | | | 1 | 100% | | 3 | 100% | | 1 | 100% | | | | | | | | | 1 | 19 | 95% | |
| | | Fall 2008 | | | | | 1 | 100% | | 5 | 100% | | | | | | | | | | | | | 31 | 100% | |
| | | Spring 2009 | | | | | | | | 2 | 100% | | 1 | 100% | | | | | | | | | | 27 | 100% | |
| | | Summer 2009 | | | | | | | | 3 | 100% | | | | | | | | | | | | | 2 | 16 | 89% |
| | | Fall 2009 | | | | | | 2 | 4 | 67% | | | | | | | | | | | | | 3 | 36 | 92% | |
| | | Spring 2010 | | | | | | 1 | 2 | 67% | | 1 | 100% | | | | | | | | | | 1 | 25 | 96% | |
| | | Summer 2010 | | | | | | | | | | | | 1 | 100% | | | | | | | | | 12 | 100% | |
| | | Fall 2010 | | | | | | 2 | 8 | 80% | | 1 | 100% | | 1 | 100% | | 1 | 100% | | | | | 31 | 100% | |
| | | Spring 2011 | | | | | | | | 3 | 100% | | | | | | | 1 | 100% | | | | | 30 | 100% | |
| | | Summer 2011 | | | | | | 1 | 2 | 67% | | | | | 2 | 100% | | | | | | | | 8 | 100% | |
| | | Fall 2011 | | | | | | | 4 | 100% | | | | | 2 | 100% | | 1 | 100% | | | | | 23 | 100% | |
| | Library & Info Sci MLIS Total | | | 2 | 100% | | 6 | 100% | 10 | 75 | 88% | | 5 | 100% | | 6 | 100% | | 7 | 100% | | 2 | 100% | 11 | 502 | 98% |
| | Library&InfoSci(Licensure)MLIS | Spring 2010 | | | | | | | | | | | | | | | | | | | | | | | 1 | 100% |
| | | Summer 2010 | | | | | | | | | | | | | | | | | | | | | | | 2 | 100% |
| | | Fall 2010 | | | | | | | | | | | | | | | | | | | | | | | 4 | 100% |
| | | Spring 2011 | | | | | | 1 | | 0% | | | | 1 | 100% | | | | | | | | | | 4 | 100% |
| | | Summer 2011 | | | | | | 1 | 3 | 75% | | | | | | | | | | | | | | | 8 | 100% |
| | | Fall 2011 | | | | | | | 1 | 100% | | | | | | | 1 | 100% | | | | | | | 16 | 100% |
| | Library&InfoSci(Licensure)MLIS Total | | | | | | | 2 | 4 | 67% | | | | 1 | 100% | | 1 | 100% | | | | | | | 35 | 100% |
| MLIS Total | | | | 2 | 100% | | 6 | 100% | 12 | 79 | 87% | | 5 | 100% | | 7 | 100% | | 8 | 100% | | 2 | 100% | 11 | 537 | 98% |
| MS | Library Science MS | Spring 2006 | | | | | | | | 1 | 100% | | | | | | | | | | | | | | 2 | 100% |
| | Library Science MS Total | | | | | | | | | 1 | 100% | | | | | | | | | | | | | | 2 | 100% |
| MS Total | | | | | | | | | | 1 | 100% | | | | | | | | | | | | | | 2 | 100% |
| SLIS | Library & Info Science SPEC | Fall 2005 | | | | | | | 1 | | 0% | | | | | | | | | | | | | | | |
| | | Spring 2006 | | | | | | | | 2 | 100% | | | | | | | | | | | | | | 2 | 100% |
| | | Summer 2006 | | | | | | | | 1 | 100% | | | | | | | | | | | | | | | |
| | | Fall 2006 | | | | | | | | 1 | 100% | | | | | | | | | | | | | | | |
| | | Spring 2007 | | | | | | | | 2 | 100% | | | | | | | | | | | | | | 1 | 100% |
| | | Summer 2007 | | | | | | | | | | | | | | | | | | | | | | | 3 | 100% |
| | | Fall 2007 | | | | | | | | | | | | | | | | | | | | | | | 1 | 100% |
| | | Spring 2008 | | | | | | | | 1 | 100% | | | | | | | | | | | | | | 1 | 100% |
| | | Summer 2008 | | | | | | | | 1 | 100% | | 1 | 100% | | | | | | | | | | | 2 | 100% |
| | | Fall 2008 | | | | | | | 1 | | 0% | | | | | | | | | | | | | | | |
| | Library & Info Science SPEC Total | | | | | | | 2 | 8 | 80% | | 1 | 100% | | | | | | | | | | | | 10 | 100% |
| SLIS Total | | | | | | | 2 | 8 | 80% | | 1 | 100% | | | | | | | | | | | | | 10 | 100% |
| Grand Total | | | | 2 | 100% | | 6 | 100% | 14 | 88 | 86% | | 6 | 100% | | 7 | 100% | | 8 | 100% | | 2 | 100% | 11 | 553 | 98% |

Admitted and Denied

By White and Non-White, since White is by far your majority

| | | | Non-White 19.1% | | | White 80.9% | | |
|--------------------|------------------------------------|-------------|--------------------|----------|------------|----------------|----------|------------|
| Overall % of Total | | | Non-White | | | White | | |
| Deg | APlanDesc | Admit Term | Denied | Admitted | % Admitted | Denied | Admitted | % Admitted |
| CP | Archives and Special Coll CP | Summer 2010 | | | | | 2 | 100% |
| | | Fall 2010 | | | | | 1 | 100% |
| | | Spring 2011 | | | | | 1 | 100% |
| | Archives and Special Coll CP Total | | | | | | 4 | 100% |
| CP Total | | | | | | | 4 | 100% |
| MLIS | Library & Info Sci MLIS | Fall 2005 | 1 | 12 | 92% | | 23 | 100% |
| | | Spring 2006 | | 3 | 100% | | 30 | 100% |
| | | Summer 2006 | | 3 | 100% | 1 | 17 | 94% |
| | | Fall 2006 | 1 | 11 | 92% | | 43 | 100% |
| | | Spring 2007 | 1 | 6 | 86% | 1 | 25 | 96% |
| | | Summer 2007 | 1 | 1 | 50% | 1 | 31 | 97% |
| | | Fall 2007 | | 11 | 100% | | 44 | 100% |
| | | Spring 2008 | | 5 | 100% | 1 | 31 | 97% |
| | | Summer 2008 | | 5 | 100% | 1 | 19 | 95% |
| | | Fall 2008 | | 6 | 100% | | 31 | 100% |
| | | Spring 2009 | | 3 | 100% | | 27 | 100% |
| | | Summer 2009 | | 3 | 100% | 2 | 16 | 89% |
| | | Fall 2009 | 2 | 4 | 67% | 3 | 36 | 92% |
| | | Spring 2010 | 1 | 3 | 75% | 1 | 25 | 96% |
| | | Summer 2010 | | 1 | 100% | | 12 | 100% |
| | | Fall 2010 | 2 | 11 | 85% | | 31 | 100% |
| | | Spring 2011 | | 4 | 100% | | 30 | 100% |
| | | Summer 2011 | 1 | 4 | 80% | | 8 | 100% |
| | | Fall 2011 | | 7 | 100% | | 23 | 100% |
| | Library & Info Sci MLIS Total | | 10 | 103 | 91% | 11 | 502 | 98% |

Admitted and Denied

By White and Non-White, since White is by far your majority

| | | | Non-White 19.1% | | | White 80.9% | | |
|--------------------|--------------------------------------|-------------|--------------------|----------|------------|----------------|----------|------------|
| Overall % of Total | | | Non-White | | | White | | |
| Deg | APlanDesc | Admit Term | Denied | Admitted | % Admitted | Denied | Admitted | % Admitted |
| | Library&InfoSci(Licensure)MLIS | Spring 2010 | | | | | 1 | 100% |
| | | Summer 2010 | | | | | 2 | 100% |
| | | Fall 2010 | | | | | 4 | 100% |
| | | Spring 2011 | 1 | 1 | 50% | | 4 | 100% |
| | | Summer 2011 | 1 | 3 | 75% | | 8 | 100% |
| | | Fall 2011 | | 2 | 100% | | 16 | 100% |
| | Library&InfoSci(Licensure)MLIS Total | | 2 | 6 | 75% | | 35 | 100% |
| MLIS Total | | | 12 | 109 | 90% | 11 | 537 | 98% |
| MS | Library Science MS | Spring 2006 | | 1 | 100% | | 2 | 100% |
| | Library Science MS Total | | | 1 | 100% | | 2 | 100% |
| MS Total | | | | 1 | 100% | | 2 | 100% |
| SLIS | Library & Info Science SPEC | Fall 2005 | 1 | | 0% | | | |
| | | Spring 2006 | | 2 | 100% | | 2 | 100% |
| | | Summer 2006 | | 1 | 100% | | | |
| | | Fall 2006 | | 1 | 100% | | | |
| | | Spring 2007 | | 2 | 100% | | 1 | 100% |
| | | Summer 2007 | | | | | 3 | 100% |
| | | Fall 2007 | | | | | 1 | 100% |
| | | Spring 2008 | | 1 | 100% | | 1 | 100% |
| | | Summer 2008 | | 2 | 100% | | 2 | 100% |
| | | Fall 2008 | 1 | | 0% | | | |
| | Library & Info Science SPEC Total | | 2 | 9 | 82% | | 10 | 100% |
| SLIS Total | | | 2 | 9 | 82% | | 10 | 100% |
| Grand Total | | | 14 | 119 | 89% | 11 | 553 | 98% |

