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Curricular Report No. 2013-14-8 from the Graduate Council to the Faculty Senate: Program Modification for the M.L.I.S. in Library and Information Studies.

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Serial Number #13-14—27B

TO: President David Dooley
FROM: David Byrd, Chairperson of the Faculty Senate

1. The attached BILL titled, Curricular Report No. 2013-14-8 from the Graduate Council to the Faculty Senate: Program Modification for the M.L.I.S. in Library and Information Studies, is forwarded for your consideration.
2. This BILL was adopted by vote of the Faculty Senate on May 8, 2014.
3. After considering this bill, will you please indicate your approval or disapproval. Return the original, completing the appropriate endorsement below.



David Byrd
Chairperson of the Faculty Senate


May 8, 2014

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

- a. Approved .
- b. Approved subject to Notice to the Board of Education ____.
- c. Approved subject to final approval by Board of Education . **APPROVED 11/19/14**
- d. Disapproved ____.



Signature of the President

9.5.13
(date)

Library and Information Studies

A Proposal for Program Modification for the M.L.I.S. in Library and Information Studies

Date: January 13, 2014

A. PROGRAM INFORMATION

A1. Name of institution

University of Rhode Island

A2. Name of department, division, school or college

College of Arts and Sciences

Harrington School of Communication and Media

Graduate School of Library and Information Studies

A3. Title of proposed program and Classification of Instructional Programs (CIP) code

Classification code (CIP) = 25

Library Science

A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.

Initiation date: September 1, 2014

First degree date: December 30, 2015

A5. Intended location of the program

Kingston RI

A6. Description of institutional review and approval process

Approval Date

Department: 9/3/13

College

CAC/Graduate Council

Faculty Senate

President of the University

A7. Summary description of proposed program (not to exceed 2 pages)

The MLIS degree will offer three tracks to support careers in information and library fields: (1) leadership and community transformation, (2) digital media, and (3) school library media.

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review

Name: Valerie Karno

Title: Interim Director, Graduate School of Library and Information Studies

Phone: 401-874-2947

Email: vkarno@gmail.com

A10. Signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program: Please see Attached pdfs.

B. RATIONALE

The URI's Graduate Program in Library and Information Studies has educated New England library professionals for 50 years, since 1963. But today, libraries and information services are transforming rapidly as a result of dynamic technological and cultural changes brought about by the Internet and the rise of digital cultures. Librarians and information professionals now need a wider range of competencies in order to help address the information needs of the communities they serve.

This program modification is designed to update the existing MLIS curriculum to be both current with and forward-thinking towards library and information studies practice, as well as integrating library and information studies into a comprehensive program of communication and media studies through the Harrington School of Communication and Media. This program modification helps prepare students for careers in information industries, museums, school, public, academic, and special libraries today and in the future.

B1. State the program objectives.

In support of the University of Rhode Island's mission and the Harrington School of Communication and Media, the Graduate Program in Library and Information Studies prepares students for life, careers and citizenship in a rapidly-changing global economy. Working together, we use the power of communication and information to make a difference in the world. The program supports four learning outcomes for all graduates:

- **Foundations:** Graduates will understand the changing nature of knowledge and will know how to research, organize, and apply a broad range of interdisciplinary resources to meet the information needs of diverse users.
- **Lifelong Learning:** Graduates will understand how to assess and meet the needs of users and develop community partnerships in order to empower lifelong learners.
- **Digital Media:** Graduates will understand how changing media and technologies reshape information and society, applying digital competencies and critical thinking skills in order to contribute to innovation.

- **Leadership and Ethics:** Graduates will understand and apply ethical principles of global citizenship and will demonstrate leadership skills toward creating equitable access to and use of information.

B2. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.

Changing Nature of Knowledge Requires Information Management

Competencies. The rise of the Internet and digital culture has changed many aspects of libraries and information professions. Information is no longer predominantly in fixed and tangible form. It is dynamic and rapidly changing in response to context and situation. The increased availability of electronic information is also expected to increase the demand for information professionals with expertise in digital media. Information professionals need to have outstanding communication skills, comfort in using digital media, be competent community leaders, and be skilled at creating learning environments for individuals across the lifespan.

Knowledge Workers of the Future. Most library positions require the Master's of Library and Information Studies (MLIS), but more and more businesses and companies also face the growing challenge of managing, organizing and retrieving large volumes of information in digital form. The MLIS degree also prepares graduates for a variety of fields beyond librarianship, such as archives, museums, information technology, publishing, etc. The Occupational Outlook Handbook identifies that people with the MLIS degree have "research and analytical skills [that] are valuable for jobs in a variety of other fields, such as market researchers or computer and information systems managers." This flexibility in careers is important in a state like Rhode Island where the unemployment rate is just under 9%.

