MEMORANDUM

TO: Jennifer Preece
   Dean, College of Information Studies

FROM: Elizabeth Beise
      Interim Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to offer the MLS program online (PCC log no. 09069)

Your proposal to offer the Master of Library Science program through an online format has been administratively approved. A copy of the approved proposal is attached.

The approval is effective Fall 2010. The School should ensure that the change is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/
Enclosure

cc: Alex Chen, Chair, Senate PCC Committee
    Sarah Bauder, Office of Student Financial Aid
    Reka Montfort, University Senate
    Erin Howard, Data Administration
    Donna Williams, Institutional Research & Planning
    Anne Turkos, Archives
    Linda Yokoi, Office of the Registrar
    Thomas Castonguay, Graduate School
    Diane Barlow, College of Information Studies
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.
- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: College of Information Studies
College/School Unit Code-First 8 digits: 01203500
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:
Department/Program Unit code-Last 7 digits:

Type of Action (choose one):

- [ ] Curriculum change (including informal specializations)
- [ ] Renaming of program or formal Area of Concentration
- [ ] Addition/deletion of formal Area of Concentration
- [ ] Suspend/delete program
- [x] New academic degree/award program
- [ ] New Professional Studies award iteration
- [ ] New Minor
- [ ] Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:
The iSchool proposes to offer the Master of Library Science program online in addition to the on-site program at College Park and Universities at Shady Grove.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair

2. Department Chair

3. College/School PCC Chair

4. Dean

5. Dean of the Graduate School (if required)

6. Chair, Senate PCC

7. University Senate Chair (if required)

8. Vice President for Academic Affairs & Provost

[Signatures]

[Date: 5/28/2010]
Proposal for the Master of Library Science Degree Program Online

Executive Summary

The College of Information Studies proposes to offer its Master of Library Science (MLS) degree program online beginning in Fall Semester 2010. While we refer to the online offering as a program, we view the MLS as one program regardless of its place or mode of delivery. The proposed online MLS has been planned and will be implemented and evaluated using the same processes that the face-to-face program offerings at College Park and the Universities at Shady Grove are.

The MLS online will use a cohort model for student admission and schedule planning. The cohorts will be based on semester of entry and program specialization and will include 20-25 students. New cohorts will begin their programs in Fall semester only. Full enrollment in the online MLS is projected to be approximately 90 students; full enrollment will be achieved in Year 2. In Fall 2010, two cohorts will be admitted. Students will follow a specified sequence of required and elective courses and will complete the degree program in two calendar years.

The online MLS is proposed as an entrepreneurial program; it will be self-supporting and will generate income for the university. The financial model for the program is attached as Appendix D.

Introduction

The MLS program has been offered on the College Park campus since Fall 1965 and at the Universities at Shady Grove (USG) since Fall 2008. The MLS at College Park is broad-based and includes two specializations (archives and records management, and school library media) and several concentrations appropriate for public, academic, and special libraries as well as non-library based jobs. At present courses at USG are limited to those related to information services for children and youth in school library media centers and public libraries. In Fall 2009, 343 students were enrolled in the MLS program. The program is fully accredited by the American Library Association (ALA) and is the only accredited program in Maryland and at a public university in Maryland, Delaware, the District of Columbia, Virginia, or West Virginia. The school library media specialization has additional accreditation from the National Council for Accreditation of Teacher Education through the College of Education and is an approved program for school library media specialists K-12 by the Maryland State Department of Education. The MLS program is ranked 10th nationally by U.S. News & World Report.

While we refer to the College Park “program” and the USG “program,” we view the MLS as one program that is offered at two sites. (We are searching for a term other than “program” to use but haven’t come up with an alternative.) Students designate a primary campus but are permitted to take courses at the other campus on a space-available basis. The proposed online MLS will have the same relationship to the two on-site campuses; a student will designate online as his/her primary “campus” but will be able to register for an on-site course at either College Park or Shady Grove on a space-available basis. Students are expected to take at least 27 hours at their designated campus.

The integration of College Park, USG, and online is critically important as it will ensure that the same high quality of the MLS at College Park and USG carries through to the online MLS. ALA Standards for
Accreditation 2008 state that a program, regardless of forms and locations of delivery, must conform to the requirements of the Standards:1

The Standards make it explicit that the location of the offering of a program or its components, or the means by which a program or its components are delivered, e.g., satellite, closed circuit television, are relevant to the accreditation process simply as one aspect of a total program. The Standards neither extol nor caution against distance education. For accreditation purposes, programs are evaluated in the same way regardless of locations or forms of delivery of a program.

This basic requirement as applied by the ALA Committee on Accreditation means that all aspects of the program – mission, governance, curriculum, faculty, and students – must meet the same requirements and adhere to the same processes regardless of the method used to deliver instruction. Therefore, all processes used for the MLS at College Park and Shady Grove were used in planning and will be used in implementing and evaluating the online MLS.