SLIS
Admitted and Denied
By Gender

| | | | Female | | | Male | | | | | | |
|-------------|--------------------------------------|-------------|--------|----------|-------|--------|----------|-------|-------------|----------|-----|------|
| | | | 82.9% | | | 17.1% | | | | | | |
| | | | Female | | | Male | | | | | | |
| | | | # of | | | # of | | | % of Gender | | | |
| Deg | APlanDesc | Admit Term | Denied | Admitted | Total | Denied | Admitted | Total | Denied | Admitted | | |
| CP | Archives and Special Coll CP | Summer 2010 | | 2 | 2 | 0% | 100% | | | | | |
| | | Fall 2010 | | 1 | 1 | 0% | 100% | | | | | |
| | | Spring 2011 | | 1 | 1 | 0% | 100% | | | | | |
| | Archives and Special Coll CP Total | | | 4 | 4 | 0% | 100% | | | | | |
| | CP Total | | | 4 | 4 | 0% | 100% | | | | | |
| MLIS | Library & Info Sci MLIS | Fall 2005 | 1 | 29 | 30 | 3% | 97% | | 6 | 6 | 0% | 100% |
| | | Spring 2006 | | 28 | 28 | 0% | 100% | | 5 | 5 | 0% | 100% |
| | | Summer 2006 | | 17 | 17 | 0% | 100% | 1 | 3 | 4 | 25% | 75% |
| | | Fall 2006 | 1 | 46 | 47 | 2% | 98% | | 8 | 8 | 0% | 100% |
| | | Spring 2007 | 2 | 26 | 28 | 7% | 93% | | 5 | 5 | 0% | 100% |
| | | Summer 2007 | 1 | 27 | 28 | 4% | 96% | 1 | 5 | 6 | 17% | 83% |
| | | Fall 2007 | | 48 | 48 | 0% | 100% | | 7 | 7 | 0% | 100% |
| | | Spring 2008 | | 32 | 32 | 0% | 100% | 1 | 4 | 5 | 20% | 80% |
| | | Summer 2008 | 1 | 21 | 22 | 5% | 95% | | 3 | 3 | 0% | 100% |
| | | Fall 2008 | | 30 | 30 | 0% | 100% | | 7 | 7 | 0% | 100% |
| | | Spring 2009 | | 27 | 27 | 0% | 100% | | 3 | 3 | 0% | 100% |
| | | Summer 2009 | 1 | 15 | 16 | 6% | 94% | 1 | 4 | 5 | 20% | 80% |
| | | Fall 2009 | 4 | 32 | 36 | 11% | 89% | 1 | 8 | 9 | 11% | 89% |
| | | Spring 2010 | 1 | 18 | 19 | 5% | 95% | 1 | 10 | 11 | 9% | 91% |
| | | Summer 2010 | | 10 | 10 | 0% | 100% | | 3 | 3 | 0% | 100% |
| | | Fall 2010 | 1 | 32 | 33 | 3% | 97% | 1 | 10 | 11 | 9% | 91% |
| | | Spring 2011 | | 28 | 28 | 0% | 100% | | 6 | 6 | 0% | 100% |
| | | Summer 2011 | 1 | 10 | 11 | 9% | 91% | | 2 | 2 | 0% | 100% |
| | | Fall 2011 | | 22 | 22 | 0% | 100% | | 8 | 8 | 0% | 100% |
| | Library & Info Sci MLIS Total | | 14 | 498 | 512 | 3% | 97% | 7 | 107 | 114 | 6% | 94% |
| | Library&InfoSci(Licensure)MLIS | Spring 2010 | | 1 | 1 | 0% | 100% | | | | | |
| | | Summer 2010 | | 2 | 2 | 0% | 100% | | | | | |
| | | Fall 2010 | | 3 | 3 | 0% | 100% | | 1 | 1 | 0% | 100% |
| | | Spring 2011 | 1 | 5 | 6 | 17% | 83% | | | | | |
| | | Summer 2011 | 1 | 11 | 12 | 8% | 92% | | | | | |
| | | Fall 2011 | | 15 | 15 | 0% | 100% | | 3 | 3 | 0% | 100% |
| | Library&InfoSci(Licensure)MLIS Total | | 2 | 37 | 39 | 5% | 95% | | 4 | 4 | 0% | 100% |
| MLIS Total | | | 16 | 535 | 551 | 3% | 97% | 7 | 111 | 118 | 6% | 94% |
| MS | Library Science MS | Spring 2006 | | 3 | 3 | 0% | 100% | | | | | |
| | Library Science MS Total | | | 3 | 3 | 0% | 100% | | | | | |
| MS Total | | | | 3 | 3 | 0% | 100% | | | | | |
| SLIS | Library & Info Science SPEC | Fall 2005 | 1 | | 1 | 100% | 0% | | | | | |
| | | Spring 2006 | | 3 | 3 | 0% | 100% | | 1 | 1 | 0% | 100% |
| | | Summer 2006 | | 1 | 1 | 0% | 100% | | | | | |
| | | Fall 2006 | | 1 | 1 | 0% | 100% | | | | | |
| | | Spring 2007 | | 3 | 3 | 0% | 100% | | | | | |
| | | Summer 2007 | | 3 | 3 | 0% | 100% | | | | | |
| | | Fall 2007 | | 1 | 1 | 0% | 100% | | | | | |
| | | Spring 2008 | | 2 | 2 | 0% | 100% | | | | | |
| | | Summer 2008 | | 4 | 4 | 0% | 100% | | | | | |
| | | Fall 2008 | 1 | | 1 | 100% | 0% | | | | | |
| | Library & Info Science SPEC Total | | 2 | 18 | 20 | 10% | 90% | | 1 | 1 | 0% | 100% |
| SLIS Total | | | 2 | 18 | 20 | 10% | 90% | | 1 | 1 | 0% | 100% |
| Grand Total | | | 18 | 560 | 578 | 3% | 97% | 7 | 112 | 119 | 6% | 94% |

Degree Awarded

Based on Admission Information.

(student must be Admitted and Enrolled in student's Admit Term and awarded a degree in the same corresponding academic plan)

Degree Awarded since Admissions

| Deg | APlanDesc | Admit Term | Within 2 Years | | Not within 2 but within 3 Years | | Not within 3 but within 4 Years | | Not within 4 but within 5 Years | | >= 5 Years | | Have not graduate | Total | | |
|-------------|------------------------------|--------------------------------|----------------|-------------|---------------------------------|------|---------------------------------|------|---------------------------------|------|------------|------|-------------------|--------|--------|----|
| | | | % of | # of | % of | # of | % of | # of | % of | # of | % of | # of | | | | |
| CP | Archives and Special Coll CP | Summer 2010 | | | | | | | | | | | 100.0% | 2 | 2 | |
| | | Fall 2010 | | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Spring 2011 | | | | | | | | | | | | 100.0% | 1 | 1 |
| MLIS | Library & Info Sci MLIS | Fall 2005 | 30.8% | 8 | 30.8% | 8 | | | 7.7% | 2 | 7.7% | 2 | 23.1% | 6 | 26 | |
| | | Spring 2006 | 14.3% | 3 | 42.9% | 9 | 14.3% | 3 | | | | | 28.6% | 6 | 21 | |
| | | Summer 2006 | 20.0% | 3 | 13.3% | 2 | 13.3% | 2 | 6.7% | 1 | | | 46.7% | 7 | 15 | |
| | | Fall 2006 | 18.4% | 7 | 42.1% | 16 | 15.8% | 6 | 2.6% | 1 | | | 21.1% | 8 | 38 | |
| | | Spring 2007 | 17.6% | 3 | 23.5% | 4 | 11.8% | 2 | 5.9% | 1 | | | 41.2% | 7 | 17 | |
| | | Summer 2007 | 16.7% | 3 | 22.2% | 4 | 22.2% | 4 | 5.6% | 1 | | | 33.3% | 6 | 18 | |
| | | Fall 2007 | 23.7% | 9 | 28.9% | 11 | 10.5% | 4 | | | | | 36.8% | 14 | 38 | |
| | | Spring 2008 | 6.9% | 2 | 62.1% | 18 | 3.4% | 1 | | | | | 27.6% | 8 | 29 | |
| | | Summer 2008 | 15.8% | 3 | 26.3% | 5 | 10.5% | 2 | | | | | 47.4% | 9 | 19 | |
| | | Fall 2008 | 30.8% | 8 | 26.9% | 7 | | | | | | | 42.3% | 11 | 26 | |
| | | Spring 2009 | 25.0% | 5 | 25.0% | 5 | | | | | | | 50.0% | 10 | 20 | |
| | | Summer 2009 | 25.0% | 4 | 12.5% | 2 | | | | | | | 62.5% | 10 | 16 | |
| | | Fall 2009 | 36.7% | 11 | 3.3% | 1 | | | | | | | 60.0% | 18 | 30 | |
| | | Spring 2010 | 9.1% | 2 | | | | | | | | | 90.9% | 20 | 22 | |
| | | Summer 2010 | | | | | | | | | | | | 100.0% | 7 | 7 |
| | | Fall 2010 | | | | | | | | | | | | 100.0% | 25 | 25 |
| | | Spring 2011 | | | | | | | | | | | | 100.0% | 30 | 30 |
| | | Summer 2011 | | | | | | | | | | | | 100.0% | 6 | 6 |
| | | Fall 2011 | | | | | | | | | | | | 100.0% | 20 | 20 |
| | | Library&InfoSci(Licensure)MLIS | | Spring 2010 | | | | | | | | | | | 100.0% | 1 |
| Summer 2010 | | | | | | | | | | | | | 100.0% | 2 | 2 | |
| Fall 2010 | | | | | | | | | | | | | 100.0% | 3 | 3 | |
| Spring 2011 | | | | | | | | | | | | | 100.0% | 3 | 3 | |
| Summer 2011 | | | | | | | | | | | | | 100.0% | 8 | 8 | |
| Fall 2011 | | | | | | | | | | | | | 100.0% | 11 | 11 | |
| MS | Library Science MS | Spring 2006 | | | | | | | | | | | 100.0% | 2 | 2 | |
| SLIS | Library & Info Science SPEC | Spring 2006 | | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Summer 2006 | | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Fall 2006 | | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Spring 2007 | | | | | | | | | | | | 100.0% | 2 | 2 |
| | | Summer 2007 | | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Fall 2007 | | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Spring 2008 | | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Summer 2008 | | | | | | | | | | | | 100.0% | 3 | 3 |

Degree Awarded

Based on Admission Information.

(student must be Admitted and Enrolled in student's Admit Term and awarded a degree in the same corresponding academic plan)

Degree Awarded since Admissions

| Female | Admit Term | Within 2 Years | | Not within 2 but within 3 Years | | Not within 3 but within 4 Years | | Not within 4 but within 5 Years | | >= 5 Years | | Have not | graduate | Total | |
|-------------|------------------------------|--------------------------------|-------|---------------------------------|-------|---------------------------------|-------|---------------------------------|------|------------|------|----------|----------|--------|----|
| | | % of | # of | % of | # of | % of | # of | % of | # of | % of | # of | % of | # of | # of | |
| CP | Archives and Special Coll CP | Summer 2010 | | | | | | | | | | 100.0% | 2 | 2 | |
| | | Fall 2010 | | | | | | | | | | 100.0% | 1 | 1 | |
| | | Spring 2011 | | | | | | | | | | 100.0% | 1 | 1 | |
| MLIS | Library & Info Sci MLIS | Fall 2005 | 38.1% | 8 | 28.6% | 6 | | | 9.5% | 2 | 9.5% | 2 | 14.3% | 3 | 21 |
| | | Spring 2006 | 10.5% | 2 | 42.1% | 8 | 15.8% | 3 | | | | | 31.6% | 6 | 19 |
| | | Summer 2006 | 16.7% | 2 | 16.7% | 2 | 8.3% | 1 | 8.3% | 1 | | | 50.0% | 6 | 12 |
| | | Fall 2006 | 17.6% | 6 | 47.1% | 16 | 14.7% | 5 | 2.9% | 1 | | | 17.6% | 6 | 34 |
| | | Spring 2007 | 12.5% | 2 | 25.0% | 4 | 12.5% | 2 | 6.3% | 1 | | | 43.8% | 7 | 16 |
| | | Summer 2007 | 6.7% | 1 | 26.7% | 4 | 26.7% | 4 | 6.7% | 1 | | | 33.3% | 5 | 15 |
| | | Fall 2007 | 21.9% | 7 | 31.3% | 10 | 12.5% | 4 | | | | | 34.4% | 11 | 32 |
| | | Spring 2008 | 7.7% | 2 | 57.7% | 15 | 3.8% | 1 | | | | | 30.8% | 8 | 26 |
| | | Summer 2008 | 11.8% | 2 | 29.4% | 5 | 11.8% | 2 | | | | | 47.1% | 8 | 17 |
| | | Fall 2008 | 25.0% | 5 | 30.0% | 6 | | | | | | | 45.0% | 9 | 20 |
| | | Spring 2009 | 21.1% | 4 | 26.3% | 5 | | | | | | | 52.6% | 10 | 19 |
| | | Summer 2009 | 23.1% | 3 | 15.4% | 2 | | | | | | | 61.5% | 8 | 13 |
| | | Fall 2009 | 33.3% | 8 | 4.2% | 1 | | | | | | | 62.5% | 15 | 24 |
| | | Spring 2010 | 6.3% | 1 | | | | | | | | | 93.8% | 15 | 16 |
| | | Summer 2010 | | | | | | | | | | | 100.0% | 6 | 6 |
| | | Fall 2010 | | | | | | | | | | | 100.0% | 19 | 19 |
| | | Spring 2011 | | | | | | | | | | | 100.0% | 26 | 26 |
| | | Summer 2011 | | | | | | | | | | | 100.0% | 5 | 5 |
| | | Fall 2011 | | | | | | | | | | | 100.0% | 16 | 16 |
| | | Library&InfoSci(Licensure)MLIS | | Spring 2010 | | | | | | | | | | 100.0% | 1 |
| Summer 2010 | | | | | | | | | | | | 100.0% | 2 | 2 | |
| Fall 2010 | | | | | | | | | | | | 100.0% | 2 | 2 | |
| Spring 2011 | | | | | | | | | | | | 100.0% | 3 | 3 | |
| Summer 2011 | | | | | | | | | | | | 100.0% | 8 | 8 | |
| Fall 2011 | | | | | | | | | | | | 100.0% | 10 | 10 | |
| MS | Library Science MS | Spring 2006 | | | | | | | | | | 100.0% | 2 | 2 | |
| SLIS | Library & Info Science SPEC | Spring 2006 | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Summer 2006 | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Fall 2006 | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Spring 2007 | | | | | | | | | | | 100.0% | 2 | 2 |
| | | Summer 2007 | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Fall 2007 | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Spring 2008 | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Summer 2008 | | | | | | | | | | | 100.0% | 3 | 3 |

Degree Awarded

Based on Admission Information.

