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.

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

As discussed in Standard I, the MS program objectives, as updated by faculty in August 2010, state the following:

GSLIS graduates understand both the theory and the practice of library and information science (LIS): they have studied the foundations and principal ideas of the discipline, and they have been introduced to the values and expectations of the profession. We foster critical thinking about the literature of LIS and related fields, and we encourage high standards of professionalism and service. Our graduates are prepared to develop and evaluate resources and programs, and to understand the needs of many different kinds of users. Students who have completed our program are equipped to anticipate social and technological changes, and to promote change that advances the profession, improves technology, and encourages positive social transformation.

The MS curriculum provides a common foundation for all students, while accommodating students with diverse backgrounds and career objectives. There are two courses required of all students (15-20% of the hours needed to earn the degree). For the remaining 80-85% of credit, students may choose from a wide range of electives, with the option to further individualize their program of study by enrolling in a practicum, independent study, and/or thesis. As discussed in the responses to subsequent sections of Standard II, the curriculum continues to evolve as we seek to equip students to satisfy program objectives in emerging as well as well-established professional roles. The division of the faculty into seven instructional clusters is intended to ensure ongoing review of course offerings in each of seven areas by faculty with relevant expertise: history, economics, policy; information organization and knowledge representation; information resources, uses, and users; information systems; management and evaluation; social, community, and organizational informatics; and youth literature and services. Among the goals of these clusters is oversight of planning for that portion of the curriculum through review of syllabi for existing courses, consideration of proposals for new courses, recommendations on revision or deletion of existing courses, and articulation of prerequisites.

One dimension of evolution is the introduction of new courses as sections of LIS 590 Advanced Problems in LIS. Noting the proliferation of such courses, the Curriculum Committee in 2010-2011 undertook review of the 590 courses and submitted documentation for several courses that are of continuing interest and value to students to the Graduate College for regularization as official courses with distinct course numbers. We are committed to continuing this review and regularization.

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

As specified by the standard, the two required courses provide a strong foundation in their treatment “of theory, principles, practice, and values necessary for the provision of service in libraries and
The brief course descriptions provide an indication of the scope of each course:

**LIS 501 Information Organization and Access (4 graduate hours)**
Emphasizes information organization and access in settings and systems of different kinds. Traces the information transfer process from the generation of knowledge through its storage and use in both print and non-print formats. Consideration will be given to the creation of information systems: the principles and practice of selection and preservation, methods of organizing information for retrieval and display, the operation of organizations that provide information services, and the information service needs of various user communities.

**LIS 502 Libraries, Information and Society (2 or 4 graduate hours)**
Explores major issues in the library and information science professions as they involve their communities of users and sponsors. Analyzes specific situations that reflect the professional agenda of these fields, including intellectual freedom, community service, professional ethics, social responsibilities, intellectual property, literacy, historical and international models, the socio-cultural role of libraries and information agencies and professionalism in general, focusing in particular on the interrelationships among these issues.

While these two courses have been the required core for several years, they are regularly revised and updated based on student feedback and developments in the knowledge base and practice of the profession and related disciplines. For example, the faculty involved in teaching sections of 501 review topics covered, associated readings, and assignments annually and discuss whether updates or changes are needed. In May 2011 a subcommittee of the Curriculum Committee including two faculty who regularly teach LIS 502 reported on a review of the course with recommendations for some new topics and strategies for better coordinating content and teaching methods across sections. Although these two courses are not strict prerequisites for most other courses, the expectation is that they will be taken early in a student’s program of study. They provide a foundation of key concepts and exposure to issues that elective courses build on. They represent the content that the faculty feel all MS graduates, regardless of career objectives, should master.

Prior to academic year 2007-2008, on-campus sections of LIS 501 and LIS 502 were taught in a large lecture/small group discussion format, with the lectures team-taught by full-time faculty and the small group discussions facilitated by doctoral students. Seeking to improve the pedagogical effectiveness of these courses, in fall 2007 a change was made to offering sections for 25-30 students taught by full-time faculty whenever possible. LIS 501 is offered in the fall and LIS 502 is offered in the spring. LIS 501 on-campus instructors currently include Miles Efron, Les Gasser, and Allen Renear. LIS 502 on-campus instructors currently include Bonnie Mak, Terry Weech, and Kate Williams. Because MS students can begin studies in any semester, we have begun scheduling sections of 501 in spring and/or summer (taught by Kathryn La Barre) and of 502 in summer (taught by Terry Weech). LEEP students enroll in LIS 502 in an intensive on-campus session (commonly referred to as “bootcamp”) during the summer in which they begin the program. LEEP students then enroll in LIS 501 as their first online course the following fall. The LEEP sections of LIS 502 have been taught for several years by Leigh Estabrook and a team of four teaching assistants. Linda Smith has been the primary instructor of the LEEP sections of LIS 501 for the past few years; in fall 2011 Kathryn La Barre will also be teaching online with the goal of having more, smaller-sized sections. The listing below shows who has taught sections of the core courses in the period spring 2009-fall 2011 (OC=on-campus; LEEP=online).
502 Libraries, Information and Society

Full-time faculty
Bonnie Mak: Spring 2009 (OC); Spring 2010 (OC); Spring 2011 (OC)
Terry Weech: Spring 2009 (OC); Spring 2010 (2, OC); Summer 2010 (OC); Spring 2011 (2, OC); Summer 2011 (OC)
Kate Williams: Spring 2009 (2, OC); Spring 2010 (2, OC); Spring 2011 (OC)

Emeriti
Leigh Estabrook: Summer 2009 (2, LEEP); Summer 2010 (3, LEEP); Summer 2011 (3, LEEP)

Adjuncts
Scott Walter 502: Spring 2009 (OC)

Doctoral students [D’Arpa, Nappo, Roberts, Sweeney are Information in Society IMLS fellows]
Miriam Sweeney/Sarah Roberts: Spring 2010 (OC)
Chris D’Arpa/Ellen Rubenstein: Spring 2011 (OC)
Sarah Roberts/Caroline Nappo: Spring 2011 (OC)

501 Information Organization and Access

Full-time faculty
Kathryn La Barre: Summer 2009 (OC); Fall 2009 (2, OC); Summer 2010 (OC); Spring 2011 (OC); Fall 2011 (2, LEEP)
Miles Efron: Fall 2009 (OC); Fall 2010 (2, OC); Fall 2011 (2, OC)
Les Gasser: Fall 2010 (OC); Fall 2011 (2, OC)
John MacMullen: Fall 2009 (OC); Fall 2010 (OC)
Allen Renear: Fall 2011 (OC)
Linda Smith: Fall 2009 (3, LEEP); Fall 2010 (3, LEEP); Fall 2011 (2, LEEP)

Doctoral students
Thomas Dousa/Caroline Nappo: Fall 2010 (OC)

The Course Information section of the GSLIS web site has a full listing of available courses and course descriptions as well as the schedule of courses being offered in a given semester. Faculty for both on-campus and LEEP courses provide full course syllabus information online in the Moodle space created for each course for a given term. The audience for most GSLIS course offerings are students pursuing the MS. Some courses (numbered in the 200’s and 300’s) are exclusively for undergraduates; some courses (numbered in the 400’s) may enroll upper-level undergraduates as well as MS students; and doctoral seminars may be open to MS students with permission of the instructor. Each semester students can choose from a large number of electives, both regularly numbered courses and sections of LIS 590 Advanced Problems in LIS, the rubric for special topics courses when they are first introduced into the curriculum. Offerings for fall 2011 are typical:

- 3 300-level undergraduate courses
- 1 required MS course (with 5 sections for on-campus students and 4 sections for LEEP students)
- 26 elective on-campus courses and 35 elective LEEP courses [with possibilities for cross-enrollment of on-campus students in LEEP courses on a space-available basis]. Multiple sections of courses are scheduled when enrollment warrants.
- 3 doctoral courses, of which 2 allow enrollment by MS students with instructor permission
The requirements for the degree specify the allowable credit that can be taken in other departments at UIUC or transferred in from other universities. MS students may opt to earn up to 12 hours in graduate electives through other UIUC courses and/or request transfer of LIS coursework from an ALA-accredited master's program (maximum 8 hours) or, alternatively, graduate-level coursework from any accredited institution (maximum 4 hours).

Sources of evidence:
- GSLIS Course Information (http://www.lis.illinois.edu/academics/courses)
- GSLIS Course Catalog (http://www.lis.illinois.edu/academics/courses/catalog)
- Links to Course Timetables (http://www.lis.illinois.edu/academics/courses/timetables)
- Links to Weekly Schedules (http://www.lis.illinois.edu/academics/courses/schedules)
- Links to Course Syllabi (http://groups.lis.illinois.edu/advising/Recentcoursesyllabus.html)

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.

Combined, the two required core courses provide a strong foundation encompassing an introduction to the topics enumerated in this standard.

LIS 501 emphasizes information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, dissemination, and management.

The course description and objectives for LIS 501 Information Organization and Access state:

COURSE DESCRIPTION

Emphasizes information organization and access in settings and systems of different kinds. Traces the information transfer process from the generation of knowledge through its storage and use in both print and non-print formats. Consideration will be given to the creation of information systems: the principles and practice of selection and preservation, methods of organizing information for retrieval and display, the operation of organizations that provide information services, and the information service needs of various user communities. 501 aims to acquaint students with the principal problems of information organization and access, the main streams of thought, and the key thinkers and contributors. The material covered is broad in scope and applicable to a wide variety of settings and systems. The course emphasizes the central position of people, communities, and information users in problems of information organization and access. The central themes of the course are:

1) who uses information, how they use it, and what constraints shape their use of information;
2) how recorded knowledge can be organized and structured;
3) ways of providing access to the world's knowledge.

Through lectures, readings, writing exercises, and discussion, students will engage with concepts, theories, principles, and research on user communities, collections, retrieval and display of information, preservation, and general issues of access.

COURSE OBJECTIVES

1. To provide a foundation for further study in library and information science, including an appreciation for forms of systematic research in LIS.
2. To introduce central concepts, theories, principles, research issues, and people associated with the practice and study of information organization and access.
3. To advance a common set of ideas that help to define the profession's orientation toward problems of information organization and access.

The final project makes tangible the range of possible “recordable information and knowledge, and the services and technologies to facilitate their management and use.” It is a group project, with each group choosing a “genre” to investigate and identifying a context for their collection. The results of the final project are presented to the class as a whole. See Appendix G for the details of the Web-based Collection Report: Genre-specific considerations.

The course description and objectives for **LIS 502 Libraries, Information and Society** state:

**COURSE DESCRIPTION**

Explores major issues in library and information science professions as they involve their communities of users and sponsors. Analyzes specific situations that reflect the professional agenda of these fields, including intellectual freedom, community service, professional ethics, social responsibilities, intellectual property, literacy, historical and international models, the socio-cultural role of libraries and information agencies and professionalism in general, focusing in particular on the interrelationships among these issues.

**OBJECTIVES:** At the end of the course, the student will be familiar with:
1. The variety of library and related information agencies that exist and their missions and historical connections.
2. The definitions of what is an information professional and the role of differing information professionals in meeting the missions of these institutions
3. Major issues in intellectual freedom, community service, professional ethics, social responsibilities, intellectual property, and literacy.

An example of an assignment that involves *analysis, interpretation, evaluation, and synthesis* is the Policy Tracking Paper. See Appendix G for details of this assignment.

As explained in section IV.1, individualized advising guides each student in selecting from available electives to build a coherent program of study. Some areas of specialization have well-defined curricula (see section II.5); others are more flexible with student choice guided by resources such as “What Courses Do I Take?” in addition to consultation with the Advising Coordinator and individual faculty.

A recurring theme both when incoming students explain why they chose Illinois and when alumni respond to surveys is the value placed on being able to design one’s own program of study. This is evident from our recent cohort of 20 students who received funding from the IMLS grant to specialize in preparation for community college librarianship. In their course selection students were guided by the advice of community college librarians who emphasized the importance of reference, instruction, administration, cataloging, and collection development. But beyond those commonly chosen electives, there was a wide range of other courses selected based on the interests of particular students, including technical services functions, web design, metadata, project management, community engagement, government information, library buildings, and so on. Each sought to develop some specific areas of expertise relevant to work in a community college setting beyond the commonly chosen electives. These
students completed a six-month post-master’s internship and reported feeling well prepared for their responsibilities in surveys completed at the conclusion of their internships. This was also confirmed by their supervisors.

Sources of evidence:
What Courses Do I Take? A Worksheet for Master’s Students
(http://www.lis.illinois.edu/academics/programs/ms/curriculum/whatcourses)

II.3 The curriculum

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

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

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

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

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

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

II.3.7 promotes commitment to continuous professional growth.

The two core required courses lay the foundation for meeting the above curricular objectives. Examination of course descriptions and syllabi for the elective courses reveals that these objectives are reinforced throughout GSLIS course offerings. GSLIS faculty are committed to updating existing courses each time a course is taught and to introducing emerging dimensions of the field through development of new special topics courses (as sections of LIS 590).

Curriculum planning continues to seek ways to ensure that all students can meet the expectations outlined in this standard. Standards II.3.3, II.3.4, II.3.5, and II.3.6 have received particular attention over the past few years. With respect to standard II.3.3, we have been quite successful in building up a range of courses integrating the theory, application, and use of technology, especially in the new concentrations in digital libraries and data curation. We recognized that students enter the MS program with varying levels of technology expertise. Responding to concerns expressed by faculty teaching technology-intensive courses, the MS student representative to the Curriculum Committee, and Advising Coordinator Meg Edwards, faculty collaboratively designed a new course, LIS 490TE Introduction to Technology in LIS. Sections were offered both on-campus and online for the first time in Fall 2010, assessed and modified, and offered again in Spring 2011. The course is accomplishing what we had hoped, serving as an “on-ramp” to more advanced information technology courses and giving students a stronger context for understanding discussions of information technology in their other courses by providing a common set of skills and knowledge for new MS students. David Mussulman, a GSLIS graduate and instructor of the on-campus section, has secured grant funding for summer 2011 to develop new modules to be used to enhance instruction of some of the topics covered in the course. The course description states:

This is an introductory course in the fundamentals of technology in LIS. Following an overview of information system concepts, terminology and usage in organizations, there will be discussions covering a wide variety of topics including hardware and software, systems development
(traditional and modern methods), programming languages, databases and the internet. Special attention will be paid to the knowledge and skills needed to succeed at GSLIS (servers, file access and management, office software, markup languages, website design and development, etc.) and LIS professional settings. Application of concepts is key. Readings will be supplemented with hands-on exercises and collaborative projects.