Variety of Contexts In and Beyond the Library. Information professionals and librarians manage, organize and support the information needs of people in a democracy, working in schools, museums, public libraries, university and college libraries, and in corporations and business (especially legal firms and health care facilities) where the ability to access and organize information is important. There will continue to be a need for librarians to manage libraries and staff and help patrons find and use information and make leisure use of promotional non-print media. Librarians will need to be familiar with creating informal learning environments for learners of all ages. Outside of libraries, employment of information managers and specialists is expected to grow 21 percent from 2010 to 2020, faster than the average for all occupations. The trends affecting information managers will require people who can plan and direct information flows using social media, digital media and digital publishing and content creation tools. The Bureau of Labor Statistics reports that there are about 500,000 librarians working in the United States. Salaries average \$54,000 annually with about 156,100 jobs in 2010 and expected growth of 7% between 2010 and 2020. Related careers include audiovisual multimedia collections specialists, which are expected to grow at 13% between 2010 and 2020.

Unique and Competitive Market Position. Only a few schools in New England are preparing librarians and information professionals. The University of Rhode Island's MLIS program is one of three programs in the New England region, which has over 4,500 libraries, yet there are only three higher education institutions in New England offering the MLIS degree: URI, Southern Connecticut State University, and Simmons College. URI is the only institution in Rhode Island offering this degree and one of only two public institutions in New England.¹

B3. If an external advisory or steering committee was used to develop the program, identify committee members and their affiliations and describe the committee's role.

In January 2013, an invitational conference entitled "Convergence and Community" was held at URI and more than 50 library information professionals and journalists, along with URI Harrington School faculty and students, gathered to identify the core competencies that library and information professionals now require.

Participants included:

- Karen Meillor, Rhode Island OLIS
- Sarah Bordac, Brown University Librarian
- Howard Boksenbaum, Rhode Island Library Director
- Leigh Montgomery, Librarian, Christian Science Monitor
- Kara Andrade, journalist, CNN
- Graf Moen, Librarian, ABC News
- Mike Fancher, Editor, Seattle Times

C. INSTITUTIONAL ROLE:

C1. Example how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.

The Harrington School of Communication and Media was created by a generous gift from Dick Harrington, former CEO of Thomson/Reuters and a URI alum. Over a 12-month period, the Harrington School engaged in a strategic planning process to identify its vision and mission: Working together, we use the power of information and communication to make a difference in the world. Aligned with the President's and Provost's transformational goals, the University of Rhode Island's GSLIS program will be a first-choice destination for students and faculty. The emphasis is on innovation, interdisciplinary learning, and leadership. All Harrington School programs aim towards these characteristics:

- Curriculum that is cutting-edge and responsive to rapid changes in society
- Instructional practices that connect knowledge, skills and competencies to the real world
- Top-caliber students and nationally and internationally-recognized faculty who are engaged in meaningful learning, research & creative projects that add value to society

¹ In August 2013, Southern Connecticut State received notice their accreditation would be revoked by the American Library Association Committee on Accreditation. While they are appealing the decision, it is likely that URI GSLIS will be the only public library school in New England by fall 2014.

- Facilities, including access to technology, studios, labs & classrooms, that support student learning and create a sense of identity and shared purpose
- Visionary leadership and solid organization and management of fiscal, personnel and other resources to maximize efficiencies

C2. Explain the relationship of the program to other programs offered by the institution.

Currently the Harrington School consists of six academic departments and programs and a Founding Director who reports to the Dean of Arts and Sciences. Undergraduate programs include: Communication Studies, Journalism, Writing & Rhetoric, Film/Media, and Public Relations. Graduate programs include Library & Information Studies (MLIS), and Communication Studies (MA). Additional programs include the Writing and Rhetoric specialization within English (PhD). All together, there are 1,350 undergraduate students and 250 graduate students, for a total of 1600 students. We see many points of synergy between the three graduate programs of the Harrington School. Over the next 2 years, we will develop a series of faculty development programs to promote cross-fertilization across disciplines. When we examine the core competencies, knowledge and skills that connect the academic programs of the Harrington School together, a key feature is *our focus on communication strategy*. Communication strategy focuses on a deep understanding of the communicator's purpose or goals, target audience, context, resources, and outcomes. Strategic use of information, storytelling, emotion and relationship management involves skillful manipulation of language, sound, images, non-verbal interaction and digital interactivity. Strategic communicators attract people's attention and interest, offer support to aid the meaning-making process, and use techniques that enlist trust based on appeal, expertise, information quality, significance, relevance, and creative style. *As a result, strategic communicators get things done*. In order to cultivate a distinctive identity, we will make communication strategy an essential component of the Harrington School curriculum.

D. INTERINSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Board of Governors pertaining to the coordination and collaboration between public institutions of higher education. (Consult the Board of Governors' *Coordination Plan for Academic Programs in Rhode Island Public Institutions of Higher Education* [www.ribghe.org/publicreg.htm] for guidelines and restrictions regarding the types and levels of programs the institutions are allowed to offer.)

D1. List similar programs offered in the state and region, and compare the objectives of similar programs.

There are two similar programs in the New England Region. There are no similar or equivalent programs in Rhode Island at either public or private institutions of higher education.

Southern Connecticut State University. This school offers a Master of Library Science degree, as well as School Media Certification. As noted previously, this program is in the process of having its accreditation revoked and it likely to be completely unaccredited by the American Library Association by fall 2014.