(student must be Admitted and Enrolled in student's Admit Term and awarded a degree in the same corresponding academic plan)

Degree Awarded since Admissions

| MALE | Admit Term | Within 2 Years | | Not within 2 but within 3 Years | | Not within 3 but within 4 Years | | Not within 4 but within 5 Years | | >= 5 Years | | Have not | graduate | Total |
|--------------------------------|-------------|----------------|------|---------------------------------|------|---------------------------------|------|---------------------------------|------|------------|--------|----------|----------|-------|
| | | % of | # of | % of | # of | % of | # of | % of | # of | % of | # of | % of | # of | # of |
| MLIS Library & Info Sci MLIS | Fall 2005 | | | 40.0% | 2 | | | | | | | 60.0% | 3 | 5 |
| | Spring 2006 | 50.0% | 1 | 50.0% | 1 | | | | | | | | | 2 |
| | Summer 2006 | 33.3% | 1 | | | 33.3% | 1 | | | | | 33.3% | 1 | 3 |
| | Fall 2006 | 25.0% | 1 | | | 25.0% | 1 | | | | | 50.0% | 2 | 4 |
| | Spring 2007 | 100.0% | 1 | | | | | | | | | | | 1 |
| | Summer 2007 | 66.7% | 2 | | | | | | | | | 33.3% | 1 | 3 |
| | Fall 2007 | 33.3% | 2 | 16.7% | 1 | | | | | | | 50.0% | 3 | 6 |
| | Spring 2008 | | | 100.0% | 3 | | | | | | | | | 3 |
| | Summer 2008 | 50.0% | 1 | | | | | | | | | 50.0% | 1 | 2 |
| | Fall 2008 | 50.0% | 3 | 16.7% | 1 | | | | | | | 33.3% | 2 | 6 |
| | Spring 2009 | 100.0% | 1 | | | | | | | | | | | 1 |
| | Summer 2009 | 33.3% | 1 | | | | | | | | | 66.7% | 2 | 3 |
| | Fall 2009 | 50.0% | 3 | | | | | | | | | 50.0% | 3 | 6 |
| | Spring 2010 | 16.7% | 1 | | | | | | | | | 83.3% | 5 | 6 |
| | Summer 2010 | | | | | | | | | | | 100.0% | 1 | 1 |
| | Fall 2010 | | | | | | | | | | | 100.0% | 6 | 6 |
| | Spring 2011 | | | | | | | | | | | 100.0% | 4 | 4 |
| Summer 2011 | | | | | | | | | | | 100.0% | 1 | 1 | |
| Fall 2011 | | | | | | | | | | | 100.0% | 4 | 4 | |
| Library&InfoSci(Licensure)MLIS | Fall 2010 | | | | | | | | | | | 100.0% | 1 | 1 |
| | Fall 2011 | | | | | | | | | | | 100.0% | 1 | 1 |

Degree Awarded

Based on Admission Information.

(student must be Admitted and Enrolled in student's Admit Term and awarded a degree in the same corresponding academic plan)

Degree Awarded since Admissions

| RACE | Admit Term | Degree Awarded since Admissions | | | | | | | | | | | | | |
|-------------------------|----------------------------------|---------------------------------|--------|---------------------------------|--------|---------------------------------|--------|---------------------------------|-------|------------|------|-------------------|-------|------|--|
| | | Within 2 Years | | Not within 2 but within 3 Years | | Not within 3 but within 4 Years | | Not within 4 but within 5 Years | | >= 5 Years | | Have not graduate | Total | | |
| | | % of | # of | % of | # of | % of | # of | % of | # of | % of | # of | % of | # of | # of | |
| Native American /Alaska | MLIS Library & Info Sci MLIS | Fall 2005 | 50.0% | 1 | | | | | | | | 50.0% | 1 | 2 | |
| ASIAN | MLIS Library & Info Sci MLIS | Spring 2006 | | | 100.0% | 1 | | | | | | | | 1 | |
| | | Spring 2007 | | | 100.0% | 1 | | | | | | | | 1 | |
| BLACK | MLIS Library & Info Sci MLIS | Fall 2005 | 50.0% | 2 | 25.0% | 1 | | | | 25.0% | 1 | | | 4 | |
| | | Summer 2006 | | | 33.3% | 1 | 33.3% | 1 | | | | 33.3% | 1 | 3 | |
| | | Fall 2006 | 14.3% | 1 | 28.6% | 2 | 14.3% | 1 | | | | 42.9% | 3 | 7 | |
| | | Spring 2007 | | | | | | | | | | 100.0% | 3 | 3 | |
| | | Summer 2007 | | | | | 100.0% | 1 | | | | | | 1 | |
| | | Fall 2007 | 37.5% | 3 | 25.0% | 2 | | | | | | 37.5% | 3 | 8 | |
| | | Spring 2008 | | | 100.0% | 3 | | | | | | | | 3 | |
| | | Summer 2008 | | | 33.3% | 1 | | | | | | 66.7% | 2 | 3 | |
| | | Fall 2008 | 75.0% | 3 | | | | | | | | 25.0% | 1 | 4 | |
| | | Spring 2009 | | | 100.0% | 1 | | | | | | | | 1 | |
| | | Summer 2009 | 100.0% | 1 | | | | | | | | | | 1 | |
| | | Fall 2009 | 33.3% | 1 | | | | | | | | 66.7% | 2 | 3 | |
| | | Spring 2010 | | | | | | | | | | 100.0% | 2 | 2 | |
| | | Fall 2010 | | | | | | | | | | 100.0% | 4 | 4 | |
| | | Spring 2011 | | | | | | | | | | 100.0% | 3 | 3 | |
| | | Fall 2011 | | | | | | | | | | 100.0% | 3 | 3 | |
| | Library&InfoSci(Licensure)MLIS | Summer 2011 | | | | | | | | | | 100.0% | 3 | 3 | |
| | | Fall 2011 | | | | | | | | | | 100.0% | 1 | 1 | |
| | MS Library Science MS | Spring 2006 | | | | | | | | | | 100.0% | 1 | 1 | |
| | SLIS Library & Info Science SPEC | Spring 2006 | | | | | | | | | | 100.0% | 1 | 1 | |
| | | Summer 2006 | | | | | | | | | | 100.0% | 1 | 1 | |
| | | Fall 2006 | | | | | | | | | | 100.0% | 1 | 1 | |
| | | Spring 2007 | | | | | | | | | | 100.0% | 1 | 1 | |
| | | Summer 2008 | | | | | | | | | | 100.0% | 1 | 1 | |
| Hispanic | MLIS Library & Info Sci MLIS | Summer 2008 | 100.0% | 1 | | | | | | | | | | 1 | |
| | | Spring 2010 | | | | | | | | | | 100.0% | 1 | 1 | |
| | | Fall 2010 | | | | | | | | | | 100.0% | 1 | 1 | |
| | SLIS Library & Info Science SPEC | Summer 2008 | | | | | | | | | | 100.0% | 1 | 1 | |
| Multiple | MLIS Library & Info Sci MLIS | Summer 2010 | | | | | | | | | | 100.0% | 1 | 1 | |
| | | Fall 2010 | | | | | | | | | | 100.0% | 1 | 1 | |
| | | Summer 2011 | | | | | | | | | | 100.0% | 1 | 1 | |
| | | Fall 2011 | | | | | | | | | | 100.0% | 1 | 1 | |
| | Library&InfoSci(Licensure)MLIS | Spring 2011 | | | | | | | | | | 100.0% | 1 | 1 | |
| Non Resident Alien | MLIS Library & Info Sci MLIS | Fall 2005 | | | | | | | 50.0% | 1 | | 50.0% | 1 | 2 | |
| | | Fall 2007 | 100.0% | 1 | | | | | | | | | | 1 | |
| | | Spring 2011 | | | | | | | | | | 100.0% | 1 | 1 | |
| | Library&InfoSci(Licensure)MLIS | Fall 2011 | | | | | | | | | | 100.0% | 1 | 1 | |
| Unknown | MLIS Library & Info Sci MLIS | Fall 2005 | | | 100.0% | 1 | | | | | | | | 1 | |

Degree Awarded

Based on Admission Information.

(student must be Admitted and Enrolled in student's Admit Term and awarded a degree in the same corresponding academic plan)

Degree Awarded since Admissions

| All Non White | Admit Term | Within 2 Years | | Not within 2 but within 3 Years | | Not within 3 but within 4 Years | | Not within 4 but within 5 Years | | >= 5 Years | | Have not graduate | Total | | |
|---------------|-----------------------------|--------------------------------|-------------|---------------------------------|--------|---------------------------------|--------|---------------------------------|-------|------------|-------|-------------------|--------|--------|---|
| | | % of | # of | % of | # of | % of | # of | % of | # of | % of | # of | % of | # of | | |
| MLIS | Library & Info Sci MLIS | Fall 2005 | 33.3% | 3 | 22.2% | 2 | | | 11.1% | 1 | 11.1% | 1 | 22.2% | 2 | 9 |
| | | Spring 2006 | | | 100.0% | 1 | | | | | | | | | 1 |
| | | Summer 2006 | | | 33.3% | 1 | 33.3% | 1 | | | | | 33.3% | 1 | 3 |
| | | Fall 2006 | 14.3% | 1 | 28.6% | 2 | 14.3% | 1 | | | | | 42.9% | 3 | 7 |
| | | Spring 2007 | | | 25.0% | 1 | | | | | | | 75.0% | 3 | 4 |
| | | Summer 2007 | | | | | 100.0% | 1 | | | | | | | 1 |
| | | Fall 2007 | 44.4% | 4 | 22.2% | 2 | | | | | | | 33.3% | 3 | 9 |
| | | Spring 2008 | | | 100.0% | 3 | | | | | | | | | 3 |
| | | Summer 2008 | 25.0% | 1 | 25.0% | 1 | | | | | | | 50.0% | 2 | 4 |
| | | Fall 2008 | 75.0% | 3 | | | | | | | | | 25.0% | 1 | 4 |
| | | Spring 2009 | | | 100.0% | 1 | | | | | | | | | 1 |
| | | Summer 2009 | 100.0% | 1 | | | | | | | | | | | 1 |
| | | Fall 2009 | 33.3% | 1 | | | | | | | | | 66.7% | 2 | 3 |
| | | Spring 2010 | | | | | | | | | | | 100.0% | 3 | 3 |
| | | Summer 2010 | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Fall 2010 | | | | | | | | | | | 100.0% | 6 | 6 |
| | | Spring 2011 | | | | | | | | | | | 100.0% | 4 | 4 |
| | | Summer 2011 | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Fall 2011 | | | | | | | | | | | 100.0% | 4 | 4 |
| | | Library&InfoSci(Licensure)MLIS | Spring 2011 | | | | | | | | | | | 100.0% | 1 |
| Summer 2011 | | | | | | | | | | | | 100.0% | 3 | 3 | |
| Fall 2011 | | | | | | | | | | | | 100.0% | 2 | 2 | |
| MS | Library Science MS | Spring 2006 | | | | | | | | | | 100.0% | 1 | 1 | |
| SLIS | Library & Info Science SPEC | Spring 2006 | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Summer 2006 | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Fall 2006 | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Spring 2007 | | | | | | | | | | | 100.0% | 1 | 1 |
| | | Summer 2008 | | | | | | | | | | | 100.0% | 2 | 2 |