With respect to standards II.3.4 and II.3.5, work teams made up of faculty, students, staff, and alumni are currently focusing on the interrelated topics of better addressing diversity across the curriculum, enhancing cultural competence, and drawing on critical theory to expand and situate learning perspectives. Our efforts are mindful of related work in the profession, such as ACRL’s recent draft “Diversity Standards: Cultural Competency for Academic Libraries” (http://www.ala.org/ala/mgrps/divs/acrl/standards/diversity_draft.pdf). The work teams will be providing input to the Curriculum Committee in fall 2011 for review and to enable implementation of their findings where appropriate.

With respect to standard II.3.6, curriculum development to support various specializations, as described in section II.5, represents the contributions of GSLIS faculty to providing direction for future development of the field, whether in youth services, data curation, digital libraries, community informatics, socio-technical data analytics, or information policy. As another example of providing direction for future development of the field, Assistant Professor Kathryn La Barre ensured that GSLIS students and University librarians had the opportunity to participate in the national test of Resource Description and Access (RDA) (http://www.lis.illinois.edu/articles/2010/06/gslis-participates-national-test-rda) in fall semester 2010, making GSLIS one of only three schools nationally to involve students in the test phase and the only school to include students, library faculty and staff, and instructors throughout the testing process.

II.4 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

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

Individualization of programs of study is facilitated by several factors: 85% of the coursework required for the degree is elective; a student may take up to 4 hours of independent study; a student may take a 2 hour practicum to gain field experience in a setting of his/her choice; and a student may complete a master’s thesis for up to 8 hours of credit. Up to 12 hours of credit may be taken in other departments at UIUC, thus allowing a more interdisciplinary selection of courses. Details on the academic advising model are explained in section IV.4. Because the curriculum has so few required courses, it is essential that scheduling of electives be well-matched to the interests and aspirations of the MS students enrolled both on-campus and online. While there is a good deal of predictability as to which courses are offered in fall, spring, and summer, this is fine-tuned as new courses are introduced, as demand warrants scheduling of additional sections of courses, and as faculty availability changes. Scheduling also reflects that on-campus students can take courses online, but LEEP students are limited to online offerings. We are committed to ensuring access to a wide range of courses for both our on-campus and our LEEP students.
Appendix H provides a table illustrating the most recent semester in which a course was offered in each of the master’s scheduling options (on-campus, LEEP).

A number of mechanisms have been developed to be responsive to anticipated student demand for various elective courses. The Advising Coordinator works with the Associate Dean for Academic Programs to determine course offerings taking into account teaching preferences expressed by full-time faculty and input from the Faculty Instructional Clusters (history, economics, policy; information organization and knowledge representation; information resources, uses, and users; information systems; management and evaluation; social, community and organizational informatics; youth literature and services). Tools used to assist in this process include:

1) Pre-enrollment interest: A survey [http://go.illinois.edu/GSLISnewstudent](http://go.illinois.edu/GSLISnewstudent) is given to each incoming student to assess their discipline interests, course interests, and other student logistics. Starting in Fall 2010, a mid-year survey [https://illinois.edu/sb/sec/9472995](https://illinois.edu/sb/sec/9472995) was distributed to recent admits to gauge their discipline and professional interests in the program after a few courses. These data should align over the coming years with alumni surveys and provide further input on trends and program paths.

2) Request-a-Course [https://illinois.edu/fb/sec/1532792](https://illinois.edu/fb/sec/1532792) is available to students. These data are collected three times a year to assist the Associate Dean in course scheduling.

3) “Course Pre-selection” is a Moodle forum set up prior to the advance enrollment period for each term (fall, spring, summer). In fall and spring this allows students (both on-campus and LEEP) to indicate their intent to enroll in specific LEEP courses. In summer all courses are included on the forum. Student posts are used to make adjustments—both course cancellations and additions of new sections are possible outcomes, with decisions made before the scheduled advance enrollment period begins.

4) The Advising Coordinator monitors student advance enrollment in courses prior to the start of the term and uses enrollment data plus course and discipline interest from individual and group advising sessions and from pre-enrollment interest forms to provide recommendations to the Associate Dean for course scheduling.

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

MS students may enroll in up to 12-hours of credit from other departments, thus enabling them to develop interdisciplinary coursework as part of their program of study. Given that this level of inclusion of non-LIS coursework is already allowed, the GSLIS faculty have begun to explore establishing joint degree programs with other departments, allowing 12 hours of coursework to be counted toward both the MS in library and information science and a second master’s degree. The first such program has now been established, a joint MS in LIS and MA in African Studies.

Students in the MS program may undertake original research either as an independent study or as an MS thesis. LIS 592 Independent Study gives the intermediate or advanced student the opportunity to undertake the study of a topic not otherwise offered in the curriculum or to pursue a topic beyond or in greater depth than is possible within the context of a regular course. The student identifies a faculty member willing to direct the independent study and gets approval of a proposal outlining the scope and purpose, the method to be used, and the form in which the final product will be presented. An MS student may earn up to 4 hours of independent study credit.

The MS thesis is a more ambitious undertaking, for up to 8 hours of credit. The student identifies a faculty advisor and prepares a brief proposal prior to registering for LIS 599 Thesis Research. The thesis must conform to the requirements of the Graduate College, as stated in the [Graduate College Thesis Requirements](http://www.grad.illinois.edu/graduate-college-thesis-requirements), and be
deposited in the Thesis Office before the MS degree will be awarded. Once the thesis is complete, the dean, on recommendation from the faculty advisor, who serves as first reader, appoints a second reader. The first reader (faculty advisor) and second reader will confer and must agree upon the acceptability of the thesis or whether any revisions must be made before final acceptance. Should the two readers be unable to reach agreement about the evaluation of the thesis, a third reader may be appointed. Ordinarily there is no oral defense of the thesis. The final version of the thesis must have a format check done by the GSLIS departmental format checker before it can be deposited in the Graduate College and made available through the institutional repository IDEALS (http://www.ideals.illinois.edu/handle/2142/8950). Most students electing to pursue independent research for credit choose to enroll in independent study rather than the MS thesis option.

The tables below show the pattern of enrollment of LEEP and on-campus students in independent studies and theses. While both LEEP and on-campus students pursue these forms of independent research, on-campus students are more likely to do so.

### Enrollment in Independent Study

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<thead>
<tr>
<th>Term</th>
<th>LEEP</th>
<th>On-campus</th>
<th>Total</th>
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<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>2</td>
<td>15</td>
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<tr>
<td>Summer* 2008</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2008</td>
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<td>13</td>
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</tr>
<tr>
<td>Spring 2009</td>
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<td>Spring 2010</td>
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<td>8</td>
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<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>112</strong></td>
<td><strong>151</strong></td>
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</tbody>
</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.