Market Analysis and Need
Distance education has been a part of the professional graduate education landscape in library and information studies for decades. A master’s degree from an ALA-accredited educational program is the essential qualification for most professional positions in libraries of all types. At the present time, the 62 ALA-accredited programs are located in 31 states, the District of Columbia, Puerto Rico, and five Canadian provinces. Sixteen schools offer a complete master’s program online; 13 schools offer a complete master’s program through satellite or other broadcast method; 22 schools (including Maryland) offer a complete program at another location; and 35 schools (including Maryland) offer online courses.

The iSchool has offered online courses as part of the College Park MLS program since 2005. The decision to offer online courses was based on the opportunity to have highly qualified individuals living in other locations teach in the MLS program2 and the desire of faculty to develop competence in online instruction. These courses have been very successful pedagogically; for example, Dr. Bruce Dearstyne won a national award for excellence in online teaching. The courses have been welcomed by students, as well; online course sections routinely fill quickly. In Spring 2010, the iSchool is offering three courses entirely online and one course that is primarily online.

Up until now the iSchool has not offered a complete MLS program online. The selection of online courses is based on availability of a very well-qualified instructor and the need to offer a particular course. Students in online courses have been resident students at College Park or USG who have full access to the resources of these campus programs.

However, the need for a complete online program continues to grow. We know that students from the state of Maryland are enrolled in the online programs of other universities. In a visit to another university to observe student orientation, we met three local students in the entering cohort, one each

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2 For example, Ann Prentice, Professor Emerita, resides in North Carolina; former Professor and Interim Dean Bruce Dearstyne resides in New York. Both teach online courses regularly for the iSchool.
from Frederick, Annapolis, and the District of Columbia. In our conversations with library and school library media supervisors around the State, we hear of their staff who are enrolled in online programs offered by other universities. Lynn Wheeler, Director of the Carroll County Public Library and Joe Thompson, Associate Director of the Western Maryland Regional Library, sent an informal note that says:

“As alumni\(^3\), we are delighted that the iSchool is going online. This has been long awaited by public library administrators and potential students throughout the state. Congratulations on this important education initiative.”

A university in Pennsylvania regularly promotes its online program to Maryland residents and offers a tuition discount; the most recent issue of *The Crab*, the newsletter of the Maryland Library Association (MLA), featured this announcement on the front page:

Through a partnership with [Drexel University Online](https://www.drexel.edu), MLA members and immediate family members are entitled to receive a 20% tuition reduction on Drexel's online library science programs. Ranked among the “Top 10 Library Science Programs in the Nation,” Drexel’s MS in Library & Information Science is offered in a convenient online format. To learn more, please visit [www.drexel.com/mla](http://www.drexel.com/mla).

While the MLS program at USG provides convenient access to residents of Montgomery County and Frederick County, residents of western Maryland and the Eastern Shore continue to face a long commute and heavy traffic to gain access to the MLS program at their state university.

There is a demonstrated need for online professional education in library and information studies education in Maryland and elsewhere. The iSchool believes that the proposed online MLS program will enable the college and the University to increase access to high quality professional education for residents of Maryland and that, because of the University’s and college’s reputation, students from other locations will be attracted to the online MLS program, as well.

**Description of the Online MLS**

The MLS online will use a cohort model for student admission and course scheduling. The cohorts will be formed using semester of entry and program specialization as criteria. Each cohort will include 20-25 students. New cohorts will begin their programs in Fall semester only. Full enrollment in the online MLS is projected to be 90 students and should be achieved in Fall 2011. The program is designed for students to complete all course requirements in two calendar years.

We anticipate following the pattern of enrolling one cohort in a general MLS program and a second cohort in a specialized program each year. In Fall 2010, one cohort will pursue a general program in library and information studies, which will prepare them for entry-level positions in public, academic, or special libraries. This cohort will serve students with a wide range of career goals; the individual student will be able to customize his/her academic program through topics of projects and papers and through the field study. The second cohort will pursue a specialized course of study in government information and e-government services. This cohort takes advantage of the iSchool’s strong reputation in e-

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\(^3\) Wheeler, MLS 1982; Thompson, MLS 2001.
government and government information. Each cohort will follow a specified schedule of required and elective courses that will lead to completion of the degree in two calendar years.

In Fall 2011, two additional cohorts will be admitted. Again, one student cohort will pursue a general program in library and information studies. The second cohort will pursue a specialized course of study in school library media. As with the students admitted for Fall 2010, students will follow a specified schedule of required and elective courses that will lead to completion of the degree in two calendar years. The decision about specializations for cohorts beyond 2011 will be made in Fall 2010.

The two cohort model allows the iSchool to offer the online MLS efficiently while allowing for specializations.