The University of Southern Mississippi School of Library and Information Science Graduate Admission Criteria Assessment Form



Name of Applicant _____ ID. No. _____ Applicant for Master's Specialist's Doctorate

| | 0/1 | 2 | 3 | 4 | 5 | | 0/1 | 2 | 3 | 4 | 5 |
|---------------------------|-----|--------------------|------------|-----------|-------|---------------------------|-----|--------------------|------------|-----------|-------|
| GPA * | | | | | | GPA * | | | | | |
| Master's (use UG) | 0 | 2.75 - 2.9 (cond)* | 3.0 - 3.25 | 3.26-3.5 | >3.5 | Master's (use UG) | 0 | 2.75 - 2.9 (Cond)* | 3.0 - 3.25 | 3.26-3.5 | >3.5 |
| Specialist's (use MS/MA) | 0 | 3.0 - 3.25 (cond)* | 3.26-3.5 | 3.51-3.75 | >3.75 | Specialist's (use MS/MA) | 0 | 3.0 - 3.25 (cond)* | 3.26-3.5 | 3.51-3.75 | >3.75 |
| Writing Sample | 1 | 2 | 3 | 4 | 5 | Writing Sample | 1 | 2 | 3 | 4 | 5 |
| Interview | 1 | 2 | 3 | 4 | 5 | Interview | 1 | 2 | 3 | 4 | 5 |
| Letters of Recommendation | 1 | 2 | 3 | 4 | 5 | Letters of Recommendation | 1 | 2 | 3 | 4 | 5 |
| GRE Verbal | 1 | 391-450 | 451-500 | 501-550 | >550 | GRE Verbal | 1 | 391-450 | 451-500 | 501-550 | >550 |
| GRE Analytical OR | 1 | 341-400 | 401-450 | 451-500 | >500 | GRE Analytical OR | 1 | 341-400 | 401-450 | 451-500 | >500 |
| GRE Writing | 0 | 3.0 - 3.5 (cond)* | 3.5-4.5 | 4.6- 5 | >5.0 | GRE Writing | 0 | 3.0 - 3.25 (cond)* | 3.5-4.5 | 4.6 - 5 | >5.0 |
| GRE Quantitative | 0 | 301-350 | 351-400 | 401-500 | >500 | GRE Quantitative | 0 | 301-350 | 351-400 | 401-500 | >500 |

* Min. GPA requirements as set by university. (Graduate Bulletin, 2003-04, p. 17)

* Min. GPA requirements as set by university. (Graduate Bulletin, 2003-04, p. 17)

Total Points Awarded _____

Total Points Awarded _____

Record mean (total pts / 6 without interview / 7 with interview) ->

Record mean (total pts / 6 without interview / 7 with interview) ->

- _____ Regular Admit (required min. mean)
- _____ Conditional Admit (cond.mean/GPA)
- _____ Non-Admit (1or+ non-admit; <cond. Mean)

- _____ Regular Admit (required min. mean)
- _____ Conditional Admit (cond.mean/GPA)
- _____ Non-Admit (1or+ non-admit; <cond. Mean)

| | Master's | Specialist's | |
|---|----------|--------------|--|
| Record mean (total pts / 6 without interview / 7 with interview) -> | | | |
| _____ Regular Admit (required min. mean) | 3.00 | 3.25 | |
| _____ Conditional Admit (cond.mean/GPA) | 2.75-2.9 | 3.0-3.24 | |
| _____ Non-Admit (1or+ non-admit; <cond. Mean) | <2.50 | <3.00 | |

| | Master's | Specialist's | |
|---|----------|--------------|--|
| Record mean (total pts / 6 without interview / 7 with interview) -> | | | |
| _____ Regular Admit (required min. mean) | 3.00 | 3.25 | |
| _____ Conditional Admit (cond.mean/GPA) | 2.75-2.9 | 3.0-3.24 | |
| _____ Non-Admit (1or+ non-admit; <cond. Mean) | <2.50 | <3.00 | |

Reviewer #1 _____ Date _____

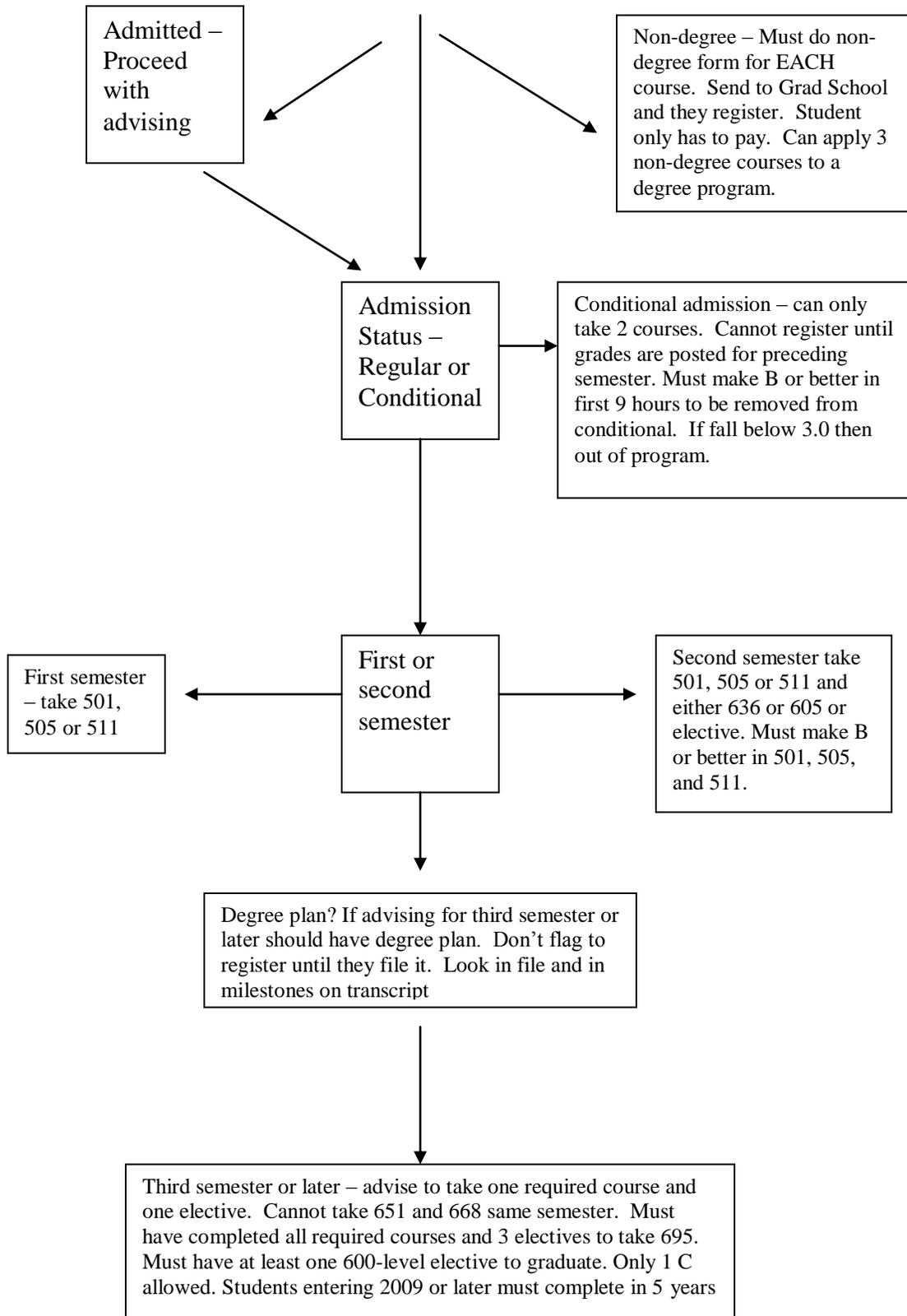
Reviewer #2 _____ Date _____

Comments/Notes:

Comments/Notes:

Appendix 5.4B: Graduate Advising – Decision Tree
Never Advise without Looking at Transcript

Admitted or Non-Degree?



OSI APPROACH

Office of Strategic Initiatives Newsletter



LIBRARY OF
CONGRESS

Inside this issue:

--Cover Story--

*HACU Interns Contribute
to the Library

*ITS Web Site Takes on
New Features

*GeoMAPP Adds Two
New State Partners

*OSI Group Learns About Digital
Libraries in North Africa

*Recycling Something Small
Does a Lot of Good

Employee Spotlight:

*Nat Gadson,
R&D Infrastructure

News Bytes:

*ITS Upgrades
Serena TeamTrack

*NDNP Expands
Chronicling America Web Site
*And more!

Wishing Them Well!

*Jack Liu

Closing Features:

*Office Supply Swap

HACU Interns Contribute to the Library

By: Patricia Camacho

The Office of Strategic Initiatives (OSI) recently welcomed six interns for the Spring 2011 semester from the Hispanic Association of Colleges and Universities (HACU), and so far, their experiences have been fulfilling and refreshingly diverse. This has been OSI's largest HACU intern group to date.



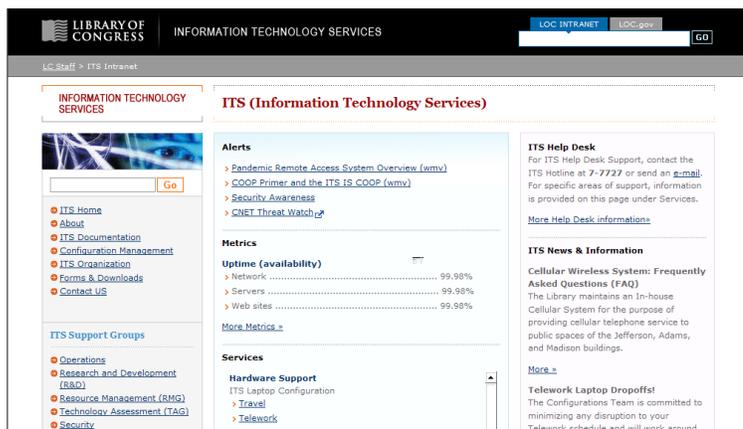
Pictured from left to right: HACU interns Armistead Reasoner, Patricia Camacho, Thomas Padilla, Lara Lookabaugh, David De Guzmán, Leysha López, and IU intern Domini Martin. Photo credit: Kristy Dyson

Patricia Camacho, a senior Journalism student from Universidad del Sagrado Corazón in Puerto Rico, has been working with Karen Caldwell while supporting projects such as the *OSI Approach*, the *OSI Annual Review*, and the OSI Telerwork Initiative. She has written articles for the February and March OSI newsletters, including newsbytes and an employee spotlight article. These articles required her to meet and talk with people in other areas of OSI. Patricia has written the intern welcome for the Web site and has edited content before it is published. She has participated in organizing this quarter's OSI All Hands Meetings, and has been the moderator for them as well. The *OSI Annual Review* is something she is particularly interested in, since she has been able to browse the Library's digitalized Prints and Photographs Online Catalog in order to help select the perfect images for the cover and interior.