### Enrollment in Thesis Research

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<th>LEEP</th>
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<th>Total</th>
</tr>
</thead>
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<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
<td><strong>6</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.
Experiential opportunities for MS students come in two forms: service learning and practicum. Service learning is a part of a number of GSLIS courses. It may be the focus of a single assignment, as in students doing volunteer reference work for the Internet Public Library (ipl2) in the basic reference course, or it may be an integral part of the overall course design, as in Martin Wolske’s LIS 451 Introduction to Network Systems, in which teams of students engage in the design, development, and implementation of community technology centers in disadvantaged communities of Illinois, such as East St. Louis. Dissertation research completed by Muzhgan Nazarova (Service Learning and Career Development: A Case Study in Library and Information Science, 2007) showed that graduates of the MS program who had enrolled in LIS 451 identified a number of positive outcomes that prepared them for their subsequent careers: increasing technological skills, changing the way the respondents think about LIS professions, enhancing the ability to work with community organizations and members, and enhancing skills in leadership, communication and teamwork. Martin Wolske has extended this integration of service learning through development of a Community Informatics Studio course, which focused in summer 2011 on how to equip community media newsrooms.

LIS 591 Practicum has been an optional elective for 2 hours of credit for many years. It involves supervised field experience of professional-level duties in an approved library or information center. Over the past year, under the leadership of Career Services Coordinator Roy Brooks, administration of practicum has been streamlined and consistent reporting mechanisms have been instituted. The practicum web site offers many tools useful to the student planning a practicum: forms, information for site supervisors, a list of areas of expertise of potential faculty advisors for practicum, and examples of special projects. Testimonials in the student and supervisor feedback section of the web site (http://www.lis.illinois.edu/academics/practicum/feedback) speak to the value of the experience from both perspectives. As coordinator, Mr. Brooks: 1) responds to questions from students and potential site supervisors who want to know more about setting up a practicum; 2) orients new site supervisors to their responsibilities; 3) coordinates communications with all students enrolled in practicum through orientation sessions (face-to-face and online) and a shared forum aimed to enhance reflection and sharing of experiences; and 4) publicizes available practicum and internship opportunities.

The table below shows enrollment in practicum by enrollment option (LEEP, on-campus). It is evident from these data that students in both enrollment options are successful in arranging practicums.

### Number of Students Enrolled in Practicum
**Fall 2007 through Summer 2011**

<table>
<thead>
<tr>
<th>Term</th>
<th>LEEP</th>
<th>On-Campus</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>8</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>17</td>
<td>29</td>
<td>46</td>
</tr>
<tr>
<td>Summer* 2008</td>
<td>7</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>11</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>17</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>14</td>
<td>23</td>
<td>37</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>8</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>10</td>
<td>26</td>
<td>36</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>3</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>13</td>
<td>34</td>
<td>47</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>9</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>127</strong></td>
<td><strong>242</strong></td>
<td><strong>369</strong></td>
</tr>
</tbody>
</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.*
In response to the initiative of UIUC MS student Lena Singer, GSLIS launched an Alternative Spring Break (ASB) program in spring 2007, placing 12 GSLIS students in varied library and museum settings for a week at sites in Washington, D.C. (e.g., Smithsonian Institution, US Holocaust Memorial Museum, Library of Congress, National Library of Medicine); Chicago (e.g., Field Museum, Chicago Botanic Garden), and central Illinois (Abraham Lincoln Presidential Library and Museum). Many of the hosts were GSLIS alumni or others recommended by GSLIS alumni. Given the positive experience of those who participated, this has now become an established experiential learning opportunity, coordinated by Roy Brooks. In spring 2011 more than 60 students took advantage of this opportunity. The ASB web site identifies the expanded list of locations and organizations hosting ASB participants (http://www.lis.illinois.edu/academics/practicum/asb). Feedback is gathered from both student participants and hosts to enable continuing refinement of the program.

We are also seeing increasing interest from students in pursuing internship opportunities. Relevant information regarding locating internships is provided on the GSLIS web site (http://www.lis.illinois.edu/academics/practicum/internships) and available internships, especially those offered by companies that participate in the GSLIS Corporate Roundtable (e.g., Caterpillar, State Farm, Yahoo!, Deere & Company, Wolfram), are actively publicized to students.

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

The full course catalog is available on the GSLIS web site. It includes course descriptions and a statement of any prerequisites for each course listed. Course syllabi are also available online so that students can explore the scope, content, and course objectives in more depth in choosing among various electives. Advising documents such as descriptions of particular specializations (e.g., community informatics: http://www.lis.illinois.edu/academics/programs/ms/cii) or What Courses Do I Take? (http://www.lis.illinois.edu/academics/programs/ms/curriculum/whatcourses) help guide the student in course selection, in consultation with the Advising Coordinator and members of the faculty.

Examples of specific course content and sequence relationships include:

Special collections (http://www.lis.illinois.edu/academics/programs/mbms/certificate1)

The common core is provided by LIS 590 RB Rare Books and Special Collections Librarianship. Students may then select from sets of courses related to archival studies (starting with LIS 581 Administration and Use of Archival Materials); book, manuscript, printing and library history and studies; conservation and preservation (starting with LIS 582 Preserving Information Resources); and information organization and resources with specific relevance to special collections (including LIS 511 Bibliography and LIS 590BC Rare Book Cataloging).

Data curation (http://www.lis.illinois.edu/academics/programs/ms/data_curation)

Three core courses (LIS 590DC Foundations of Data Curation, LIS 586 Digital Preservation, and LIS 453 Systems Analysis and Management) are followed by a set of seven recommended electives (such as LIS 490DB Introduction to Databases and LIS 590MD Metadata in Theory and Practice) and additional relevant electives (such as LIS 490MU Museum Informatics and LIS 590DH Digital Humanities).

MS/K-12 LIS Certification Program Course Requirements (http://www.lis.illinois.edu/academics/programs/k12/msk12/course-summary)
In addition to the courses required of all MS students (LIS 501 and LIS 502), K-12 students have nine required courses (some of which are variable credit) and the option of selecting from a series of designated electives.

Sources of evidence:
- Submitting an Electronic Thesis or Dissertation (http://www.grad.illinois.edu/submit-etd)
- LIS 592 Independent Study http://webdocs.lis.illinois.edu/registration/592form.pdf
- LIS 591 Practicum Web site (http://www.lis.illinois.edu/academics/practicum)
- Practicum Sites (http://www.lis.illinois.edu/academics/practicum)
- Full Catalog (http://www.lis.illinois.edu/academics/courses/catalog)
- Recent Syllabi (http://groups.lis.illinois.edu/advising/Recentcoursesyllabus.html)

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

As noted in section II.4, a hallmark of the Illinois program for decades has been the opportunities for each student to design an individualized program of study, building on the general foundation provided by the two required courses: LIS 501 Information Organization and Access and LIS 502 Libraries, Information and Society. In 2004 when the MS program was last reviewed, the only clearly specified area of specialization was the MS/K-12 Library Information Specialist Certification Program. Under the direction of K-12 program coordinator Georgeann Burch, that program has flourished. In addition in the past seven years we have taken advantage of collaborative opportunities, new faculty expertise, and grant funding to build other specializations in areas where GSLIS has particular strengths and can take a leadership position. A number of these specializations reflect areas of particular research strength in GSLIS as embodied in our research centers (http://www.lis.illinois.edu/research/centers): the Center for Children’s Books (youth services), the Center for Informatics Research in Science and Scholarship (data curation, digital libraries), and the Community Informatics Initiative (community informatics).