Simmons College (Boston). The Graduate School of Library and Information Science offers a Master of Science in Library and Information Science, with both an archives and a school library teacher certification. The specific objectives of the program are that graduates will be able to:

- Engage in critical thinking and problem solving;
- Understand the information profession, both historical and present day, with respect to professional, social, and ethical issues; professional values; information policies and resources; and potential challenges for the future;
- Understand the interrelationships between information and knowledge;
- Analyze the characteristics and information needs of user communities and individual users;
- Locate, retrieve, evaluate, and disseminate information - in all formats - from the full range of sources;
- Gather, organize, manage, and preserve knowledge and information resources;
- Understand, analyze, and apply the principles of management in information-related organizations, and;
- Recognize the value of and be able to practice effective communication and interpersonal skills.

The objectives of the revised academic program of the URI Harrington School MLIS program are designed to compete with other regional programs. Rather than focusing solely on library-specific learning outcomes, we will educate a broader range of information professionals. Focusing on four key areas in the learning outcomes (foundations, lifelong learning, digital media, and leadership) creates the opportunity for specialization. By exploiting our position within the Harrington School to enable students to use the power of communication and information to make a difference in the world, we will bridge the disciplines of communication, information and education in a way that the other regional programs cannot.

D2. Estimate the projected impact of program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections.

There are no other public higher education institutions in Rhode Island that offer a Master's in Library and Information Studies, or an equivalent degree. To date, there has been no competition in Rhode Island for students seeking the MLIS, nor is there anticipated to be any competition between Rhode Island higher education institutions for such students.

D3. Using the format provided by RIOHE, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institutions must also either submit a Joint Admission Agreement transition plan or the reason(s) the new program is not transferable. (See *Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs* which can be found at www.ribghe.org/publicreg.htm.)

No other public institution of higher education in Rhode Island offers graduate-level courses in library and information studies. Therefore, there is no procedure for transferring MLIS students among institutions. There are also no transfer agreements in place with independent institutions. In accordance with University policy, all students in the MLIS program at the Department of Information and Library Studies may transfer in a maximum of 6 credit hours of appropriate graduate-level work, subject to approval of the student's academic advisor.

D4. Describe any cooperative agreements with institutions offering similar programs. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)

N/A

D5. If external affiliations are required, identify providing agencies (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)

N/A

D6. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).

The program is currently available under the NEBHE RSP and will continue to be available under this program.

E. PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.

Learning Outcomes. Graduates will understand the changing nature of knowledge and will know how to research, organize, and apply a broad range of interdisciplinary resources to meet the information needs of diverse users. Graduates will understand how to assess and meet the needs of users and develop community partnerships in order to empower lifelong learners. Graduates will understand how changing media and technologies reshape information and society, applying digital competencies and critical thinking skills in order to contribute to innovation. Graduates will understand and apply ethical principles of global citizenship and will demonstrate leadership skills toward creating equitable access to and use of information.

Tracks and Specializations. Core courses are being modified to include more systematic focus on experiential learning, the strategic integration of digital media and technology, and emphasis on the practice of collaboration, leadership and advocacy. Three tracks will enable students to specialize in digital media, library leadership and transforming communities, and school media. Students are not required to specialize, however. After taking the five core required courses, students can design their own program of study to meet their individualized learning goals.

Delivery. The URI-MLIS program currently uses a combination of face-to-face, blended and fully online courses. About 50% of courses are currently offered in a fully online format. Our goal is to develop a fully online program by 2017.

TRACK 1: School Library Media

Core

LSC 502 (3 credits) Lead, Manage, & Connect Lib & Info Services

LSC 504 (3 credits) Searching for Answers: Meeting Users' Information Needs

LSC 557 (3 credits) Document, Assess, Evaluate

LSC 596 (9 credits) School Library Media Practicum and Seminar

Fundamentals

LSC 520 (3 credits) School Library Media Services

LSC 527 (3 credits) Digital Information Literacy Instruction

Focus on Children and Youth

Select 1 from the list

LSC 530 (3 credits) Texts & E-Tools for Tots to Teens

LSC 531 (3 credits) Information Resources and Competencies for Youth

Electives

9 credits free electives

Total= 36 Credits

TRACK 2

Organization of Digital Media

Core

LSC 502 (3 credits) Lead, Manage, & Connect Lib & Info Services

LSC 504 (3 credits) Searching for Answers: Meeting Users' Information Needs

LSC 505 (3 credits) Organization of Information

LSC 557 (3 credits) Document, Assess, Evaluate

LSC 595 (3 credits) Apply and Reflect

Fundamentals

LSC 528 (3 credits) Digital Visual Information Literacy

Content Creation

Select 1 course from this list:

- LSC 527: (3 credits) Digital Information Literacy Instruction
- LSC 544 (3 credits) Visual Information Science
- LSC 548 (3 credits) Information Architecture and Web Site Development
- COM 520 (3 credits) Seminar in Media Studies