**Academic Oversight and Program Governance**

The Master’s Committee, a standing committee of the iSchool composed of members of the faculty and senior staff and a student representative, will have oversight of the online MLS programs just as it has oversight of the MLS at College Park and Shady Grove and of the Master of Information Management program. The committee will incorporate regular review of the online MLS into its work schedule. The committee reports to the iSchool’s Assembly, which is composed of all faculty, staff representatives, and representatives from the master’s and doctoral student bodies.

The Learning Outcomes Assessment plan that is applied to the MLS at College Park and Shady Grove will be applied to the online MLS, as well. This plan is attached as Appendix A.

**Admissions**

Applicants to the online MLS will be required to meet the same basic requirements as applicants to the College Park and USG MLS to be eligible for admission. These requirements are described in Appendix B; more information about admissions can be found at [http://ischool.umd.edu/admissions/adm_master.shtml](http://ischool.umd.edu/admissions/adm_master.shtml)

In addition, students applying to the online MLS will be required to respond to questions designed to assess their experience with technology and online learning and their motivation for enrolling in an online graduate program. Applicants to the specialized cohorts must be preparing for an appropriate career, of course; for example, students admitted to the government information and e-government cohort in Fall 2010 will be preparing for a career as government information specialists.

Applications to the online program will be processed and evaluated by the same procedures and policies used for all master’s applicants. The iSchool’s Student Services Office and the Master’s Committee are responsible for processing applications and deciding which applicants to recommend for admission. The Graduate School will make the final admission decisions and extend the offers of admission.

**Academic Requirements**

The online MLS will have the same degree requirements as the MLS at College Park and USG. These requirements are summarized in Appendix C. The iSchool Student Handbook 2009-2010 is available at [http://www.ischool.umd.edu/admissions/doc/ischool_Master_Student_Handbook10.pdf](http://www.ischool.umd.edu/admissions/doc/ischool_Master_Student_Handbook10.pdf)
Specialized cohorts, such as the government information cohort that will enter the program in 2010 and the school library media cohort that will enter the program in 2011, will have course requirements in addition to the core and management degree requirements.

The projected schedule of courses for the first two cohorts admitted for Fall 2010 is shown in Table 1.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>General library and information studies cohort</td>
<td>LBSC601 Users and Information Context</td>
<td>LBSC635 Management and Administration for Information Professionals</td>
<td>LBSC670 Organization of Information</td>
</tr>
<tr>
<td></td>
<td>LBSC650 Information Access Services</td>
<td>LBSC690 Information Technology</td>
<td>LBSC 701 Research Methods</td>
</tr>
<tr>
<td>Government information and e-government services cohort</td>
<td>LBSC625 Information Policy</td>
<td>LBSC708E e-Government</td>
<td>LBSC767 Access to Government Information</td>
</tr>
<tr>
<td></td>
<td>LBSC XXX E-librarianship (New course)</td>
<td>LBSC XXX Planning and Evaluation for Government Information Services</td>
<td>LBSC650 Information Access Services</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Summer 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>General library and information studies cohort</td>
<td>LBSC713 Planning and Evaluation of Library Services</td>
<td>LBSC625 Information Policy</td>
<td>LBSC707 Field Study</td>
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<td></td>
<td>LBSC708I Information Ethics</td>
<td>LBSC750 Information Access in the Electronic Environment</td>
<td>Either LBSC 715 Information for Decision Making or LBSC 770 Bibliographic Control</td>
</tr>
<tr>
<td>Government information and e-government services cohort</td>
<td>LBSC719 Government Information Internship (new course)</td>
<td>LBSC719 Government Information Internship (new course)</td>
<td>LBSC635 Management and Administration for the Information Professional</td>
</tr>
<tr>
<td></td>
<td>LBSC670 Organization of Information</td>
<td>LBSC 601 Users and Information Context</td>
<td>LBSC690 Information Technology</td>
</tr>
</tbody>
</table>

Online students will be required to complete two courses each semester and in the summer for two consecutive years, finishing the degree program in two calendar years. This requirement will assure that a student will have access to the courses needed to build a coherent program of study, as required by the ALA Standards on Accreditation. A student may petition the Master’s Committee for an exception to this requirement based on personal or family circumstances. The petition will be reviewed and a decision made by the Master’s Committee. However, the student who extends his/her program of study beyond two years may have to wait a year for the next offering of a missed course.

The sequence of courses for the government information cohort requires the students to take specialized courses in the first year in order to prepare themselves for intensive internships in the second year.
A student may take an independent study (LBSC 709) to pursue an interest that is not covered in the courses offered online. If attendance at College Park or USG is possible, the student may take up to nine credits at one of these sites on a space-available basis.

Faculty

Courses will be taught by fulltime College Park faculty and adjuncts who have been approved for teaching by the Committee on Appointments of the iSchool. At least one-half of the courses will be taught by fulltime College Park faculty. All faculty who teach in the online MLS will be required to complete a training program in construction of online courses and pedagogy.