K-12. The requirements for school certification were approved by the Illinois State Board of Education (ISBE) in 2001 and are in compliance with the most current Content Area Standards for Educators. Students who do not yet have a teaching certificate may complete the MS/K-12 LIS Certification Program (http://www.lis.illinois.edu/academics/programs/k12/msk12). Students who already have an Illinois teaching certificate may earn an LIS endorsement as either an MS student (http://www.lis.illinois.edu/academics/programs/k12/endorsement-courses) or a non-degree student (http://www.lis.illinois.edu/academics/programs/k12/endorsements). Detailed documentation including the K-12 practicum guide, student teaching handbook, assessment portfolio, and cooperating teacher-librarian handbook is linked from the main K-12 school librarianship web page. Both LEEP and on-campus students can pursue this specialization. In the period Fall 2008-Fall 2011, 26 LEEP students and 17 on-campus students completed the student teaching requirement. Since she was hired in August 2005, Georgeann Burch has coordinated all placements in K-12 practicums and student teaching and continues to supervise them with the assistance of a part-time staff member who like Ms. Burch is an experienced school librarian. Ms. Burch’s relationships with school librarians throughout the state serve to highlight serve to enhance the reputation of GSLIS as a leader in preparing graduates for this area of practice. Ms. Burch teaches the required course School Library Media Center: Curriculum, Collaboration and Connection and also conducts an online Student Teaching Seminar concurrent with students’ student teaching placements.
Youth services. With three full-time faculty in youth services (Christine Jenkins, Kate McDowell, Carol Tilley), we are also in a strong position to support students interested in pursuing positions in youth services in public libraries. The core courses specific to the youth services curriculum (LIS 403 Literature and Resources for Children; LIS 404 Literature and Resources for Young Adults; LIS 409 Storytelling; and LIS 506 Youth Services Librarianship) are offered in multiple sections to capacity enrollments on-campus and in LEEP. Youth services faculty also teach additional electives including: LIS 514 History of Children’s Literature (Jenkins), LIS 590LR Literacy, Reading and Readers (Jenkins), LIS 590VV Fantasy Literature and Media for Youth (McDowell), LIS 490YS Youth Services Community Engagement (McDowell), LIS 590CL Comics in Libraries (Tilley), LIS 590CR Comics: Advising Child and Adult Readers (Tilley), and LIS 590ML Media Literacy and Youth (Tilley). LIS 590NF Information Books & Resources for Youth is also taught annually by Georgeann Burch or an adjunct faculty member. Other youth services electives are taught periodically such as LIS 590BK The Picture Book: History, Art and Visual Literacy (taught by children’s book historian and critic Leonard Marcus) and LIS 590MY Multicultural Literature and Resources for Youth (developed and taught by GSLIS PhD graduate Minjie Chen). The Center for Children’s Books (CCB) and the offices of the Bulletin of the Center for Children’s Books (BCCB) have been housed at GSLIS since summer 2001. This has resulted in heavy use of the CCB collection by students in youth services courses and enrichment of the youth services curriculum through programs sponsored by staff of CCB and BCCB. An annual Storytelling Festival, coordinated by Kate McDowell, showcases the storytelling talents of students, alumni, and faculty. MS students in youth services also benefit from interactions with the strong cohort of PhD students and faculty with that specialization. The three faculty members coordinating the youth services specialization are all active in ALA and course development has been informed by the competency statements developed by AASL, ALSC, and YALSA.

Midwest Book and Manuscript Studies (MBMS). Under the direction of Dr. Valerie Hotchkiss, Head of The Rare Book & Manuscript Library (RBML) at UIUC, GSLIS has partnered with the Library to develop and offer a course of study for those interested in rare books and manuscripts. Courses are open to students, professionals, and book lovers of all types. Those wishing to earn a Certificate in Special Collections (either as part of or in addition to the MS) complete one required course LIS 590RB Rare Book and Special Collections Librarianship and an additional 8 hours of elective courses drawn from: archival studies; book, manuscript and library history and studies; conservation and preservation; information organization and resources; and related areas (http://www.lis.illinois.edu/academics/programs/mbms/certificate). In June 2008, The Rare Books and Manuscripts Section of the Association of College and Research Libraries released its report on Core Competencies in Special Collections Librarianship. This report outlines the basic proficiencies necessary to be a capable special collections librarian. Similarly, the Society of American Archivists recently posted its Guidelines for a Graduate Program in Archival Studies, outlining the coursework and training one should undertake for a career in archives. The Midwest Book and Manuscript Studies (MBMS) Program strives to provide a curriculum that not only meets, but exceeds those professional standards for training in special collections librarianship and archives. To this end, we regularly evaluate our courses and coordinate our offerings with the published guidelines of these professional organizations to ensure a good match between the training we offer and the expectations of professionals in the field. Courses range in length from 2-week intensive courses on campus to 8- or 16-week courses offered on-campus or online. Courses are taught by GSLIS faculty (including Bonnie Mak who holds a PhD in medieval studies), library faculty (including Valerie Hotchkiss), and renowned rare book and manuscript scholars (including GSLIS alumnus Dr. Sidney Berger, Director of the Phillips Library, Peabody Essex Museum, Essex, MA and Joel Silver, Curator of Books, Lilly Library, Indiana University, Bloomington). Other aspects of MBMS include book arts and preservation workshops and apprenticeship opportunities (http://www.lis.illinois.edu/academics/programs/mbms/MBMS_Apprenticeships). GSLIS Continuing Professional Development Program Director Marianne Steadley works closely with Valerie Hotchkiss in coordinating the program.
**Community Informatics.** GSLIS faculty have been involved in community informatics since Prairienet was founded in 1993 as a community information network for Champaign-Urbana and the surrounding East Central Illinois region. For many years Ann Bishop and Chip Bruce led curriculum development in this area. More recent faculty hires, including Abdul Alkalimat, Jon Gant, and Kate Williams, have expanded the range of courses offered along with Senior Research Scientist Martin Wolske. These faculty developed a 12-hour Certificate in Community Informatics that includes one required course (LIS 518 Community Informatics) and 8 additional hours of coursework selected from a recommended list (http://www.lis.illinois.edu/academics/programs/ms/cii). The required coursework can be completed on-campus or online. For several years Ann Bishop and some others taught courses on site in Paseo Boricua (http://www.paseoboricua.com/), Chicago’s historic Puerto Rican neighborhood. Recognizing the value of the courses to communities like Paseo Boricua, GSLIS decided to shift instruction to online course offerings in order to extend its reach. For five years Kate Williams has led planning for the eChicago symposium (http://echicago.illinois.edu/) which brings together practitioners, policymakers, and researchers to share ideas and strategies that help communities build capacity to become full participants in the digital age. The mission of the eChicago collaboration is to facilitate discussion across local, professional, and research communities in order to help facilitate and ensure the realization of democratic values as Chicago’s neighborhoods move toward a digital future. Participants include on-campus and LEEP students from or interested in working in the Chicago area or similar urban environments.