Content Management

Select 1 course from this list

- LSC 503 (3 credits) Collection Management
- LSC 510: (3 credits) Books to Bytes
- LSC 516: (3 credits) Information and Culture
- LSC 518: (3 credits) Global Information Services
- LSC 545 (3 credits) Indexing and Abstracting
- LSC 547: (3 credits) Information Storage and Retrieval and Online Searching and Services
- LSC 550 (3 credits) Organization of Digital and Non Book Resources

Ethics

Select 1 from this list

- LSC 508 (3 credits) Introduction to Information Science and Technology
- LSC 515 (3 credits) Information Ethics and Policy

Electives

9 credits from any discipline

Total= 36 Credits

TRACK 3

Libraries, Leadership & Transforming Communities

Core

- LSC 502 (3 credits) Lead, Manage, & Connect Lib & Info Services
- LSC 504 (3 credits) Searching for Answers: Meeting Users' Information Needs
- LSC 505 (3 credits) Organization of Information
- LSC 557 (3 credits) Document, Assess, Evaluate
- LSC 595 (3 credits) Apply and Reflect

Fundamentals

- LSC 570 (3 credits) Leadership in Information Professions

Public Relations and Advocacy

Select 1 from the list

- LSC 517: (3 credits) Community Relations for Libraries

Communication

Select 1 from the list

- LSC 525 (3 credits) Multiculturalism in Libraries
- LSC 527: (3 credits) Digital Information Literacy Instruction
- COM 510: (3 credits) Seminar in Interpersonal Communication
- COM 520: (3 credits) Seminar in Media Studies
- COM 530: (3 credits) Seminar in Organizational Communication

Communities and Contexts

Select 1 from the list

- LSC 503: (3 credits) Collection Management
- LSC 515: (3 credits) Information Ethics and Policy
- LSC 516: (3 credits) Information and Culture
- LSC 521: (3 credits) Public Library Service
- LSC 522: (3 credits) College and University Library Service
- LSC 523: (3 credits) Special Library Service
- LSC 560: (3 credits) Human Information Behavior

Electives

9 credits free electives

Total= 36 Credits

E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option.

Semester:	FA 14	SP 15	SU 15	FA 15	SP 16	SU 16
CORE CLASSES						
502 Lead, Manage, & Connect Lib. & Info Services	X		X	X		
504 Searching for Answers: Meeting Users' Information Needs		X	X		X	
505 Organization of Information	X			X		X
557 Document, Assess, Evaluate		X			X	X
595 Apply and Reflect	X	X	X	X	X	X
Leadership CORE						
570 Leadership in Information Professions		X	X		X	
Digital Media CORE						
528 Digital Visual Information Literacy		X			X	X
School Library CORE						
520 School Library Media Services	X			X		
527 Digital Information Literacy Instruction	X		X	X		X
530 Texts & E-Tools for Tots to Teens	X		X	X		
531 Information Resources and Competencies for Youth		X			X	X
596 School Library Media Practicum & Seminar		X			X	
ELECTIVES						
503 Collection Management		X		X		
506 Technical Services		X			X	
508 Introduction to Information Science & Technology	X		X		X	
510 Books to Bytes				X		
515 Information Ethics and Policy		X		X		
516 Information and Culture	X				X	
517 Community Relations for Libraries		X			X	
518 Global Information	X			X		

Services						
521 Public Library Service	X				X	
522 College and University Library Service		X		X		
523 Special Library Service		X				
Semester:	FA 14	SP 15	SU 15	FA 15	SP 16	SU 16
ELECTIVES, continued						
525 Multiculturalism in Libraries		X			X	
537 Health Sciences Librarianship				X		
538 Law Librarianship		X				
540 Humanities Information and Materials	X			X		
541 Social Science Information					X	
542 Library Materials in Science and Technology		X				
543 Government Publications				X		
544 Visual Information Science	X			X		
545 Indexing and Abstracting		X				
547 Information Storage and Retrieval and Online Searching and Services					X	
548 Information Architecture and Web Site Development		X			X	
550 Organization of Digital and Non Book Resources					X	
560 Human Information Behavior	X				X	
562 Digital Archives and Preservation				X		
590 Introduction to Chinese Information Services	X					
593 Independent Work	X	X	X	X	X	X
597 Current Trends	X	X		X	X	

E1a. Names of courses, departments, and catalog numbers for NEW courses, and brief course descriptions as they will appear in the catalog. Assessment plan detailing what each student should know and be able to do at the completion of the program and how the skills and knowledge will be assessed.

Three new courses are proposed, as follows:

Number	Title	Description
LSC 516	Information and Culture	(3 credits) This course studies cultural architectures of information, exploring how cultural forms of information are understood and exchanged locally, nationally, and globally
LSC 560	Human Information Behavior	(3 credits) This course is designed to introduce students to human information behavior (IB), investigating characteristics of information users, IB theories and research methods, and IB in personal, social, and institutional contexts.
LSC 570	Leadership in Information Professions	(3 credits) Introduction to the principles, practices, theories and ethics of leadership in the information professions. Focus on leading from any position within an organization or the larger LIS community

Assessment Plan. LEARNING OUTCOMES

- 1) Foundations: Graduates will understand the changing nature of knowledge and will know how to research, organize, and apply a broad range of interdisciplinary resources to meet the information needs of diverse users. This knowledge will be acquired through the required courses: LSC 504, 505, 557, and 595.