Student Services

Student services for online MLS students will be provided through the iSchool’s Student Services Office. The staff of the office will be expanded by adding additional advisors whose primary responsibility will be to students in the online MLS program; one advisor will be added in each of the first two years of the program. Advisors will be responsible for recruiting students, working with applicants, and assisting students with registration and other problems. The advisor positions will be very similar to peer positions for College Park and USG advisors, with adjustments made for the different mode of program delivery. Advisors will maintain regular office hours during which they are available to assist online students; these hours will be publicized on the iSchool website, in the student handbook, and through periodic emails to student listservs. Students may access these services through web chat, email, telephone, and in person just as students at College Park and USG access student services.

In addition to the staff advisors, students will be assigned a faculty advisor for advice on questions related to establishing a professional career.

All online students will be required to attend an intensive two-day on-campus orientation prior to beginning classes in Fall semester; no exceptions will be permitted to this requirement. The goals of the orientation program will be to introduce cohort members to each other; begin the process of building a cohesive cohort; introduce students to faculty, staff, and other MLS students; build an understanding of the requirements for success in online education; train students in the particular technologies used in the online program (Blackboard, Wimba, etc.); resolve any lingering problems with registration, including obtaining a student ID card; give online students a look at the University and encourage their identification with the University and the iSchool. Each student will be responsible for his/her expenses in attending orientation.

Students in the online MLS will be eligible for merit-based financial aid administered by the iSchool. Announcements of scholarships are posted on the iSchool website and sent by email to all students. In addition, a scholarship for an online student will be established using revenue from the online MLS. It is anticipated that the scholarship will become available in 2012.

Technology

The College will rely on and benefit from the installed base of technology provided by the Office of Information Technology. The ELMS Blackboard system will serve as the foundation for the online program. Many of its ancillary products will be incorporated to provide the interactivity required in a high quality online course. Wimba Live Classroom will be used for synchronous discussions and collaboration. Wikis and blogs will be incorporated to further the collaborative and participatory
learning experience. These same technology tools will be used to bring virtual guest speakers to the online courses.

In addition to the foundational technology, the courses will take advantage of already existing iSchool software to develop audio and video recorded lessons and lectures. Faculty will use a variety of web-based and desktop tools to interact synchronously with their students. Faculty will be required to complete training in online pedagogy prior to teaching in the online MLS.

A number of instructors at the iSchool routinely incorporate web 2.0 technologies into their traditional classroom course work, using imaging, video, audio, mobile, and social tools to engage students, promote experiential learning, and provide alternative ways for students to connect with the content. These same techniques will be used in the online classroom.

All instructors who teach in the online MLS program course will participate in professional development sessions and will be proficient in the use of the foundational tools. In addition, online instructors will share their successful strategies for teaching in this new venue through the existing Teaching Roundtable sessions held regularly at the College.

The online MLS program guidelines will define specific equipment and software standards mandated for use by students. This will include a minimum standard for internet access, speed, and bandwidth, hardware requirements for a computer or laptop and ancillary hardware, a set of mandatory software applications and software plug-ins (e.g. Java, MS word, anti-virus), and a pre-requisite for basic skills related to the use of these tools. A technology boot camp session introducing students to the online course tools will be included in the program orientation to ensure that all students have the skills needed to succeed in the program.

Real-time technical assistance will be provided for each synchronous online session/course through a College online development center. The center will be managed by the existing College staff and augmented with student help. In addition to providing technical support during a scheduled online session, the Center will provide assistance in the development of course tools, individualized technology training for instructors, and any program specific technology support not offered through OIT.

The College will make provisions for students to access all resources typically required in the MLS program. Where applicable, agreements will be negotiated with database suppliers, catalog owners, and library systems for appropriate online access.

**Library and Other Instructional Resources**

The University Library System’s collection of journals and other resources in electronic format is sufficient to support the academic program. Most LBSC courses as currently taught rely heavily or exclusively on these materials. The iSchool is working with the library to provide additional access to online students. Amazon and other online bookstores are the most commonly used source of textbooks. Therefore, students in the online MLS should not encounter any difficulty in obtaining remote access to the necessary materials.
Quality Assurance

The College is developing a set of metrics which will be used to develop, monitor, evaluate, and continually improve the quality of the online program. The metrics are based on our shared vision of high standards for the entire learning experience at the iSchool and include standards for the program courses and activities, faculty effectiveness, and administrative and technical support services for students. Faculty and content designers will use these metrics to guide the development of each course.

The metrics address these areas: course overview and introduction; learning objectives, assessment and measurement; resources and materials; learner engagement; course technology; learner support, and accessibility. Additional metrics are being developed to evaluate faculty and student services.

Intellectual Property

The iSchool is consulting with appropriate University personnel to develop agreements and other documents to assure compliance with the University’s Policy on Intellectual Property.