**Data curation.** With support from grants awarded by the Institute of Museum and Library Services in 2006 (science focus) and 2008 (humanities focus), GSLIS has developed the Data Curation Education Program specialization within the MS program. This offers a focus on data collection and management, knowledge representation, digital preservation and archiving, data standards, and policy (http://www.lis.illinois.edu/academics/programs/ms/data_curation). Data curation is the active and ongoing management of data through its lifecycle of interest and usefulness to scholarship, science, and education. Data curation activities enable data discovery and retrieval, maintain its quality, add value, and provide for re-use over time. This rapidly emerging field counts authentication, archiving, management, preservation, retrieval, and representation as critical areas of discussion and development. Our program provides a strong focus on the theory and skills necessary to work directly with academic and industry researchers who need data curation expertise. Early indications confirm our anticipated placement outcomes: our graduates will be employed across a range of information-oriented institutions, including museums, data centers, libraries, institutional repositories, archives, and private industry. Because this is an emerging area, there is no established set of competencies. As a result, faculty involved in planning the program (Carole Palmer, Allen Renear, Melissa Cragin, John MacMullen, and Linda Smith) employed a number of approaches to inform curriculum development including expert advisory boards, analysis of job ads, and surveys and interviews. Three core courses are required for the specialization:

- **LIS590DC Foundations of Data Curation**
  Data curation is the active and on-going management of data through its lifecycle of interest and usefulness to scholarship, science, and education; curation activities and policies enable data discovery and retrieval, maintain data quality and add value, and provide for re-use over time. This course provides an overview of a broad range of theoretical and practical problems in this emerging field. Examines issues related to appraisal and selection, long-lived data collections, research lifecycles, workflows, metadata, legal and intellectual property issues.

- **LIS586 Digital Preservation**
  Examines current problems with and approaches to digital preservation that are fundamental to the long-term accessibility of digital materials. Also examines the range of current research problems, along with emerging methods and tools, and assesses a variety of organizational scenarios to plan and implement a preservation plan. Topics will include basic information theory; preservation of complex digital objects; standards and specifications; sustainability and
risk assessment; authenticity, integrity, quality control, and certification; and management of preservation activities.

- **LIS453 Systems Analysis and Management**
  Covers how to evaluate, select and manage the information systems that will be used in the daily operation of libraries and information centers. Includes the systems used by technical staff and the information consumers. Course will focus on information as a product. Attention is given to the operation of an organization as a whole and the impact of change on the integration of resources, work flow and usability. Formal methods for modeling systems, and industry practice techniques of analysis are used to address these problems and opportunities.

These are supplemented by a list of elective courses ([http://www.lis.illinois.edu/academics/programs/ms/data_curation](http://www.lis.illinois.edu/academics/programs/ms/data_curation))

The educational program is closely aligned with research under way in the Center for Informatics Research in Science and Scholarship at GSLIS ([http://cirss.lis.illinois.edu/CollMeta/index.html](http://cirss.lis.illinois.edu/CollMeta/index.html)). In addition GSLIS faculty Melissa Cragin and Allen Renear co-chaired planning for the 6th International Digital Curation Conference held in Chicago 6-8 December 2010 ([http://www.dcc.ac.uk/events/conferences/6th-international-digital-curation-conference](http://www.dcc.ac.uk/events/conferences/6th-international-digital-curation-conference)). The conference was preceded by a Research Data Workforce Summit which allowed further discussion of curriculum development in this specialization ([http://hdl.handle.net/2142/25830](http://hdl.handle.net/2142/25830)).

**Digital Libraries.** With funding from the Institute of Museum and Library Services, GSLIS developed a Certificate of Advanced Study concentration in Digital Libraries ([http://www.lis.illinois.edu/academics/programs/cas-dl](http://www.lis.illinois.edu/academics/programs/cas-dl)). As this is an emerging area of specialization, curriculum development was informed by a survey of employers to identify what skills and knowledge are necessary for individuals to be successful in the field. The completed surveys from 115 respondents led to design and implementation of a number of courses, including a 4-course core:

- **LIS453 Systems Analysis and Management**
  Covers how to evaluate, select and manage the information systems that will be used in the daily operation of libraries and information centers. Includes the systems used by technical staff and the information consumers. Course will focus on information as a product. Attention is given to the operation of an organization as a whole and the impact of change on the integration of resources, work flow and usability. Formal methods for modeling systems, and industry practice techniques of analysis are used to address these problems and opportunities.

- **LIS590DI Introduction to Digital Libraries**
  A comprehensive examination of the history and state-of-the-art in digital library research and practice. Focuses upon the theoretical, technological, human factors and evaluative components of digital library research and practice. Course includes an intensive reading of the literature, review of existing technologies and proof-of-concepts implementation projects. This course is foundational for students wishing to engage seriously in the world of digital librarianship. Students should have access to a personal computer upon which they can experiment on their own with downloaded software tools. Students must be competent in basic computing including the installation and configuration of software packages.

- **LIS590IM Information Modeling**
  An introduction to the principles of information modeling commonly used to support digital library applications such as collections management and electronic publishing. The course takes a logic-based approach to analyzing and comparing different modeling methods. Specific modeling practices covered include relational database design, entity relationship modeling (ER/EER), document grammars (XML), and semantic web languages (RDF/S and OWL).
• **LIS590MD Metadata in Theory & Practice**

Metadata plays an increasingly critical role in the creation, distribution, management and use of electronic materials. This course will combine theoretical examination of the design of metadata schema with their practical application in a variety of settings. Hands-on experience in the creation of descriptive, administrative and structural metadata, along with their application in systems such as OAI harvesting, OpenURL resolution systems, metasearch systems and digital repositories, will help students develop a thorough understanding of current metadata standards as well as such issues as crosswalking metadata schema, metadata's use in information retrieval and data management applications, and the role of standards bodies in metadata schema development.

Several elective courses are available including some, such as LIS 590MG Project Management for LIS, that were developed in response to areas noted as particularly important by survey respondents. The program was originally conceived as a post-master’s program as noted in its description: This program aims to give students a thorough and technically focused background in Digital Libraries that will enable them to understand these issues, and serve as designers, decision-makers, and creators of Digital Libraries. Students will gain advanced-level knowledge of digital asset management; information and collection modeling; design of human-centered, digitally mediated information services; and information policy. The program assumes existing MS-level knowledge of Library and Information Science, including basic information organization; indexing and cataloging; information needs and uses; reference and user services, and libraries-in-society. But the courses are available as electives for MS students as well and MS students seeking more technical preparation often take one or more in their 40-hour MS program, especially courses from the 4-course core.