Continued on page 4...

ITS Web Site Takes on New Features

By: Christi Casiano and Kim Dean



A screenshot of the ITS home page.

Now is the time to browse on over to the new ITS Web site, which has a sleeker design, more comprehensive features, and is even more inclusive of ITS materials, such as presentations, forms, videos, and other documents.

A major attraction is the full listing of ITS Support Groups. This section in the navigation pane allows visitors to access new pages that have introductions of each group, including contact information and relevant links.

Important updates were implemented on the ITS Documentation, ITS Organization, and Forms and Downloads pages. From now on, the ITS Documenta-

tion page will contain the latest *ITS Annual Reports*, which are provided to the Office of Communications for the *Annual Report to Congress*. Currently, the Reports for fiscal years 2009 and 2010 are available here for download. Additionally, up-to-date organization charts that reflect ITS management and staff structure have been added to the ITS Organization page. The Forms and Downloads page shows the most requested ITS forms in a cleaner chart format as well.

For those who seek the most popular ITS services, the home page's Services section has been revamped to highlight these services' respective pages and also lists critical information regarding the services offered during a Continuity of Operations Plan (COOP). Detailed content pages for Blackberry Services and Telework have been developed and added under Other Support Services within the left side navigation pane. The right side navigation pane has been designed to keep ITS staff informed through timely features, such as ITS News

Continued on page 7...

GeoMAPP Adds Two New State Partners

By: NDIIPP Communications Team

The Geospatial Multistate Archive and Preservation Partnership, a multistate partnership exploring ways to expand the capabilities of state governments to provide long-term access to geospatial data, has selected Missouri and Montana from a national invitation for bids to join the partnership as full partner states.

Missouri and Montana will join Kentucky, North Carolina, and Utah in the partnership, which began its National Digital Information Infrastructure and Preservation Program-funded work in late 2007 and will run through the end of 2011.

GeoMAPP brings together geospatial and archival staff in each state to identify, preserve, and make available temporal and superseded digital geospatial data with ongoing value.

Joining the project are the Missouri State Archives, the Missouri Geographic Information Officer, the Missouri Spatial Data Information Service, and the Montana State Library. In addition to housing the regular library collections, the Montana Digital Library Division also manages the Natural Resource Information System, which provides comprehensive access to information about Montana's natural resources.

GeoMAPP has already released a number of white papers and guidance documents, including an interim report and a guide to geospatial metadata, and is preparing to release further guidance on digital geospatial formats and business planning.

In addition to the full partners, GeoMAPP also has an informational partner program that provides a mechanism for sharing the project's findings as widely as possible in state government. Arizona and Mississippi recently joined the project as Informational Partners, bringing the total of informational partner states to 12.

OSI Group Learns About Digital Libraries in North Africa

By: Ellen O'Donnell

On January 24-25, 2011, the Office of Strategic Initiatives (OSI) participated in an international meeting, "Workshop on Digital Libraries for the Maghreb," held in downtown Washington. Several OSI staff attended to learn more about digital libraries, digital archives, and ICTs (information and communications technologies) in the Maghreb region of North Africa and to explore potential collaborative opportunities. One example of such a collaboration could be internships and/or fellowships in which the Library is a partner.

The workshop was organized by the Fulbright Academy of Science and Technology (FAST), an organization for alumni of the State Department's Fulbright Program of international scholarly exchange, and funded by the National Science Foundation (NSF). While there was a strong focus on science, the workshop was not exclusively on scientific topics.

What is the Maghreb? Sources do not always agree on a definition, but for purposes of the workshop, the Maghreb was defined as five countries in North Africa: Libya, Algeria, Tunisia, Morocco, and Mauritania. The Fulbright Academy noted that this list did not include the Western Sahara, which is a disputed territory. "Maghreb" is an Arabic word meaning "the West."

To compare a bibliographic source, *The Columbia Gazetteer of the World* defines the Maghreb as "northwest Africa between Egypt (east) and the Atlantic Ocean (west), and [between] the Mediterranean Sea (north) and the Sahara Desert (south); specifically, the Atlas Mountains generally applied to Morocco, Algeria, Tunisia, and Libya." *The Gazetteer* also includes Spain during its period of Muslim domination.

The Maghreb might be described as a world crossroads. Its population is very diverse for historical reasons, including, as the *Encyclopædia Britannica* notes, the many invasions the region has experienced since ancient times—e.g., by the Phoenicians, Romans, Arabs, Christians, and French. Today, the region's many languages include Arabic; French; Berber dialects, Italian, English; Spanish; Pulaar; Soninke; Hassaniya; and Wolof (according to a Web site of the U.S. Africa Command).

Among recent U.S. Federal outreach to this part of the developing world was President Obama's speech, "A New Beginning," given in Cairo, Egypt, in June 2009, which addressed America's relationship with Muslim-majority countries. As part of his vision, the President expressed an intention to work with those countries to support technological development, transfer of ideas, and scientific excellence. One of the outcomes is that two Federal agencies in 2010 allocated \$1.5 million for establishment of a digital science library in the Maghreb region.

The NSF also awarded three grants since 2005 for workshops on digital libraries in North Africa and the Maghreb. Steve Griffin, on detail from NSF to OSI, is the program officer for these grants. "International collaborative work involving institutions and scholars has long been a successful means for creating and sharing knowledge," he says. "Many participants at the 2011 workshop expressed the view that the recent dramatic events unfolding across the Maghreb further indicate a pressing need for new information and communications infrastructures. These, they say, should be freely available to all, and would help in fostering a deeper understanding of culture heritage and identity, and with that, a fuller appreciation of shared human experience."

Topics that the workshop participants explored included:

- Building the information infrastructure in the region
- Advancing the digital scanning and preservation of artifacts, documents, data, and other materials, for cultural history purposes and for use by scholars and researchers
- Enabling open access to resources, including by the public, not just elite audiences
- Training "informationists," defined for the workshop as "librarians, publishers, IT professionals, and others"
- Increasing the dissemination and exchange of knowledge, expertise, research, and literature
- Uniting currently existing but disparate initiatives, programs, policies, etc.

Continued on page 9...

HACU Interns *continued from page 1*

David De Guzmán is a Computer Science senior at California State University, Fullerton and is working as Project Support Assistant within the Web Services Division, helping to publish the “Coast to Coast: Federal Theatre Project” exhibition online through myLOC.gov. David has finished creating a scroller interface for which he learned how to use CSS and JavaScript syntax. He will soon begin to assist in developing an inventory application for the Web sites that the Library owns or is in charge of, such as the Facebook page or myLOC.gov. David is working with Bill Kellum, Rohit Gupta, and Laura Moiseev, and is excited to take part in the Library’s professional environment. “The Library is full of great employees and learning experiences I could only hope to get anywhere else,” he says.

Lara Lookabaugh is a master’s degree student in Library and Information Studies and is working in Digital Preservation Outreach and Education (DPOE) with Barrett Jones. While she has been attending meetings and writing content for the upcoming DPOE Web site, she has kept busy with a variety of projects. Lara is creating a system for monitoring news in Digital Preservation using social media and Web 2.0 tools, and has set up delicious.com, Net Vibes, and Google accounts. She is compiling the pertinent news items in weekly e-mails to members of OSI. Lara is also working on scheduling short, weekly information sessions for interns and OSI staff members in which presentations are given about different topics, highlighting the wide range of

knowledge within the Library’s staff.

As a Public Relations major, Leysha López, an undergraduate student at the University of Puerto Rico, feels that the Office of Special Events and Special Programs is the ideal match for her professional interests. She works under the supervision of Mary Rhoads and has learned exactly how much detail goes into planning a special event at the Library. She is currently creating a new Web site for the office, and has been working closely with the Web Services Division, along with continuing to work on the Web site’s layout. Her new project is geared towards receiving feedback from the Library’s special event clients using the Survey Monkey tool.

Thomas Padilla is a History major at San Francisco State University. He is working in the Educational Outreach Office with Anne Savage. He just completed writing the first evaluative report of the Library’s LOC Box program. Thomas has also been developing content for professional development activities, as well as a new online primary source set to be used by teachers across the country. In addition, he has been tasked with compiling a list of potential fine arts institutions to join the Teaching with Primary Sources (TPS) Consortium. During his semester here, he will create a TPS Educational Consortium FY11/FY12 Project Overview.

Continued on page 7...

Domini Martin - IU’s Washington Leadership Program Participant

Domini Martin is a junior at Indiana University (IU) at Bloomington, majoring in Legal Studies and minoring in French. She is an intern at OSI, working with Kris Nelson and George Coulbourne, and was accepted through the Washington Leadership Program. This program is exclusive to IU Bloomington, and as a member of the School of Public and Environmental Affairs, she is especially excited about the opportunity to live and work in Washington, D.C.

During her internship, Domini has written briefs on different organizations, researched federal grant programs, and helped plan travel budgets. She has also performed advanced formatting for program documents and manuals and is currently creating an intern information database for future OSI use. Domini is pleasantly surprised about the diversity of the Library’s staff members, she says, “I love to read, I love books and writing, and I never thought someone who wasn’t a Library Science major could work at the Library of Congress. I’m excited that a variety of many different talents can help make the Library a better place.”

LIS & THOMAS Amended

By: Tammie Nelson

On January 27, 2011, a representative of the House Leadership requested that the Law Library modify THOMAS, the Library Web site that delivers legislative data to the public, to include links to Constitutional Authority Statements for each bill (H.R.) or joint resolution (H.J.Res.) brought to the House Floor. This request generated a collaborative effort between several groups within the Library (ITS, Congressional Research Service, Law Library, Congressional Relations Office), the Government Printing Office, and the Clerk of the House. The result of this collaboration was a joint agreement on February 4 to a requirements document detailing a change to both LIS, the legislative system used by Members and Congressional staff, and THOMAS. Because of the request's high priority, ITS expedited the work and was able to develop, fully test, and successfully deliver this change to LIS and THOMAS by February 17. The ITS R&D CRS Team who worked on this project included My-Hanh Pham, Mike Newman, and Tammie Nelson.

ITS Upgrades Serena TeamTrack

By: Bruce Blest

Information Technology Services (ITS) has organized a team to perform a system upgrade for Library Services (LS) from Serena TeamTrack to Serena Business Mashups. For the past several years, LS has been tracking their request tickets through Serena TeamTrack, which performs the same function that the Remedy system performs for ITS. This upgrade will take advantage of the full-featured mashup management tool that provides the ability to create business processes that pull and manage information from different sources. Business mashups solve business problems that are typically process-driven. Currently, the project team, which includes Kaushi Belani, Bruce Blest, Seth Dapaah, Annie Goshay, Jack Liu, and Monica Ureta, is staging the database for deployment. Installing the new system upgrade in production will involve coordination with Library Services to ensure that the old system is taken off-line as the new system deploys on-line.