Resources

These additional resources will be required for the program’s success:

- Faculty 1.0 FTE in Year 1 increasing to 3.0 FTE in Year 5
- Advisor 1.0 FTE in Year 1 increasing to 2.0 FTE in Year 2
- Program Assistant .5 FTE in Year 1 increasing to 1.0 FTE in Year 3
- Technology Specialist .5 FTE in Year 1 increasing to 1.0 FTE in Year 3
- Graduate Assistants 2.0 FTE in Year 1 increasing to 3.0 FTE in Year 2

Funds will be needed for faculty training, student orientation, course development, student assistants, an online development center, and additional technology, as well.

The online MLS program is proposed as an entrepreneurial program; expenses will be paid from revenue generated by student tuition and fees. The proposed financial model is attached as Appendix D.

Tuition for online students is proposed to be set at current campus tuition + 12.5%. The estimated tuition per credit hour for Fall 2010 is $563 resident and $1212 nonresident. Online students will pay a $215 per semester program fee; they will not pay the standard fees that College Park campus students pay. A comparison of costs for the College Park campus program and the online option are shown below.
<table>
<thead>
<tr>
<th>Residence Status</th>
<th>Tuition per credit hour (estimated for Fall 2010)</th>
<th>Fees per semester (estimated for Fall 2010)</th>
<th>Total cost per semester (6 credits)</th>
<th>Projected cost of degree program (36 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College Park</td>
<td>Online College Park</td>
<td>Online College Park</td>
<td>College Park</td>
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<tr>
<td>Resident</td>
<td>$500</td>
<td>$563</td>
<td>$326.25</td>
<td>$215</td>
</tr>
<tr>
<td>Nonresident</td>
<td>$1077</td>
<td>$1212</td>
<td>$326.25</td>
<td>$215</td>
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Appendix A

Learning Outcomes Assessment Plan
Program Contact: Dr. Jennifer Preece
Phone: ext. 5-2036  E-mail: preece@umd.edu
Date submitted to Academic Unit Head: January 5, 2006

Program Goals: Educate master’s-level information specialists who have a deep understanding of key concepts related to the organization of, access to, and management of information in all formats and can apply this understanding to providing needed information to the full range of potential users through appropriate policies, systems, and technologies.

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable: This program goal is aligned with the following goals of the College of Information Studies.

- To educate professionals for positions in a wide variety of existing and emerging information environments.
- To provide leadership to the information professions through the study of ethical, political, social, and technical issues related to information in modern society.
- To assist organizations—governments, businesses, and nonprofits locally, nationally, and internationally—in the formation of information policies, the development and applications of information systems and services, and the use of information technologies.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures and Criteria</th>
<th>Assessment Schedule</th>
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</thead>
<tbody>
<tr>
<td>1. Apply an understanding of information needs, information systems and sources, query formulation and search strategies, and principles of evaluation to the retrieval of relevant information.</td>
<td>Measure: Number of successful completions of a problem-solving assignment for LBSC 650 (core course on information access). Criteria: Ninety percent of students will complete a problem-solving assignment in which they respond to a series of information problems by analyzing information needs, identifying appropriate information systems and/or sources, developing and implementing effective search strategies, apply principles of evaluation, and present relevant information</td>
<td>May 2006 and every May thereafter</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of organizational structures for data, information, knowledge, language, and text and apply basic data</td>
<td>Measure: Number of successful completions of the final examination for LBSC 670 (core course on information access)</td>
<td>December 2006 and every December</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Assessment Measures and Criteria</td>
<td>Assessment Schedule</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
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<tr>
<td>modeling, bibliographic description, and vocabulary-control procedures to the structuring of data and documents that meet users’ needs.</td>
<td>information organization). Criteria: Ninety percent of students will complete a course examination in which they (1) demonstrate an understanding of the primary conceptual and representational structures that organize data, information, knowledge, language, and text and (2) apply this knowledge to structuring data and documents, as well as representations thereof, from the perspective of users’ needs.</td>
<td>thereafter</td>
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<tr>
<td>3. Apply principles of information processing systems, program design, data structures, information retrieval techniques, and information management tools to the solution of practical information problems for settings in which information work is performed.</td>
<td>Measure: Number of successful completions of a final project for LBSC 690 (core course on information technology). Criteria: Ninety percent of students will complete a final course project in which they apply principles of information processing systems, program design, data structures, information retrieval techniques, and information management tools to the solution of practical information problems for settings in which information work is performed.</td>
<td>May 2007 and every May thereafter</td>
</tr>
<tr>
<td>4. Apply managerial and administrative theories in the conceptualization and development of cost-effective information programs and services for a specific institution in which information work is performed.</td>
<td>Measure: Number of successful completions of a term project for LBSC 635 or LBSC 741 (required courses on management). Criteria: Ninety percent of students will complete a term project in which they (1) identify managerial issues facing a specific organization in which information work is performed and (2) analyze the issues and propose solutions for resolving those issues—taking into account issues of financial management, communication, leadership skills, professional and ethical practices, technology, and resource management.</td>
<td>December 2007 and every December thereafter</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Assessment Measures and Criteria</td>
<td>Assessment Schedule</td>
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<tr>
<td>5. Demonstrate an understanding of current theories of information access, organization,</td>
<td>Measure: Number of successful completions of one or more course projects that document student</td>
<td>May 2008 and every May thereafter</td>
</tr>
<tr>
<td>technology, management, and use and apply those theories to specific functional or</td>
<td>command of an area within a chosen functional or institutional focus of a particular program.</td>
<td></td>
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<tr>
<td>institutional settings in which information work is performed.</td>
<td>Criteria: Ninety percent of students will complete one or more projects within a specialized</td>
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<td>course or courses in which they apply current theories of information access, organization,</td>
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<td>technology, management, and use to a specific functional or institutional setting in which</td>
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<td>information work is performed.</td>
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Appendix B