Students will:

- A. Create an interdisciplinary LIBGuide for young adults
- B. Write a grant proposal for a research project

- 2) Lifelong Learning: Graduates will understand how to assess and meet the needs of users and develop community partnerships in order to empower lifelong learners. This knowledge will be acquired through the required courses: LSC 502, 504, 557, and 595.

Students will:

- A. Create an interdisciplinary unit Using Common Core Standards and/or AASL & ACRL standards
- B. Develop a community needs assessment
- C. Conduct a reference interview

- 3) Digital Media: Graduates will understand how changing media and technologies reshape information and society, applying digital competencies and critical thinking skills in order to contribute to innovation. This knowledge will be acquired through the required courses: LSC 504, 505, and 595.

Students will:

- A. Create social media reports to evaluate different tools, at a minimum comparing databases and search engines
 - B. Create screencasts to create new knowledge
 - C. Create AV presentations
- 4) Leadership and Ethics: Graduates will understand ethical principles of global citizenship and will demonstrate leadership skills towards creating equitable access to and use of information. Knowledge, skills and habits of mind will be acquired through the required courses: LSC 502, 505, and 595.

Students will:

- A. Create a mode of information report to address how users are positioned in information flows
- B. Write a research paper
- C. Conduct a case study analysis on an online discussion board

E1c. Course distribution requirements, if any, within the program, and general education requirements.

There are five core courses in the MLIS degree program. Students in the School Library Track are encouraged but not required to take LSC 505: Organization of Information, and will take LSC 596: School Library Media Practicum and Seminar in lieu of LSC 595: Apply and Reflect.

502 Lead, Manage, & Connect Lib & Info Services
504 Searching for Answers: Meeting Users' Information Needs
505 Organization of Information
557 Document, Assess, Evaluate
595 Apply and Reflect

E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.

There are no certification or licensing requirements for general MLIS graduates. To become certified in All Grades Library Media, SLM students must satisfy all of the following:

- Bachelor's degree from a regionally accredited institution
- Completion of an approved program for the preparation of All Grades Library Media Teacher
- Completion of a minimum of 12 weeks of Student Teaching in this area and a minimum of 60 hours Field Experience prior to Student Teaching
- Demonstration of meeting the Professional Competencies of the Rhode Island Professional Teaching Standards (RIPTS)

- Demonstration of meeting the Content Competencies as prescribed by the American Library Association (ALA)
- Other requirements:
 - Major or Equivalent in the content area or a closely related field
 - A passing score of 160 on the Praxis II Principles of Learning and Teaching - Grades K-6 (0622/5622) OR a passing score of 157 on the Praxis II Principles of Learning and Teaching - Grades 7-12 (0624/5624) AND a passing score of 162 on the Praxis II Library Media Specialist test (0311/5311).

E3. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.

Please see E1a for a comprehensive list of our Learning Outcomes.

E4. Demonstrate that student learning is assessed based on clear statements of outcomes and expectations.

Please see E1a for a comprehensive list of our Learning Outcomes. Our Comprehensive Exams are explicitly aligned with the Learning Outcomes and are graded based on demonstration of these outcomes.

E4a. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.

Please see E1a for a comprehensive list of our Learning Outcomes.

E4b. Demonstrate that student learning is assessed based on clear statements of outcomes and expectations.

Please see E1a for a comprehensive list of our Learning Outcomes. Our Comprehensive Exams are explicitly aligned with the Learning Outcomes and are graded based on demonstration of these outcomes.

F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program

F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions.

Valerie Karno – Interim Director, Associate Professor, GSLIS existing position, 90% FTE

Renee Hobbs – Professor, Harrington School existing position, 20% FTE

Cheryl McCarthy – Professor, GSLIS existing position, 100% FTE

Yan Ma – Professor, GSLIS existing position, 100% FTE

Donna Gilton – Professor, GSLIS existing position, 100% FTE

Lauren Mandel – Assistant Professor GSLIS existing position, 100% FTE

New Position – Professor or Professional in Residence, new position, 100% FTE

F2. List anticipated support staff, the percent of their time to be spent in the program, and whether these are reassignments or new positions. Indicate total full-time equivalent (FTE) positions required for the program.

Student Services Specialist, existing position, 100% FTE
Fiscal Clerk, existing position, 20% FTE

F3. Summarize the annual costs for faculty and support staff by indicating salaries and fringe benefits (adjusted for the proportion of time devoted to the program). Distinguish between existing resources and new resources. Specify in the narrative if resources are to be provided by more than one department. (Include the salary and benefits information on the budget form that can be found at www.ribghe.org/publicreg.htm.)

Existing Administrative and Faculty Salary Yearly Costs for GSLIS are \$520,489.00

Existing Support Staff Annual Cost is \$3,500.00

Resources are provided solely by GSLIS as a member of the Harrington School of Media and Communication.

F4. Provide assurance that the institution's chief academic officer has worked with the director of human resources (or equivalent) in the development of the faculty and staff projections and estimates and that they agree on the adequacy of the estimates.