Other areas of specialization are currently represented by particular courses in the curriculum. For example, LIS 590SL Special Library Administration reflects the Special Libraries Association statement of Competencies for Information Professionals; LIS 530A Music Librarianship & Bibliography reflects the Music Library Association statement on Core Competencies and Music Librarians; LIS 530B Health Sciences Information Services and Resources reflects the Medical Library Association statement on Competencies for Lifelong Learning and Professional Success; and LIS 590LL Law Librarianship reflects the AALL Guidelines for Graduate Programs in Law Librarianship. In partnering with the American Theological Library Association to develop and offer LIS 590TL Theological Librarianship online, the instructor was guided by needed competencies identified by the ATLA Professional Development Committee.

Defining areas of specialization is a way to highlight areas of strength and emerging importance in the GSLIS curriculum, informed by developments in research and new opportunities in practice. We anticipate that the recently-formed Socio-Technical Data Analytics group ([http://cirss.lis.illinois.edu/soda/index.html](http://cirss.lis.illinois.edu/soda/index.html)) will build on existing coursework in information retrieval, data mining, and text mining to develop a certificate with this focus. Faculty members involved include Cathy Blake, Miles Efron, and Vetle Torvik; they will be joined by Jana Diesner in January 2012.

Although the focus of the Certified Public Library Administrator (CPLA) program and courses is continuing professional development ([http://www.lis.illinois.edu/academics/programs/cpd/cpla](http://www.lis.illinois.edu/academics/programs/cpd/cpla)), these non-credit course offerings are also open to MS students seeking to develop expertise in one of the areas covered, such as fundraising and grantwriting or service to diverse populations. GSLIS has been selected as a continuing education provider for the American Library Association - Allied Professional Association (ALA-APA) CPLA program, offering six-week online courses covering each of the competencies required for CPLA certification: budget and finance, management of technology, organization and personnel administration, planning and management of buildings, current issues, fundraising and grantwriting, marketing, politics and networking, and service to diverse populations. GSLIS Continuing Professional Development Program Director Marianne Steadley has worked closely
with ALA-APA to ensure that our courses meet their requirements. The University of Illinois at Urbana-Champaign Graduate School of Library and Information Science LEEP Program, represented by Program Director Marianne Steadley, was recognized as an ALA-APA Angel in 2008 for helping ALA-APA grow and flourish in its mission of providing certification.

Sources of evidence:
Bulletin of the Center for Children’s Books web site (http://bccb.lis.illinois.edu/)
Center for Children’s Books web site (http://ccb.lis.illinois.edu/)
Storytelling Audio (http://ccb.lis.illinois.edu/storytellingaudio.html)
K-12 School Librarianship (http://www.lis.illinois.edu/academics/programs/k12)
Midwest Book and Manuscript Studies (http://www.lis.illinois.edu/academics/programs/mbms)
Center for Informatics Research in Science and Scholarship (http://cirss.lis.illinois.edu/)
Community Informatics Initiative (http://www.cii.illinois.edu/)
Theological Librarianship Course at UIUC (http://www.atla.com/Members/development/Pages/UIUC.aspx)

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

All MS students, regardless of enrollment option, complete the two required core courses, have the choice of a wide range of electives, and may choose to enroll in practicum, independent study, and/or thesis. Although the scheduling and mode of delivery of LEEP sections is different than on-campus, we are committed to making them comparable in scope, quality, and requirements to on-campus offerings. Each LEEP course has a weekly 2-hour synchronous session, an on-campus day, and asynchronous activities. The synchronous sessions and on-campus day are essential aspects of the course design and enhance the comparability to on-campus courses as they facilitate: student interaction with the instructor and with each other; small group work; simultaneous engagement of all students in the course on a regular basis.

Scheduling courses for LEEP depends on the possibility of successfully adapting them for delivery in a site-independent mode. LIS 502 is offered in a 10-day on-campus format and the remaining LEEP courses combine weekly synchronous online sessions, asynchronous communication, and a 1 or 2 day face-to-face session during the semester. Implementation of LEEP has been accompanied by ongoing evaluation to ensure that these offerings meet the standards of the on-campus program as well as the needs of the participants in these enrollment options (see Appendix F). LEEP has migrated from “home-grown” technology to make use of Moodle and Elluminate, providing enhanced support for the asynchronous and synchronous activities associated with LEEP courses.

The table below shows the number of distinct courses by enrollment option (on-campus, LEEP), as well as undergraduate and doctoral courses, over the past 10 terms (with summer I and summer II combined to give a total for summer).
## Number of Course Offerings by Degree Program And Enrollment Option

<table>
<thead>
<tr>
<th>Term</th>
<th>On-Campus (Masters)</th>
<th>LEEP (Masters)</th>
<th>Subtotal (Masters)</th>
<th>+Undergraduate</th>
<th>PhD</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Summer* 2009</td>
<td>15</td>
<td>17</td>
<td>32</td>
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<td>0</td>
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<tr>
<td>Fall 2009</td>
<td>30</td>
<td>31</td>
<td>61</td>
<td>5</td>
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<td>Fall 2010</td>
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<td>32</td>
<td>62</td>
<td>4</td>
<td>3</td>
<td>69</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>27</td>
<td>41</td>
<td>68</td>
<td>4</td>
<td>3</td>
<td>75</td>
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<tr>
<td>Summer 2011</td>
<td>17</td>
<td>19</td>
<td>36</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>26</td>
<td>35</td>
<td>66</td>
<td>3</td>
<td>3</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>241</strong></td>
<td><strong>285</strong></td>
<td><strong>526</strong></td>
<td><strong>29</strong></td>
<td><strong>26</strong></td>
<td><strong>581</strong></td>
</tr>
</tbody>
</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.
+Courses open to undergraduates only.

**Source of evidence:**
Course schedules [http://www.lis.illinois.edu/academics/courses/timetables](http://www.lis.illinois.edu/academics/courses/timetables)

### 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.

**II.7.1 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future.**

According to the GSLIS Bylaws, “the Curriculum Committee shall be responsible for all aspects of the curriculum, subject to the approval of the full Faculty on substantive issues, including but not limited to: establishing degree requirements for the undergraduate minor, the MS, and the CAS degrees; working with Faculty in the development of new courses; and monitoring the curriculum as a whole.”

Membership of the Curriculum Committee includes at least four GSLIS faculty, three student representatives (one MS, one CAS, one PhD), and the LIS Librarian (ex officio). Several administrative staff (Linda Smith, Rae-Anne Montague, Meg Edwards) generally attend the monthly Curriculum Committee meetings in an ex officio capacity as well.

Innovation in the curriculum is encouraged. Any faculty member may propose a new course as a section of LIS 590 Advanced Problems in LIS. Such a course proposal is reviewed by the appropriate Faculty Instructional Cluster (history, economics, policy; information organization and knowledge representation; information resources, uses, and users; information systems; management and evaluation; social, community and organizational informatics; youth literature and services) prior to the course being scheduled for the first time. Feedback from faculty colleagues as well as students enrolled in the first offering of the course provides the faculty member who developed the course guidance in shaping subsequent offerings and in developing a formal proposal for approval of the course as part of the MS curriculum with approval from the Curriculum Committee and the faculty as a whole. Faculty are
encouraged to regularize 590 courses that have been offered multiple times and proven their value. This process involves completing and submitting the required forms for review by the Graduate College, following approval by the faculty. The Curriculum Committee worked closely with several faculty members in spring 2011 to accomplish this for several courses that had been offered multiple times, including LIS 445 Information Books & Resources for Youth, LIS 446 Fantasy Literature & Media for Youth, LIS 508 Collection Development, LIS 516 School Library Media Center, LIS 520 Adult Popular Literature, LIS 527 Literacy, Reading and Readers, LIS 515 Media Literacy for Youth, LIS 560 Digital Libraries, LIS 561 Information Modeling, and LIS 562 Metadata in Theory & Practice. As described in II.1.1 and II.5 above, curriculum development also results from the collaboration of faculty in creating clusters of courses in a particular specialization, including revisions to existing courses and the introduction of new ones.