Criteria for Admission to MLS Program

Applicants must have a baccalaureate degree from a regionally accredited college or university with a minimum “B” or 3.0 average on a 4.0 scale on all academic work attempted.

Applications for admission to both programs are evaluated on the basis of these criteria:

- strength of academic record
- strength of the three (3) recommendations/evaluations submitted on one's behalf from persons competent to judge probable success in graduate school
- strength of targeted applicant essay
- acceptable scores on the General Test of the Graduate Record Examination (GRE). (See the section on the Graduate Record Exam below for more information about this requirement).

**Graduate Record Exam**

Applicants in these categories are not required to submit GRE scores:

- Domestic applicants with a cumulative undergraduate GPA of 3.25 or above
- Domestic applicants with a cumulative undergraduate GPA of 3.0 or above who have earned other graduate degrees

The cumulative undergraduate GPA is calculated by taking the average from all undergraduate courses taken.

Applicants who do not fall into any of the categories above **must** submit GRE scores.

All international applicants are required to submit GRE scores.

GRE scores should be at least 500 points in the verbal as well as the quantitative section (for a minimum total score of 1000). A score of 4.0 or above for the analytical section is considered competitive. Please note that achieving the minimum score does not guarantee admission: it only makes the applicant eligible for admission consideration.

Recent scores (i.e., scores earned within five years of application) are required. These must be sent directly to the Graduate School from the Educational Testing Service.
Appendix C

Academic Requirements

THE MASTER OF LIBRARY SCIENCE PROGRAM
The MLS program is fully accredited by the American Library Association (ALA). This degree program is academic, rather than technical, in orientation.

Degree Requirements
With the aid of an advisor, the MLS student devises a course plan to meet the graduation requirements: four core courses, the management and administration course, and seven more courses for a total of twelve courses (36 credits). At least 24 of the 36 hours must be information studies courses taken at the College of Information Studies.

Core Courses
The core courses introduce the broad range of disciplines relevant to information studies and provide the necessary background for more specialized courses. They must be completed within the first 18 hours of the program:
• LBSC 650 -- Information Access Services;
• LBSC 670 -- Organization of Information;
• LBSC 690 -- Information Technology;
and
• LBSC 605 - Archival Principles, Practices, and Programs (for archives students), or
• LBSC 640 - Library Media Specialists as Information Professionals (for school library media students), or
• LBSC 601 - Users and Information Context (for all other MLS students).

Administration Course
All students must take a course in administration. Students in the school library media program must take LBSC 741 Seminar in School Library Media Programs . All other students must take LBSC 635 Management and Administration for the Information Professional. The administration requirement may be fulfilled at any point in a program of study.

Other Courses
The remaining seven courses may be a combination of College of Information Studies’ courses and graduate courses from other departments or other universities (See Chapter 2). A thesis is optional.

Special Topics Courses and Independent Studies
LBSC 708 Special Topics in Information Studies
LBSC 708 Special Topics in Information Studies may be repeated. However, credit will not be given for repeating the same special topics section, as indicated by the letter suffix and title. MLS students may not take for credit both a special topics section and the same course after it is converted to a permanent course. No student may earn more than 9 credits under LBSC 708, nor more than 12 credits in LBSC 708 and LBSC 709 combined.

LBSC 709 Independent Study
A MLS student may register for only three credits of LBSC 709 Independent Study per instructor per semester. A MLS student in the thesis option may include no more than three credits of LBSC 709 Independent Study in his/her program. No student may earn
more than 9 credits under LBSC 709, nor more than 12 credits in LBSC 708 and LBSC 709 combined.

**General Grade Requirements**
The appropriate master’s degree (MIM or MLS) will be awarded to the student who successfully completes a program of 36 graduate hours with an average of B (3.0) or better within five years from her/his first registration as a degree seeking student. A “C” grade is considered barely adequate, and although it may count toward graduation, it must be balanced by an "A." (An "A" in thesis credit or a transfer course may not be used for balancing a "C.")