The proposal has been reviewed by Dean Winnie Brownell and Associate Dean Patricia Morokoff and they agree on the adequacy of the estimates.

G. STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.

G1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.

We anticipate three types of students entering into this degree program: (1) Students of traditional graduate school aged 23 – 28, who are entering the program within 1 - 5 years of completing their undergraduate graduation. These students generally attend full-time and complete the program in 2 years; (2) Working professionals with 10 – 20 years of work experience who live in New England. These students generally attend part-time and complete the program in 3 – 5 years; (3) When the program moves to become fully online, we anticipate attracting working professionals nationally and internationally.

G2. Estimate the proposed program size and provide projected annual full-time, part-time, and FTE enrollments for one complete cycle of the program. Provide a specific rationale for the assumptions made in the projections. (Depending on the nature of the program, use the FTE or part-time estimates of enrollment on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

We anticipate that the program will grow by 6 - 10% annually from 117 students in 2013 to 150 students by 2017.

G3. Indicate how the institution provides programs and services designed to assist students in achieving their academic goals.

Faculty advisors work with students to complete a program of study and the Student Services Coordinator assists with selecting courses, arranging community building events, and career counseling.

G4. List the program admission and retention requirements for students. Provide descriptions of the specific criteria and methods used to assess students' ability to benefit from the program. Describe how satisfactory academic progress will be determined.

The following are required for admission to the MLIS program. A Bachelor's degree from an accredited institution (two official transcripts from all colleges or universities attended are required). An undergraduate grade point average of 3.0 or better. Graduate Record Examination or Miller Analogies. Test scores at the 50th percentile or above. GRE or MAT waived for applicants with a Master's degree or who have achieved a 3.3 grade point average or above in their undergraduate degree. Two letters of recommendation, preferably from previous instructors or employers. A current resume. A statement of purpose. We follow the URI Graduate School requirements for retention. Students who fall below 3.0 GPA are placed on academic probation. They have one semester to bring their GPA up.

Required Technology Competencies. The Graduate School of Library and Information Studies (GSLIS) at the University of Rhode Island expects that incoming students possess a basic knowledge of information technologies. We gather survey data annually to track student competencies.

G5. Indicate available funds for assistantships, scholarships and fellowships. (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

Available funds for Scholarships total \$20,871.00. The money is allocated between :

Betty Fast Memorial Endowment
Elizabeth D. Futas Scholarship
GSLIS Scholarship
GSLIS Prism Scholarship
Mattoon-Kline Scholarship in GSLIS
RI Coalition of Library Advocates Scholarship

H. ADMINISTRATION: Administrative oversight for the program should be sufficient to ensure quality.

H1. Indicate how the program will be administered and the degree to which this work will affect the administrative structure in which it is located.

The Harrington School of Communication and Media is the administrative home of the Graduate Program in Library and Information Studies, which has been part of the College of Arts and Sciences since its inception 50 years ago. The Founding Director is Renee Hobbs.

H2. Indicate the titles of the persons who will have administrative responsibility for the program and the percent of time each will spend on the program.

New Position. Library Leadership. Director of the GSLIS Department. 100% FTE.

H3. Indicate additional annual administrative salaries and related costs to be associated with the program. Distinguish between existing resources and new resources. (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

No additional administrative salaries are anticipated with the program.

I. INSTRUCTIONAL RESOURCES: The instructional resources should be sufficient in quantity, quality and timeliness to support a successful program.

I1. Estimate the number and cost of relevant print electronic and other non-print library materials needed (and those available) for the program and compare with recommendations of national accrediting agencies, the standards of the Association of College and Research Libraries, and/or any other recognized measures of general library adequacy in terms of collections, staff, space and operations.

The program modification does not require access to new resources.

I2. Identify and evaluate other instructional resources and instructional support equipment (such as computers, laboratory equipment and supplies) in terms of overall capability to satisfy the needs of the program. If these instructional resources are considered insufficient or if upgrading is necessary for the development of the program, the additional needs should be detailed and their cost estimated.

The program modification does not require access to new resources.

I3. Estimate annual expenditures for instructional resources. Distinguish between existing resources and new resources. The information should reflect the annual operation and maintenance of the instructional resources, recurrent costs and costs for necessary additions. (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

The program modification does not require access to new resources.

I4. Provide assurance that the institution's chief academic officer has worked with appropriate library and other staff in the development of the assessments and estimates regarding instructional resources and they are in agreement on the adequacy of estimates.

Library staff have reviewed new course proposals and made estimates regarding instructional resources.

J. FACILITIES AND CAPITAL EQUIPMENT: Facilities and capital equipment should be sufficient in quantity, quality and timeliness to support a successful program.

J1. Describe the facilities and capital equipment (e.g., classrooms, office space, laboratories, and telecommunications equipment) and assess the adequacy of these resources relative to the program and to the requirements of the American with Disabilities Act and state disability statutes.

Facilities and capital equipment are only barely adequate to meet current and future needs. When Ranger Hall renovation is completed, additional classroom, screening space and student collaboration spaces will address current needs. When new building is completed to bring all Harrington School programs under one roof, the program will be able to fully exploit synergies between programs and departments.