The Library of Congress at SXSW® 2011

By: NDIIPP Communications Team

For the second year in a row, Library of Congress staff from the Copyright Office, the Recorded Sound Section, and the National Digital Information Infrastructure and Preservation Program (NDIIPP) will participate in the South by Southwest® (SXSW®) Conferences and Festivals 2011 in Austin, TX. The Library will host a booth at the event's trade show, from March 14 through March 17, spanning all three conferences (Interactive, Film, and Music). Visitors to the Library's booth will learn how to legally protect their work, become part of the national collection, and explore ways to keep their digital music safe for the long-term. The Library will also moderate a panel, "How To Keep Your Digital Music Flowing," where OSI's Butch Lazorchak will act as moderator. The panel brings together a collection of music industry veterans to discuss some of the core issues around maintaining the long-term accessibility of digital materials and will share "good enough" practices on how to leverage digital music workflows for accessibility and preservation for a general audience of music creators, consumers, and stewards.

NDNP Expands Chronicling America Web Site

By: Leslie Johnston

On February 14, 2011, the National Digital Newspaper Program (NDNP) added 178,000 pages to the Chronicling America Web site, which now provides access to over 3.3 million pages of historic newspapers for searching and viewing. The program is also preparing a new interface for the site, which will add new search and browse features, in addition to a new overall design.



Employee Spotlight

Nat Gadson Systems Analyst

By: Patricia Camacho

It is truly an understatement to say that Nat Gadson is an interesting member of Information Technology Services (ITS). If the walls surrounding the cubicles on his desk could speak, there would be fascinating stories from the span of the 43 years he has been at the Library. Fortunately, the Library has Nat as a superb source. The Washington, D.C. - born and raised Project Manager (PM) in the Research and Development Infrastructure Group brings enterprise applications into production. He works on multi-year projects by taking legacy applications and putting them onto the same platform database using Integrated Workplace Management System (IWMS) software, so that staff can more easily share information. To accomplish this task, Nat currently manages replacement systems being developed under the Facilities and Asset Management Enterprise (FAME) umbrella. These systems include the Asset Management Tracking System (AMTS), Computer Automated Facilities Management (CAFM), Space Planning Office Move/Add/Change/Delete (MACD) System, the Demand Work Order System (which replaces the Facilities Automated Services Tracking (FAST)) system, the Parking Program Management System (PPMS), and the Transportation Reservation Information Program (TRIP). He also assists in the Computer Aided Design system currently used by Facilities Design and Construction, and has completed projects for the Copyright Office and Congressional Research Services.

Nat began working at the Library while he was in high school, and worked here throughout college as well. He attended Georgetown University and Lear Siegler Institute for his associate's degree, and Strayer University for his bachelor's degree in Data Processing Management. Even though he initially applied for a position in the IT Department after he completed college, Nat was hired to work on the Deck instead. It was only after he left the Library for a few years that upon returning, he began working in IT. Over the years, Nat has also helped to set up imaging systems for the Senate and House.

According to Nat, of all the memorable experiences in his years at the Library, there are two which stand out the most. In 1992, an LOC team had a meeting with the Russian government and its counterpart to the Librarian of Congress for the National Library of Russia, Dr. Rudolf Germanovich Pikhov. The group was performing a demonstration for digitalizing and searching for data, and showed how to convert images into text. Dr. Pikhov then offered them a copy of the Communist Party archives and asked for them to be made available online and accessible to the people of Russia. Another special moment for Nat was when he was part of a group who collaborated with the Law Library staff and a group of South American countries and placed digitizing equipment in these countries. This project became the Global Legal Information Network (GLIN).

Something many people may not know about Nat is that he married his college sweetheart, Theresa, almost 40 years ago, and that they are both licensed foster parents to children of all races and backgrounds, which he says is very rewarding. Theresa and Nat treat them as if they were their birth children, and their home is the one that everyone always requests. Nat says that he has helped raise children from all backgrounds, "white, black, and Hispanic...and kids are kids, they just need someone to understand them and love them." He has five grandchildren, and the sixth is on his way. Nat is also an experienced golfer and bowler, and is a fan of traveling. His favorite place so far has been Kona, Hawaii, because it has every type of climate, and this year he plans to go to Alaska to see the glaciers.



Nat Gadson walking through the Great Hall of the Thomas Jefferson Building. Photo credit: Kristy Dyson

Nat Gadson continued from page 6



Nat Gadson's extended family has grown in the past year.

Nat is truly full of wisdom, and it does not take a genius to know that with all of his years at the Library, he has not only acquired stories, but invaluable experiences and wisdom as well. He is a valuable primary source of the Library's history in the past four decades, and, as he said, his focus is on "knowing you've made a positive impact and made a few people's lives a little bit better."

.....
HACU Interns continued from page 4

Armistead Reasoner is a Library and Information Science graduate student at the University of Southern Mississippi, and he is working in DPOE with Diacorda Amosapa and Barrett Jones. He has been writing biographies of the DPOE steering committee members, refining the DPOE timeline, writing a brief history of the DPOE initiative, and briefing Diacorda Amosapa, Barrett Jones, and George Coulbourn regarding steering committee research. Over the past weeks, he has been conducting research on how multi-sector steering committees operate and interact with working groups. Armistead's latest project includes recruiting staff members to participate in information sessions with the OSI interns, in order to highlight the range of staff expertise at the Library.

The interns are currently working on a group project collaboratively, which entails creating a Facebook page for recruiting future interns, as well as making a video highlighting the different internship opportunities available at OSI. Each one of them will have an essential role in the end result. This will undoubtedly, in addition to their everyday duties, keep them busy and allow them to substantially contribute to the Library of Congress' missions and goals.

.....
ITS Web Site continued from page 2

& Information, ITS Employee Updates, and Recent Presentations. Staff members can submit information that qualifies for these categories to Lisa Phillips, Chief, ITS Digital and Web Initiatives at lphillips@loc.gov.

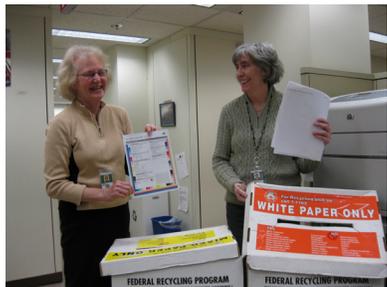
All of ITS can be congratulated for the redesign of the ITS Web site. Every group contributed information to assist Michael Smallwood (ITS Digital and Web Initiatives) and Kim Dean (ITS Helpdesk/Integration Services), in reorganizing and collecting new content to establish a site that enables users to effectively arrange delivery of ITS products and services, moreover, providing outstanding customer service to any Library staff in need of technical support.

Recycling Something Small Does a Lot of Good

By: Jane Mandelbaum

We need your help with recycling "stuff" in our spaces!

The Library receives money back from recycling of paper, laser cartridges, and beverage containers. This money gets used for support and staff for the LC Wellness Center in the Adams building. If we recycle more, then more money is available for the Wellness Center, and more money is available to provide more recycling bins, etc.



OSI/ITS staff Janna Marchione and Mary Donovan are dedicated recycling advocates; here shown celebrating renewed enthusiasm about recycling.

Photo credit: Jane Mandelbaum

[So what do we need from you?](#)

Here are the highest priority things you can do, in order:

RECYCLING ON A DAILY BASIS

1. Recycle as much white paper as possible in the cardboard bins marked White Paper Only. White paper makes the most money for the Library. It is very important that only white paper go into those bins. One piece of non-white paper will contaminate an entire bin.

What is white paper? Anything printed or copied on an LC printer or copier (color printing is OK) on standard paper stock, assuming the base paper color is white; lined notebook paper pages (no bindings), assuming the base paper color is white; index cards, assuming the base paper color is white; copies of the *Gazette*; and staples and paperclips are OK if they are still attached to the paper.

What is not white paper? Colored Post-it® notes; magazines; slick or glossy items (like brochures); newspapers; papers with significant coffee stains or food stains; cardboard backings of notebooks; and paper folders.

2. Put your empty beverage containers (water bottles, soda bottles, cans, glass bottles) in the blue plastic containers in OSI (in all areas except LA 314, where a labeled white cardboard box plays the part of a blue plastic container), ITS, or in the cafeteria and snack bar.

3. Put your newspapers in the cardboard boxes marked Newspapers. Please do not put newspapers in the White Paper Only boxes.

4. Put any unidentifiable paper into the Mixed Paper bins. This includes any and all magazines, slick or glossy items, brochures, phone books, folders, cardboard, etc. These items can have bindings of any kind.

5. Laser printer cartridges. ITS collects cartridges in the LM G-02 (next to the Computer Room entrance). In the OSI 6th floor Madison area, there are cardboard boxes for cartridges near the printer areas. In LA G-06, there is a box in the room with the microwave and fax machine. In LA 314, there is a box for cartridges near the entrance.

If you have any questions about specific items, please see Jane Mandelbaum or leave the item in her office. Jane has been spending some time each week with one of the Chimes recycling collectors in ITS, so she can identify which items they consider acceptable for each category of paper.

[Unsure or anxious about what to do?](#)

If you are unsure, it is better to put something in Mixed Paper, rather than White Paper.

Chimes staff are being very conscientious about identifying and picking up recycling, so we would like to do our part to make their work go better.

[Read about the Office Supply Swap on page 9.](#)

Wishing Them Well!

By: Monica Ureta

▪**Jack Liu** retired from the Library on December 31, 2010 after over 32 years of federal service. He was a Systems Programmer in the ITS Enterprise Systems Engineering group. During his tenure, Jack was responsible for providing operations and maintenance support to a number of application servers that host the Serena PVCS applications used by service units within the Library. One of his significant accomplishments was participating in the implementation of the architecture that enables the Serena PVCS application. This application supports the Library's financial system to be migrated into a secure environment. Jack will be remembered by his colleagues for his many years of excellent service and professional friendship. He always greeted everyone with a smile. Upon retirement, Jack plans to travel and spend more time with his family.



Jack Liu

Digital Libraries for the Maghreb *continued from page 3*

- Aiming toward more self-reliance, independence, and future sustainability in related projects
- Advancing scientific, research, government, and academic communities through these efforts

At the time of the workshop, a period of major political and civil uprising had just begun in Tunisia and would soon move across the Arab world. This development formed a compelling backdrop to the meeting.

Laura Campbell was the lead OSI representative to the workshop. She notes, "OSI seeks new ways to use new technologies and to cooperate or collaborate with institutional partners that have similar interests. One relevant area is dialogue and exchange with persons and organizations interested in digital technologies, digital preservation, and cultural heritage issues worldwide. With respect to the Maghreb region, OSI can foresee potential benefits from a more robust infrastructure in and engagement with this region, including with its significant cultural heritage."

Sixty-two participants from eight countries participated in the 2011 workshop. One-quarter were international, including from the Maghreb and countries adjacent to it. In addition to the Library, the nine other Federal participants included the Department of State, the Agency for International Development, the Institute of Library and Museum Services, and the Smithsonian Institution. Nongovernmental organizations included schools of library and information science, UNESCO, the Internet Archive, Internet2, and others.

Several OSI staff developed a white paper posted in a scholarly collection on the Web for the workshop. If you would like to read more about the event, including the official workshop summary, visit <http://www.fulbrightacademy.org/page/DL/index.v3page>.

Office Supply Swap

On Earth Day, April 22, the Recycling Committee will present an office supply swap table. Unwanted or surplus office supplies from offices around LC will be collected before the event, and then made available at the Earth Day event for potential reuse by others. There will be a general call before the event, so get your unused items ready.

As we get ready for spring, this is a good time to ratchet up what we do for the planet, ourselves, and future generations.



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI
Library & Information Science
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What is more important in a library than anything else - than everything else - is the fact that it exists.