- A student must maintain a cumulative grade point average of B (3.0 on a 4.0 scale) for all courses taken for graduate credit since matriculation into the program.
- A student must complete the required core courses with a course grade of B or better in each course.
- A student whose cumulative grade point average at any time in the program is lower than 3.0 is automatically placed on academic probation by the College until the problem leading to probationary status has been corrected.
- A student whose cumulative grade point average is lower than 3.0 upon or after the completion of nine credit hours of graduate level courses is automatically placed on academic probation by the Graduate School for the following full semester. (See Graduate Catalog for more information about steps)
- A student must complete a program of 36 graduate credit hours of approved course work with a grade point average of at least a B (3.0 on a 4.0 scale) to earn a degree.
- A student must maintain a cumulative grade point average of B (3.0 on a 4.0 scale) for all courses taken for graduate credit since matriculation into the program.

- A student placed on or withdrawn from academic probation will receive written notification of such actions and of relevant College procedures. (See The Graduate School Catalog for information on the Graduate School policy on academic probation.)

**Repeating a Course**
A student may choose to take a course more than once or may be required to do so by the College’s Masters Committee. While the course may be repeated as required by the faculty or to earn a better grade, the course counts only once toward the degree. All grades for graduate students, whether or not the course counts toward the degree, remain as part of the student’s permanent record.

**Core Courses**
The College’s Masters Committee may require a student who fails to earn a B or better in a required core course to repeat the course.
- Permission of the Masters Committee is required to repeat a required core course.
- The Masters Committee may specify when and/or with which instructor the course is to be repeated.
- Whether higher or lower, the later grade will be counted toward the degree and used in computing the grade point average.
## Appendix D
### Financial Model and Notes

### MLS Online -- Budget Years 1-5

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
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<tbody>
<tr>
<td><strong>Revenue</strong></td>
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<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
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<tr>
<td># New Students</td>
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<td>45</td>
<td>45</td>
<td>45</td>
<td>45</td>
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<td># Continuing Students</td>
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<td>90</td>
<td>90</td>
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<td>Online resident tuition rate</td>
<td>$563</td>
<td>$585</td>
<td>$608</td>
<td>$633</td>
<td>$658</td>
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<td>Online nonresident tuition rate</td>
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<td>$1,260</td>
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<td>Credits generated per year</td>
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<td>1620</td>
<td>1620</td>
<td>1620</td>
<td>1620</td>
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<td>Total tuition</td>
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<tr>
<td>Program fee (paid per semester)</td>
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<td>$65,298</td>
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<td><strong>Total tuition and fee revenue</strong></td>
<td>$616,098</td>
<td>$1,281,483</td>
<td>$1,617,091</td>
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<td>$1,749,045</td>
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</tbody>
</table>

### Costs

#### Direct Costs

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
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<tr>
<td>Instruction courses taught per calendar year</td>
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<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
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<tr>
<td>Adjunct faculty</td>
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<td>$83,200</td>
<td>$64,896</td>
<td>$67,492</td>
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<td>New faculty</td>
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<td>$199,680</td>
<td>$311,501</td>
<td>$323,961</td>
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<tr>
<td>Graduate assistants</td>
<td>$60,000</td>
<td>$62,400</td>
<td>$97,344</td>
<td>$101,238</td>
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<td>Course development &amp; instructional support</td>
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<td>$60,000</td>
<td>$31,200</td>
<td>$31,200</td>
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<td>Faculty training</td>
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<td>$37,440</td>
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<td>DE Classroom facility and equipment</td>
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<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
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<td>DE classroom student support</td>
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<td>$10,816</td>
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<td><strong>Total Instruction</strong></td>
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<tr>
<td></td>
<td>2019</td>
<td>2020</td>
<td>2021</td>
<td>2022</td>
<td>2023</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
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<tr>
<td><strong>Student Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
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<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
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<tr>
<td>New student orientation</td>
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<td>$24,336</td>
<td>$25,309</td>
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<tr>
<td>Advisor (salary + benefits)</td>
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<td>$91,260</td>
<td>$94,910</td>
<td>$98,707</td>
<td>$102,655</td>
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<tr>
<td>Office renovation</td>
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<td></td>
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<tr>
<td><strong>Total Student Services</strong></td>
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<td>$171,160</td>
<td>$129,246</td>
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<tr>
<td><strong>Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program director (salary + benefits)</td>
<td>$66,187</td>
<td>$68,834</td>
<td>$71,587</td>
<td>$74,451</td>
<td>$77,429</td>
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<tr>
<td>Program assistant (salary + benefits)</td>
<td>$27,300</td>
<td>$36,400</td>
<td>$37,856</td>
<td>$39,370</td>
<td>$40,945</td>
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<tr>
<td>IT specialist (salary + benefits)</td>
<td>$54,600</td>
<td>$96,000</td>
<td>$99,840</td>
<td>$99,840</td>
<td>$99,840</td>
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<tr>
<td>Equipment and supplies</td>
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<td>$7,500</td>
<td>$7,600</td>
<td>$7,700</td>
<td>$8,008</td>
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<tr>
<td><strong>Total Administration</strong></td>
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<td>$208,734</td>
<td>$216,883</td>
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<tr>
<td><strong>Total Direct Costs</strong></td>
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<td>$857,614</td>
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<td>$935,331</td>
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<td><strong>Indirect Costs</strong></td>
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<td><strong>Loan Repayment</strong></td>
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<td><strong>Campus Revenue Sharing</strong></td>
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<td>$128,148</td>
<td>$161,709</td>
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<td><strong>Total Costs</strong></td>
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<td>$1,366,308</td>
<td>$1,430,024</td>
<td>$1,477,642</td>
<td>$1,653,669</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td>$616,098</td>
<td>$1,281,483</td>
<td>$1,617,091</td>
<td>$1,681,774</td>
<td>$1,749,045</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td>$906,631</td>
<td>$1,366,308</td>
<td>$1,430,024</td>
<td>$1,477,642</td>
<td>$1,653,669</td>
</tr>
<tr>
<td><strong>Total Revenue-Total Costs</strong></td>
<td><strong>($290,533)</strong></td>
<td><strong>($84,825)</strong></td>
<td><strong>$187,066</strong></td>
<td><strong>$204,133</strong></td>
<td><strong>$95,376</strong></td>
</tr>
</tbody>
</table>
Notes on the Financial Model