J2. If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.) [Note: the RIBGHE's Facilities Committee is responsible for approving lease, purchase or other agreements and ensuring that the facility meets all building, fire and health codes and ADA requirements.]

Facilities and capital equipment are only barely adequate to meet current and future needs. When Ranger Hall renovation is completed, additional classroom, screening space and student collaboration spaces will address current needs. When new building is completed to bring all Harrington School programs under one roof, the program will be able to fully exploit synergies between programs and departments.

J3. Estimate the annual additional expenditures for new program facilities and capital equipment. (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

Facilities and capital equipment are adequate.

J4. Indicate whether the needed facilities are included in the institution's master plan.

Facilities upgrades are part of the URI space planning master plan.

J5. Provide assurance that the institution's chief academic officer has worked with the facilities director (or equivalent) in the development of assessments and estimates regarding facilities and capital equipment and that they agree on the adequacy of estimates.

Renee Hobbs has worked with Ryan Carillo and Thomas Frisby-Fulton to complete a comprehensive space needs survey for the Harrington School.

K. FINANCIAL CONSIDERATIONS: Projected revenues should be sufficient to support a successful program and must cover the estimated costs of the program.

K1. Expenditures for program initiation and annual operation should be estimated and displayed in the proposed budget. The summary should enable the reader to understand expenditures for a period representative of one full program cycle.

This program is currently budgeted at \$412,245 during the 2012-2013 academic year, with \$394,845 in salaries and \$16,806 in operating expenses. However, because the salaries of two faculty members came from other units in the University (Hobbs and Karno) and a key staff position is funded through revenues from CCE Special Programs, a more accurate budget would include lines for 2 faculty members and 1 staff member.

K3. Describe how current institutional resources will be redeployed or extra institutional resources will be obtained to support the program (e.g., describe program eliminations, staff reallocations and/or external sources of monies).

We have eliminated per course teaching assignments where low enrollments were a chronic problem or where instructors were unwilling or unable to adapt their course to make contemporary use of digital tools or move towards teaching in a fully online environment.

K4. Provide assurance that the institution's chief academic officer has worked with budget director and controller in the development of the financial projections and that they agree on the adequacy of the estimates.

The budget director is currently reviewing the financial projections.

L. EVALUATION: Appropriate criteria for evaluating the success of a program should be development and used.

L1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for internal and external evaluation, as appropriate.

L2. Describe and quantify the program’s criteria for success.

We will measure the success of the program (annually) using the rubric. Threshold values are based on our initial expectations for the program.

METRIC	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	LOWER THAN EXPECTED
Number of applicants per year	60	50	40
Number of matriculating students	40	35	30
Number of graduates annually	30	25	20
Student diversity – age, culture, stage of career.	Equitable distribution across all categories	Some representation across categories	No students from underrepresented categories
Percent of classes online	66%	50%	33%
Number of students retained in program	50%	40%	30%

An annual symposium will invite library and information professionals to meet with URI faculty and graduate students to reflect on changing needs of the profession. Faculty will engage in an annual process of curriculum review to ensure that courses and programs of study continue to be updated to ensure student success.

L3. If the proposed program is eligible for specialized accreditation, indicate name and address of accrediting agency and a list of accreditation requirements. If specialized accreditation is available but not sought, indicate reasons.

The MLIS program is accredited by the American Library Association, 50 East Huron Street, Chicago, IL 60611. The accreditation requirements are as follows:

1. Respond to COA's specific questions from past correspondence. Review all previous COA correspondence since the last comprehensive review. This includes responses to previous statistical and narrative reports, requests for special reports, and the decision document received after the last comprehensive review. The biennial narrative or special report must specifically address those issues flagged by the Committee by describing efforts the program has made and providing evidence that the program is meeting the relevant areas of the Standards. COA will indicate when

reporting on a specific issue is no longer required. Please contact the Office if you need a copy of any correspondence from COA.

2. Address how the program is maintaining compliance with the Standards. The report should inform COA of ongoing self-assessment, planning, and evaluation processes occurring at the school and program. It should provide COA an update on the evolution of the program that occurs between comprehensive reviews. Thus, narrative reports should be developed with the next comprehensive review in mind. By continually building upon previous narrative reports, the amount of time needed to produce the next program presentation document should be reduced because documentation and evidence will have been developed and collected.
3. Describe the results of the broad-based, continuous program planning, development, outcomes assessment, and improvement processes for the ALA-accredited program(s).
4. Identify how and where the program publicly provides evidence of assessment and evaluation of student achievement.
5. Discuss major changes that have occurred, are underway, or are being planned since the most recent biennial narrative report or comprehensive review.
6. Address major challenges the program and school may be facing. Examples of topics to include in the report:
 - New or revised mission, goals, and objectives
 - New or substantially revised curriculum
 - New degree programs
 - New distance education initiatives
 - Names and brief vitae for new full-time faculty members
 - Names and competencies of new adjunct faculty members
 - Substantial enrollment changes
 - Budgetary issues in the state/province or university affecting the program
 - Significant changes in physical facilities or resources
 - Plans for or completed alteration in governance and/or administrative structure
 - Major institutional changes that will potentially affect the program or school