-Archibald MacLeish

Detailed Assessment Report
2010-2011 Library and Information Science MLIS**

Mission / Purpose

The School of Library and Information Science is committed to preparing its students for careers as library and information science professionals by offering a curriculum that is grounded in the traditional knowledge and skill areas of library and information science as well as focused on the diverse challenges of the future. The program embraces the philosophy that library and other information professionals must be prepared to participate in leadership roles for their profession and communities of service, be able to adapt to dynamic work environments and engage in life-long learning. The preparation of such individuals involves two fundamental elements; preparing candidates with the necessary intellectual and technical abilities to serve in the field of library and information science, and providing candidates with the appropriate perspectives of ethical responsibility and respect for diversity.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

SLO 1: Knowledge of and Commitment to ethical practices

To foster and promote among master's degree candidates a knowledge of and commitment to ethical practice on the part of library and information professionals.

Related Measure:

M 1: Interpreting the Library Bill of Rights

Discuss and defend the articles of the Library Bill of Rights. Students write a scholarly essay with a minimum of 1500 words after reviewing the Library Bill of Rights and associated interpretations provided by the ALA. The students focus on evaluation of library collections, censorship and Recommendations for Challenged Materials. They must then locate an actual challenge or attempt to censor library materials (or restrict access) and explain how each of these sections relates to the challenge, or should have related to the challenge. The report is assessed using the writing rubric and assesses content based on the presence and quality of 1) An overview of the situation and material that was challenged (based on the documentation) and of the ALA stance on the issues (based upon the web pages and the documentation). 2) The completeness of the discussion of the implications for collection development or access with attention to a) if the challenge stands, and b) if the challenge fails. The last element assessed is the discussion of the implications for the larger community, schools, families, etc. a) if the challenge stands, and b) if the challenge fails. [LIS 511]

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

85% of students will achieve satisfactory ranking on the rubrics for interpreting the Library Bill of Rights.

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 86% (12 of 14) students achieved excellent ranking and 14% (2 of 14) achieved satisfactory ranking based on the Library Bill of Rights rubrics. Spring 2011: 89% (32 of 36) students achieved excellent ranking and 8% (3 of 36) achieved satisfactory and 3% (1 of 36) needed

improvement. Faculty member notes several students had problems with writing style instructions. Summer 2011: 100% (17 of 17) students achieved excellent ranking based on the Library Bill of Rights rubrics.

M 2:Develop balanced collection policies: group project

Develop policies for providing libraries and information centers with a variety of viewpoints through a balanced selection of materials and services and fostering the patron's right to read. As a team, students write a collection development policy with a minimum of 2000 words. The collection development policy is for a hypothetical library and must provide information about the following: 1. Overview a. Mission Statement b. Community Profile c. Patrons Needs Assessment 2. Goals a. By subject area or category b. By format 3. Selection Process a. Who selects? b. How are materials selected? c. Selection sources? 4. Miscellaneous Issues a. Gifts b. De-selection and Discards c. Evaluation d. Censorship issues e. Complaints f. Copyright 5. Provide citations for all sources consulted. [LIS 511]

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

95% of students (groups) should achieve satisfactory ranking according to the rubrics for the collection development policies.

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 100% of the groups achieved excellent or satisfactory against the collection development policy rubric. [4 groups of 4] 3 groups (75% 12 of 16 students) achieved excellent on the rankings for the collection development policy rubrics. 1 group (25% 4 of 16 students) achieved satisfactory ranking for the collection development policy rubrics. Spring 2011: 100% of the groups achieved excellent or satisfactory against the collection development policy rubric. [8 groups, 4 groups of 4 students and 4 groups of 5 students] 7 groups (86% 31 of 36 students) achieved excellent on the rankings for the collection development policy rubric. 1 group (14% 5 of 36 students) achieved satisfactory ranking for the collection development policy rubrics. Summer 2011: 100% of the groups achieved excellent or satisfactory against the collection development policy rubric. [6 groups, 5 groups of 3 students and 1 group of 2 students] 4 groups of 3 and 1 group of 2 (82% 14 of 17 students) achieved excellent on the rankings for the collection development policy rubric. 1 group of 3 students (18% 3 of 17) ranked satisfactory.

SLO 2:Knowledge of the basic tenets of reference, collection development and cataloging

Master's degree candidates demonstrate knowledge of the basic tenets of reference through participation in the resolution of patrons' information problems, recognition of collection development/management of materials and information, management of libraries and other information agencies, and apply basic concepts and practices of cataloging. Candidates identify basic library and information science problems in the context of the mission of their parent institution and demonstrate creativity and initiative in their solution.

Related Measure:

M 3:Application of the information process: reference support

Demonstrate the role of the library and of the librarian in the information process: Students analyze hypothetical reference questions, identify key concepts for

searching reference materials, identify possible useful sources, and evaluate the effectiveness of the transfer of that information.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

90% of students will achieve satisfactory ranking against the reference question rubric.

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 91% (32 of 35) students achieved satisfactory ranking against the reference question rubric. 9% (3 of 35) were ranked as not acceptable. Spring 2011: 95% (37 of 39) students achieved satisfactory ranking against the reference question rubric. 5% (2 of 39) were ranked as needing improvement. Summer 2011: 92% (11 of 12) students achieved satisfactory ranking against the reference question rubric. 8% (1 of 12) were ranked as not acceptable.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Video or audio demonstrations

Established in Cycle: 2010-2011

In future Students will model the reference process using videotape or audiotape to provide a demonstration of an example intera...

M 4:Procedures and policy for collections

Identify and develop procedures and policies for analyzing needs and providing a collection and services to meet those needs.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

90% of the students achieve satisfactory rankings against the community analysis rubric. Students analyze a community setting to develop the information necessary to establish appropriate service and collection policies and write a community analysis report. The community analysis requires 1) a description of the library, 2) details of the demographic and socio-economic characteristics of the library patrons and of the community it serves, 3) specific details of any focused service or community needs, 4) explanation of the sources of the data collected.

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 100% (14 of 14) students achieved satisfactory ranking against the community analysis rubric. Spring 2011: 97% (35 of 36) students achieved satisfactory ranking against the community analysis rubric. 3% (1 of 36) ranked as needed improvement. Summer 2011: 100% (17 of 17) students achieved satisfactory ranking against the community analysis rubric.

M 5:Cataloging: Organization and services

Demonstrate ability to organize materials and services so that they are readily accessible to the public being served by a library or information center.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

80% of students will achieve satisfactory performance of organizational activities related to the assignment rubrics

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 96% (27 of 28) students achieved satisfactory rating compared to the assignment rubrics. 4% (1 of 28) needed improvement. Spring 2011: 100% (29 of 29) students achieved satisfactory rating compared to the assignment rubrics. Summer 2011: 92% (11 of 12) students achieved satisfactory rating compared to the assignment rubrics. 8% (1 of 12) rated as unacceptable.

SLO 3: Professionalism

Master's degree candidates understand and appreciate the importance of professional organizations, continuing education, the evolution of libraries, and the library profession in the context of social and cultural diversities.

Related Measure:

M 6: Management of libraries and other information centers

Recognize, develop, evaluate, and discuss the elements of management theory, including goal setting, budget and fiscal management, collection management, program planning, implementation, and evaluation. Through professional readings and written analysis students will develop an understanding of the philosophy and principles of contemporary management theories, specifically their relevance to the management of libraries and other information centers.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

90% of students will achieve satisfactory ratings against the rubrics for written analyses of articles from the professional management literature.

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 95% (19 of 20) achieved excellent or satisfactory ranking against the analysis rubric. 90% (18 of 20) achieved excellent and 5% (1 of 20) achieved satisfactory. 5% (1 of 20) ranked as needing improvement. Summer 2011: 100% (26 of 26) students achieved excellent ranking against the analysis rubric. Spring 2011: related course not taught

M 7: Professional concepts

Students examine and discuss the impact of the Library Bill of Rights and its significance to the past, present and future of library and information science to define a political image of librarianship in relation to censorship, filtering, the freedom of information and services to communities. Assessment considers the completeness of the discussion of the concept definition related to censorship and The Library Bill of Rights; issues including filtering, freedom of information access, and service to communities will be addressed.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

85% of students' analysis of the impact of the Library Bill of Rights on librarianship will rank satisfactory on the rubrics.

Findings (2010-2011) - Achievement Target: Met

Spring 2011: 88% (22 of 25) students achieved satisfactory ratings on both content analysis and concept analysis scales on the rubrics, while 12% (3 of 25) were rated as unacceptable on content and concept analyses on the rubrics. Summer 2011: 94% (16 of 17) of students achieved satisfactory ratings on both content analysis and concept analysis scales on the rubrics, while 6% (1 of 17) rated needs improvement on concepts. Course where this assessment resides was not offered in fall 2010 [LIS 636]

SLO 4:Research foundations

Master's degree candidates demonstrate an understanding of scientific research, its role in building a knowledge base in library and information science, and demonstrate knowledge about research methods applicable to library and information studies and the ability to identify and apply appropriate research methodology to specific problems in library and information science.

Related Measure:

M 8:Essential research

Students demonstrate an ability to identify and apply appropriate research methodology to specific problems in library and information science.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

85% of students achieve satisfactory ranking against the research proposal rubric.

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 95% (20 of 21) achieved satisfactory ranking against the research proposal rubric. 5% (1 of 21) ranked as unacceptable. Spring 2011: 96% (25 of 26) achieved excellent or satisfactory ranking against the research proposal rubric. 4% (1 of 26) ranked as unacceptable. Summer 2011: 88% (15 of 17) achieved satisfactory ranking against the research proposal rubric. 12% (2 of 17) ranked as unacceptable on the proposal rubric.

M 9:Master's research project

Students demonstrate an understanding of the process and role of research in the field of library and information science through the completion of a quality research document appropriate to the field. The process includes submission of a proposal beyond the research proposal for the LIS 668 Research Methods course, and requires all the elements of a research article. Evaluation of the capstone Master's Project is by a student selected committee against the proposal and project rubric, and the student's own proposal design. Rubrics are scaled as good (clarity in presentation and compliance with good research approach), requires improvement (less clarity in presentation and compliance with good research approach), or unacceptable (unacceptable presentation, lack of good research approach).

Source of Evidence: Project, either individual or group

Achievement Target:

95% of students achieve satisfactory against the rubric for the Master's Project as determined by at least two faculty evaluators.

Findings (2010-2011) - Achievement Target: Met

Fall 2010: 100% (23 of 23) achieved satisfactory ranking against the rubrics for the Master's Project as determined by two faculty members. Spring 2011: 100% (17 of 17) students that completed the project achieved satisfactory ranking against the rubrics for the Master's Project as determined by two faculty members. Three students did not finish in spring and carried over into summer. Summer 2011: 100% (14 of 14) students that completed the project during summer achieved satisfactory rankings against the rubrics. One student enrolled in summer did not finish in summer and will carry over into fall. Two of the three carry over students from spring completed and achieved satisfactory ranking. One of the students that did not complete in spring did not attempt to complete in summer.

SLO 5:Technology literacy

Candidates develop an awareness of the effects of technology on all library and information centers' operations and participate in technology applications to advance their skills and experiences.

Related Measure:

M 10:Technology and organizations

Candidates analyze new developments in information technologies and the ways in which these impact provision and usage of information on the part of professionals and patrons and demonstrate an understanding of the effects of technology on communication and organizational structures.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

90% of students should achieve a satisfactory rating based on the rubrics for analysis and reporting on professional reading and research activities in LIS 605 Library Management and LIS 651 Introduction to Information Science assignments. Assessment requires students demonstrate an ability to analyze, evaluate, and compare published reports of research studies in library and information science and in disciplines other than library and information science.