Feedback from current students, alumni, practicum supervisors, and other practitioners also guides course revision and the introduction of new courses. Students complete course evaluations at the conclusion of each course, giving direct feedback to the faculty member on content and method of instruction. For the past few years most such course evaluations have been completed online. Concerned about the lower response rate relative to in-class administration, the Curriculum Committee worked with the Center for Teaching Excellence in spring 2011 to adjust the period in which the online forms were open, with the goal of better matching a period at the end of the semester when students would have the time to complete them. Associate Dean Smith and Dean Unsworth receive a summary report of these results that lists for each course:

<table>
<thead>
<tr>
<th>Course/Section</th>
<th>Instructor</th>
<th>Rank</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mean for “Rate the instructor’s overall teaching effectiveness” (5-point scale; Exceptionally Low…Exceptionally High)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mean for “Rate the overall quality of this course” (5-point scale; Exceptionally Low…Exceptionally High)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mean for “How much have you learned in this course?” (5-point scale; Very Little…A Great Deal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Whether the scores received qualify the Instructor for the list of Teachers Ranked as Excellent by Their Students</td>
</tr>
</tbody>
</table>

Each instructor receives a more detailed report with a compilation of responses to a series of closed and open-ended questions of their choosing. This detailed feedback allows more thorough diagnosis of the basis for the students’ assessment of the course.

Students (Request a Course survey), alumni (through alumni surveys), and adjunct faculty (in discussions with full-time faculty, including the Associate Dean for Academic Programs) suggest new courses where they perceive gaps in the curriculum relative to knowledge needed in contemporary work settings. For example, a group of LEEP students employed in or aspiring to work in corporate environments and participants in the Corporate Roundtable emphasized the need to strengthen relevant offerings in the GSLIS curriculum. As a result we have introduced LIS 590BGL Business & Government: Literacy and Practice for LIS Professionals and LIS 590ACL Applied Business Research: Competitive Intelligence and Knowledge Management to supplement LIS 530ELE Business Information. In addition we are offering LIS 590IC Information Consulting, formerly available only on-campus, as a LEEP course in the fall. Practicum supervisors provide feedback on the performance of students during their practicum placements and identify both areas in which the students are well prepared as well as aspects in need of improvement.
GSLIS participation in the WISE (Web-based Information Science Education) consortium has given us experience with a new strategy for filling gaps identified in our curriculum. In the WISE courseshare model, selected online courses from other programs are cross-listed as courses at the student’s home school. For example, if a student from Illinois wants to take a cross-listed course offered by Syracuse University, the student will register in the course through Illinois. In WISE each participating school controls which courses (and the number of places in each) are offered to the consortial pool; chooses which courses offered by other schools to list (based on enhancing their own offerings); and determines limits on the number of WISE courses their students may take. In order to participate in WISE, schools must meet quality standards for online education and the Dean must sign a consortial agreement. At the May 2004 faculty meeting, GSLIS faculty agreed on the following guidelines for participation in WISE:

1. Students can count no more than 8 semester hours of courseshare coursework toward their degree.
2. MS students may accumulate only 8 semester hours courseshare OR transfer credit toward their degree. If the student counts courseshare credit toward the degree, the amount of credit that can be transferred in will be reduced by a corresponding amount.
3. Courses will be selected for the courseshare program as they complement and supplement those currently offered in the GSLIS curriculum.

Enrollment in the WISE courses has included both LEEP and on-campus students and numbers from 5-10 each term (fall, spring, summer).

II.7.2 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.

Individual faculty monitor the effectiveness of their courses through their assessment of students’ achievements. This may reveal the need for new courses, modifications in existing courses, or more explicit course sequencing. These needs are brought to the attention of the Faculty Instructional Clusters and the Curriculum Committee. In addition the Associate Dean for Academic Programs monitors the global item on course evaluations that provides a self-assessment of how much a student learned in a course. Courses with high scores suggest that students perceive these as valuable for inclusion in their program of study; courses with low scores lead to further scrutiny to understand the issues involved, such as too much overlap with another course in the curriculum or failure to design a sufficiently challenging course.

A number of data sources contribute to ongoing evaluation of courses and the curriculum including surveys of alumni within one to two years after graduation. In addition individual faculty gather feedback from alumni with whom they stay in touch. The quantity and quality of feedback to the School from alumni and others in the field has been enhanced by increasing opportunities for face-to-face interactions with GSLIS faculty and staff as well as electronic communications. Regular face-to-face interactions that are a source of alumni feedback include: 1) staffing a GSLIS booth in the exhibit area at American Library Association annual conferences; 2) site visits made by Assistant Dean Diana Stroud to alumni around the U.S. in their workplaces; 3) sponsorship or co-sponsorship of receptions at many professional association meetings (ILA and ISLMA in Illinois; AALL, ALA, ASIST, MLA, SLA national conferences); 4) increasing efforts to sponsor programs for the large number of Chicago-area alumni, Washington DC alumni, and the recently established Central Illinois GSLIS Grads (http://cigg.org); 5) contacts at other scholarly and professional meetings such as SAA and digital humanities. Electronic communication includes: 1) alumni contributions to various threads on the GSLIS community forums on
Moodle; 2) participation in various GSLIS courses, such as serving as guest speakers in a wide range of LEEP courses; 3) responses to surveys on needs for continuing professional development conducted by Marianne Steadley, the GSLIS Continuing Professional Development Program Director; 4) responses to the quarterly eUpdates, sent to all alumni for whom we have valid e-mail addresses (currently more than 4100). The Career Specialist, Advising Coordinator, Assistant Dean for Student Affairs, Assistant Dean for Advancement & Alumni Relations, and Associate Dean for Academic Programs collaborate with faculty and other staff in tracking placement, career paths, and achievements of our graduates and monitoring trends that can inform further curriculum development. Information about positions held and achievements is logged by alumni relations and advancement staff in the campus FACTS (Foundation Alumni Constituent Tracking System) database.

Sources of evidence:
GSLIS Curriculum Committee Minutes (login to the Curriculum Committee Moodle forum) (https://courses.lis.illinois.edu/course/view.php?id=304)
Policy for Proposed New and Revised Courses that Carry Graduate Credit (http://www.grad.illinois.edu/policies/courseproposal)
Newsletters and eUpdates (http://www.lis.illinois.edu/newsroom/publications/archive)
WISE (http://www.wiseeducation.org)
ICES Online (http://www.cte.illinois.edu/teacheval/ices_on/main.html) [summaries of course evaluations will be made available to the External Review Panel via NetFiles]
Alumni surveys [will be made available to the External Review Panel via NetFiles]