The SLM program is also accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036. The NCATE accreditation system is a voluntary peer review process that involves a comprehensive evaluation of the professional education unit (the school, college, department, or other administrative body that is primarily responsible for the preparation of teachers and other professional school personnel). The review is based on the NCATE Unit Standards, a set of research-based national standards developed by all sectors of the teaching profession. Accreditation requires an on-site review of the unit and a review of the individual programs within the unit. Using NCATE unit standards, a group of examiners, known as the Board of Examiners (BOE), conducts an on-site visit and evaluates the unit's capacity to effectively deliver its programs. The review of individual programs is a review conducted by the state or electronically through NCATE and the specialized professional organizations, depending on the type of partnership NCATE has developed with the unit's state.

The program review process entails the submission of no more than 8 assessments that provide evidence of candidate mastery of specialized professional associations (SPA) standards. Faculty can select the key assessments (required of all candidates) with the following constraints:

1. Faculty can select up to 8 assessments (there is no lower limit on the number of assessments).
2. One assessment must be the state licensure test if there is a state licensure test in the discipline area.
3. One assessment must focus on candidate impact on student learning, or, for non-teaching programs, an assessment of candidate impact on providing a supportive learning environment.
4. Assessments, taken as a whole, must demonstrate mastery of SPA standards.
5. Assessments must address the following key elements of NCATE Unit Standard 1: content, pedagogical content knowledge and skills, and impact on student learning.

The SLM program is also approved by the Rhode Island Department of Education (RIDE), 255 Westminster Street, Providence, RI 02903. All approved programs in Rhode Island are required, under the Rhode Island Program Approval Standards, to assess candidate performance to standards of the profession from point of admission through recommendation for certification. Approved programs are reviewed at least once every five (5) years by a team of educators assembled by the Department of Education. Title II of the Higher Education Opportunity Act requires institutions of higher education to submit annual reports to the RI Department of Education that provide basic information on the programs offered at the institution, how well students perform on initial state certification test requirements, and whether the institution has been classified as "low performing." The following six (6) standards provide the overall structure for the review of educator preparation programs in Rhode Island:

1. Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards.1
2. Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Beginning Teacher Standards.
3. Prospective educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.
4. Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.
5. Rhode Island Educator Certification Programs are supported by college and university structures that provide the resources necessary to ensure adequate resources for quality programs; a faculty that is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools; and coherence within and across programs.

6. Rhode Island Educator Preparation Programs engage in a process of regular evaluation to ensure program improvement.

L4. Describe the process that communicates the results of the program evaluation to appropriate institutional stakeholders and uses the outcomes for program improvement.

The ALA COA and NCATE provide written feedback to the academic program directly and this data is used to make program modifications and improvements.

DATE: August 14, 2014

TO: Dr. Nasser H. Zawia
Dean, Graduate School

Keith Killingbeck
Associate Dean, Graduate School

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal for GSLIS/MLIS Curriculum Modification

As requested by Valerie Karno, the Budget and Financial Planning Office has reviewed the budget related to the proposal for a modification to the GSLIS/MLIS Curriculum.

The Faculty Senate approved the changes with small revisions to be documented in the final paperwork that is sent to the President for his signature.


Although there are two new positions reflected in the proposal (Sections F1 and H2), a Professor or Professional in Residence, 100% FTE and Director of the GSLIS Department 100%, Valerie has confirmed that these positions are not required to implement the proposed changes in the curriculum. The Budget and Financial Planning Office concurs that the Proposal for GSLIS/MLIS Curriculum modifications have no net budget impact on the Fund 100 unrestricted budget as it has been presented.

Please let us know if you require any further information.

cc: Donald DeHayes
Dean Libutti
Cliff Katz
Bahram Nassersharif
Winnie Brownell
Trish Morokoff
Valerie Karno
Nancy Neff
Joanne Lawrence
Cheryl Hinkson
Colleen Robillard

MEMORANDUM

TO: Dr. Jim Purcell, Commissioner of Postsecondary Education
RI Office of the Postsecondary Commissioner

FROM: David M. Dooley 
President

DATE: September 8, 2014

SUBJECT: University of Rhode Abbreviated Proposal for the M.L.I.S. in Library and
Information Studies

Enclosed is an Abbreviated Proposal for the M.L.I.S. in Library and Information Studies. The abbreviated proposal received approval by the Graduate Council and the Faculty Senate on May 8, 2014 and I approved it on September 5, 2014.

I look forward to a positive review and positive actions on the above item. Donald DeHayes, Provost and Vice President for Academic Affairs, will serve as the University's contact. Please feel free to contact him directly if you have any questions.

dr
enclosures

c: Donald H. DeHayes, Provost and Vice President for Academic Affairs
Laura Beauvais, Interim Vice Provost for Faculty Affairs
Dean Libutti, Vice Provost for Enrollment Management
Nancy Neff, Faculty Senate Coordinator