Revenue
New and Continuing Students – The model assumes that 45 new students will enroll each year. Students will remain in the program for two years. The enrollment at full capacity will be 90 students.

Tuition Rates – Tuition is set at 12.5% above the current campus tuition rate (resident and non-resident). The projected tuition rates for Year 1 were calculated using $500 per credit hour resident tuition and $1077 per credit hour non-resident tuition for Fall 2010. An annual tuition increment of 4% is used to project tuition rates for Years 2-5.

Credits Generated per Year – The model assumes that each student will enroll for 18 credits in each of the student’s two years in the program.

Total Tuition – The financial model assumes that 75% of the students pay resident tuition rates.

Program Fee – A program fee of $215 per semester is proposed. This fee is in addition to the usual campus fees for graduate students which are not included in the financial model.

Costs

Adjunct Faculty—The stipend for adjunct faculty is set at $5000 per course and is incremented 4% annually.

New Faculty – The financial model includes four new faculty members with a new faculty member added in Years 1, 2, 3, and 5. The costs are incremented by 4% each year. Salary and benefits are included.

Graduate Assistants – The financial model includes two graduate assistants in Years 1 and 2, and 3 graduate assistants in Years 3, 4, and 5. The amounts include stipend and benefits.

Course development and instructional support – The amounts shown will be used to adapt existing courses for online delivery and design and develop new courses. Courses will be continuously updated for content and technology.

Faculty Training—Training in online pedagogy and the use of appropriate tools will be required of all faculty members who teach online. There will be both initial training and refresher and updating training.

Distance Education Classroom—Funds will support establishing and maintaining a central facility that is equipped with technology to support distance education.

Distance Education Classroom Student Support—Funds will be used to staff a help desk for distance students with technology problems.

Recruitment and New Student Orientation--The financial model includes funds for both student activities. Orientation will be a two-day event and will be mandatory for all online students. Funds will
be used for supplies, included meals, and miscellaneous expenses. Students will pay their personal travel and housing for orientation.

Advisor—These are new positions in the iSchool’s Student Services Office; the Advisor will have specific responsibility for the online students. One new Advisor will be hired in Year 1, and a second Advisor will be hired in Year 2. Salary and benefits are included.

Office Renovation—Half of the estimated cost of remodeling the Student Services Office to accommodate additional staff is included in the financial model. The iSchool will cover the other half of the costs from other resources.

Program Director—The program director is a new .4 FTE position. Salary and benefits are included.

Program Assistant—A new administrative position will be required to assist in administering the program. The position is .5 FTE in Year 1 and increases to 1.0 in Year 2. Salary and benefits are included.

IT Specialist—This is a new technology support position that is .5 FTE in Year 1 and 1.0 FTE in Years 2-5. Salary and benefits are included.

Indirect Costs—This amount is equal to 40% of the Direct Costs and will cover indirect costs to the iSchool of administering the program.

Loan Repayment—The financial model includes repayment of one-half of a loan from the Provost’s Office that was granted to cover the costs of planning new academic programs. The iSchool will repay the other half of the loan from other resources.

Campus Revenue Sharing—The financial model includes 10% of tuition and fees paid to the campus.

Total Revenue-Total Costs—The financial model shows costs exceeding revenue by $375,358 in Years 1 and 2 combined. Beginning in Year 23 Total Revenue exceeds Total Costs. The deficit from Years 1 and 2 will be fully recovered by Year 4.