Findings (2010-2011) - Achievement Target: Partially Met

Fall 2010: 95% (19 of 20) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. 5% (1 of 20) students was rated as unacceptable. (LIS 605) Fall 2010: 91% (21 of 23) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. 9% (2 of 23) students were rated as needing improvement. (LIS 651) Spring 2011: 88% (15 of 17) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. 12% (2 of 17) students were rated as needing improvement. (LIS 651) [LIS 605 was not offered in Spring 2011] Summer 2011: 100% (26 of 26) students achieved a satisfactory rating based on the rubrics for analysis and reporting on

professional readings and research activities. (LIS 605) Summer 2011: 50% (8 of 16) students achieved a satisfactory rating based on the rubrics for analysis and reporting on professional readings and research activities. 50% (8 of 16) students rated as unacceptable. (LIS 651)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

re-evaluate course syllabi for clarity of instruction and rubric construction

Established in Cycle: 2010-2011

LIS 651 Introduction to Information Science involves multiple topics including readings and assignments covering the historical ...

M 11:Technology tool assessment

Students utilize a variety of essential technologies to develop technology literacy appropriate to the library information science field.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

90% of students will demonstrate satisfactory technological literacy through their use of a variety of current technologies, such as search engines, websites/webquests, pathfinders, blogs, wikis, task software such as Catalogers Desktop, ClassWeb, WebDewey, RDA toolkit, Lexis-Nexis, Credo, DIALOG, presentation software, wordprocessors, spreadsheets and other course identified software.

Findings (2010-2011) - Achievement Target: Not Met

Fall 2010 Spring 2011 Summer 2011

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Detail* section of this report.

Addressing an implementation failure

Established in Cycle: 2010-2011

No data was collected from the courses specific to technology use during this cycle. Faculty are currently identifying specific ...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Technology preparation perception

Two of three survey exit survey responses that did not achieve target were related to student perception of technology preparation. Library Information Science has very dynamic evolving technology systems and structures, Second Life, Blogs, Wikis, Gaming etc. We need to increase proactive technology engagement in the courses for the students. Sometimes being on the bleeding edge

Established in Cycle: 2007-2008

Implementation Status: Finished

Priority: High

Implementation Description: spring 2009

Responsible Person/Group: Curriculum committee/technology committee

Additional Resources Requested: time and emphasis on Web 2.0, Library 2.0 technologies, and evaluate Library 3.0 possibilities

Implementation Notes:

10/1/2011 technology has been integrated into all courses and is an element for review in the annual curriculum review.

cataloging re-enforcement

Overall 88% (178 of 103) of the 09-10 students satisfactorily completed these tasks as compared to the appropriate rubrics. However, the LIS 505 09-10 findings: 72% (50 of 69) students Created correctly constructed catalog records, with correct classification and subject headings, was below that target of 85% satisfactory completion. Faculty commented that the students that did not achieve appropriate rubric scores were not following instructions or not employing the appropriate tools for the assignments. Faculty will be concentrating on providing more instructional detail and guidance as well as emphasizing the appropriate tools for completion.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Implementation Description: Faculty will modify course instructions and increase emphasis on appropriate tools. Also, will require more exercises with these tools.

Responsible Person/Group: faculty teaching LIS 505 cataloging and classification

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Established in Cycle: 2010-2011

Implementation Status: Terminated

Priority: High

Addressing an implementation failure

No data was collected from the courses specific to technology use during this cycle. Faculty are currently identifying specific technology tasks to be assessed. Faculty have also requested a modification to the MLIS program to require one of the five electives be selected from one of three very technology focused courses, LIS 516 Media Utilization, LIS 557 Computers in Libraries, LIS 558 Internet Resources for Librarianship. Specific technology tasks in the core courses will also be identified and a clarification of assessments designed.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Technology tool assessment | **Outcome/Objective:** Technology literacy

Implementation Description: The revised rubrics and clarification of technology assessment points are to be in place before the beginning of Spring 2012 semester.

Completion Date: 01/14/2012

Responsible Person/Group: Faculty, Curriculum Committee, Director

Additional Resources Requested: none

Budget Amount Requested: \$0.00

re-evaluate course syllabi for clarity of instruction and rubric construction

LIS 651 Introduction to Information Science involves multiple topics including readings and assignments covering the historical development of technology and its impact on library and information science. Students read, analyze related historical research in the areas of communications, electronics, computer science and other allied disciplines that contribute to the modern library and information science center and its mission. Students also create literature reviews, and research proposals based on these readings. Faculty have determined the course needs to be re-evaluated to determine whether the content is too concentrated for one course, or if the instructions and rubrics are insufficient to support the students.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Technology and organizations | **Outcome/Objective:** Technology literacy

Implementation Description: curriculum committee will review the syllabus and all documents of the last reporting cycle to determine the appropriate course of action. At the same time student progress in the current offering will be very carefully monitored for symptoms of correctable issues.

Completion Date: 08/14/2012

Responsible Person/Group: Curriculum Committee and LIS 651 teaching faculty

Budget Amount Requested: \$0.00

Video or audio demonstrations

In future Students will model the reference process using videotape or audiotape to provide a demonstration of an example interaction.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Application of the information process: reference support |

Outcome/Objective: Knowledge of the basic tenets of reference, collection

development and cataloging

Implementation Description: For the fall 2011 spring 2012 summer 2012 period. Trail runs will be undertaken in fall 2011 with full implementation in spring 2012

Responsible Person/Group: Course instructor

Additional Resources Requested: none

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

Our students are performing well. Continued refinement of rubrics, instructions, increased resources to support lecture and students activities such as access to cataloging software and more electronic resource support from the library have contributed to this continued performance.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

Faculty feel that more work is needed to refine rubrics and clarify assessments. After examining how the technology assessments were handled in the 2009-2010 cycle faculty determined it would be better to have technology applications assessed in specific courses, rather than all technology activities across the curriculum . Though we integrated technology into the entire program we did not collect the assessment data for the 2010-2011 cycle. This will be remedied. The MLIS will now require that one of the five electives a student completes must be from one of the technology intense courses; LIS 516 Media Utilization, LIS 557 Computers in Libraries or LIS 558 Internet Resources for Librarianship. It is believed this will allow more focused assessment.

Annual Report Section Responses

Program Summary

The Master's of Library and Information Science program is accredited by the American Library Association, and is the only such program in the state of Mississippi, as well as one of only 62 ALA accredited MLIS programs in North America. Through the ALA accreditation we are also an NCATE recognized program to prepare school librarians. The School of Library and Information Science at The University of Southern Mississippi is one of only 16 American Library Association accredited programs that offer a fully online master's degree. The MLIS program produces professionals for all areas of the library/information fields; academic, public, school, archives, and special libraries all hire our graduates. Students from across the nation, including Hawaii and Alaska, participate in our MLIS program; we also have provided classes for students in Peru, Belize, India, England, Germany, Japan, and the Virgin Islands. We offer an online supplemental school library media specialist endorsement non-degree program that also attracts students from other states and other countries. In 2009-2010 we proposed and had approved a Graduate Certificate in Archives and Special Collections, which has attracted new students as well as alums. During four of the last five years, the MLIS has been the most frequently awarded master's degree at The University of Southern Mississippi, and was the second most frequent the other year. Master student enrollment during 2010-2011 was 152 in fall 2010, 154 in spring 2011 and 129 in summer 2011. Our graduates have gone on to graduate from doctoral programs at Urbana-Champaign, Rutgers, Simmons, University of Mississippi, Alabama, and others. The School has sponsored and directed the Fay B. Kaigler Children's Book

festival for the last 45 years. The festival attracts national attention and participants to the university for the Southern Mississippi Silver Medallion awarded annually for the last 44 years. The 2009 medallion winner was author Judy Blume, the 2010 winner was illustrator David Wiesner, the 2011 winner is Jane Yoland; all are recipients of multiple literary awards. They joined a long list of authors, illustrators and storytellers honored to receive the Medallion. The festival is one of the features of The University of Southern Mississippi that is nationally recognized in conjunction with the de Grummond Children's Literature Collection. The School of Library and Information Science has been a leader in the development and offering of online courses since offering the first online courses in 1995. The MLIS is the first approved online Master's degree program at The University of Southern Mississippi (2002). SLIS faculty members have participated in the pilots for WebCT, Horizon Wimba, Live Classroom, and Podcasting and continue to be active in testing new technology appropriate for our field. Our courses now include aspects of Web 2.0 and Library 2.0, including wikis, blogs, globs, social networking, and the evolving information technologies. The field of library and information science is a dynamic and evolving collection of many disciplines. Our students are prepared to work and excel in diverse venues, limited only by the imagination of the student. Our faculty have expertise in public, school, special and academic libraries as well as archives, museums, telecommunications, information science theory, digitalization, records management, distance education and more. The School of Library and Information Science engages in an ongoing self-review of all aspects of the program. As an American Library Association accredited program we report on our enrollments, student composition, activities, and budgets annually, and prepare a biennial overview report. We are conscious of the character and quality of our program as a component of retaining accreditation and presenting The University of Southern Mississippi in the best light. We will undergo our seven year accreditation review in February 2012. ALA accreditation is essentially a continuous process, but the seven year review involves a focused campus visit by an assessment team composed of practitioners, educators and administrators in our disciplines. The standards of our accreditation cover the I. Mission, Goals and Objectives of the program, II Curriculum, III Faculty, IV Students, V Administrative and Financial Support, and finally VI the Physical Resources and Facilities.

Continuous Improvement Initiatives

The entire assessment process must be handled as a continuous improvement initiative. We are striving to align all of our assessments with our mission, goals and objectives as linked to the American Library Associations' core competencies. We had hoped to accomplish this alignment in this cycle, but it will take several cycles to fully implement that redesign.

Closing the Loop

Two of three exit survey responses in the 2007-2008 cycle indicated student perception of technology preparation was weak. Since library and information science has very dynamic evolving technology systems and structures, e.g., Second Life, blogs, wikis, gaming, etc., we needed to increase proactive technology engagement in the courses for the students. The curriculum committee reviews the technology implementation in every core course annually. Technology has been integrated into all courses; students discuss and interact with Web 2.0, social networking, and Library 2.0 impact on the library. Students now use blogs, wikis, review gaming as a teaching tool and participate through the online courseware, Blackboard, in a wide number of technological tools: chat rooms, Wimba, podcasts, etc. Technology will continue to be a carefully monitored aspect of the curriculum and in fact we have petitioned to change our degree program so that students are required to take at least one of the technology intensive courses, LIS 516 Media Utilization, LIS 557 Computers in Libraries or LIS 558 Internet Resources. The review of the area will be ongoing but the action plan has been labeled

Appendix 5.4G

as finished. Cataloging was identified in 2009-2010 cycle as having weaker student performance than expected. Faculty modified course instructions and made additional cataloging software tools available, including Catalogers Desk. Student performance in the 2010-2011 cycle was improved, and this action plan labeled finished. However, faculty will continue to monitor the situation, providing more focus on tools and hands-on practice.

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| | LIS 642 LIS 656 | Lexis-Nexis, Credo EBSCOhost, DIALOG, ISI Web of Science, Lexis-Nexis, Westlaw |
| Require students to use technology hardware other than computers (examples, digital cameras, scanners, etc.) (Name specific hardware) | LIS 675: Metadata LIS 492/692: Programming | Scanner Digital cameras |
| Require an assignment that deals with technology trends (either general or specialized) | LIS 408/508, LIS 505, LIS 506, LIS 458/558 LIS 636 LIS 457/557 LIS 675: Metadata | 1000 word paper on a Web 2.0 application Paper on tech trend XML Editor, DC dots |
| Require specialized technology-related assignments/usage not included above (Please describe in an added narrative). | LIS 201 LIS 408/508 LIS 695 | Join academic or prof. listserv; file transfer using attachment and/or ftp Acceptable use policy CITI research ethics online tutorial |