

Standard II: Curriculum

Introduction

Shortly after the last accreditation visit and before the restructuring of university colleges and departments, the DILS faculty, in discussion with the Dean of COEHS made the decision to offer the MSLS program online only since student enrollment favored online delivery rather than on site. Enrollment in onsite classes in Clarion and at the distance sites in Harrisburg and Philadelphia had dropped below what was necessary for a class to “make” and the students were enrolling in the online sections instead. This type of decision is typically made without additional constituent involvement because the students were speaking to us with their enrollment trends. The MSLS program continues to include an array of graduate courses designed to provide each student with a coherent program of study. While the DILS faculty has always been committed to a strong generalist program, two dual degree programs (MSLS/JD, Widener School of Law, and MSLS/MA in Applied History, Shippensburg University) are offered along with different areas of focus. A brief overview of the curriculum paths to the MSLS is presented followed by a discussion addressing the elements of the curriculum standard.

Students are required to take six core and six elective courses for a total of thirty-six credits and have a maximum of six years to complete the program. The core courses for the degree are: LS500: Information Sources and Services, LS504: Introduction to the Information Professions, LS505: Organization of Information, LS573: Integrated Technologies in Libraries, LS 534: Administration and Management of Libraries, and a capstone course, either LS570: Apprenticeship in Information Agencies, or LS600: Research in Librarianship. Students take six electives from the remaining courses to complete the degree and are able to transfer up to six credits (see Appendix II.1). More specific programs of study are evident with the concentrations, such as the one for School Library Media (see Appendix II.2) and the one for Local and Archival Studies (see Appendix II.3). Students can plan their course of study by using these itemized listings (called check sheets) or by consulting their academic requirements in the student information system, [MyClarion](#). Preparation for various career paths, such as adult or children services, can also be achieved through consultation with faculty advisers.

Many students begin in the undergraduate online BS in Liberal Studies, concentration in Library and Information Studies degree and then apply and enroll in the MSLS program upon graduation. This is designed for students whose life situations prevent them from attending classes on site, such as working adults and stay at home parents with small children. The program is popular and enrolls approximately 100 students per semester from across the United States, though some students on the Clarion campus opt to take the program as well. At one time the undergraduate classes were offered both online and on campus but this is when the BSED/Library Science degree (presently in moratorium) was being offered. At that time, there were enough students to offer on

campus and online sections. When the number of students in the BSED dwindled and the degree was placed in moratorium, there were only enough students for one section of undergraduate classes, which had to be offered online since the majority of the BS in Liberal Studies, Library and Information Studies Concentration were online students. At the present time, then, the on-campus BS in Liberal Studies, Library and Information Studies students take their library and information studies classes online and the rest of their classes on campus.

Students who complete the BS degree in Liberal Studies, Library and Information Studies concentration are interested in entering the MSLS program upon completion. Originally, many of the courses drew from existing courses in the BS in Education program for students studying to become credentialed as school librarians at the undergraduate level. Consequently, many of the courses were undergraduate versions of courses in the graduate curriculum. Feedback from students upon entering the graduate program indicated a degree of repetitiveness with these courses. Therefore, the BS in Liberal Studies, concentration in Library and Information Studies curriculum was redesigned so as not to duplicate required coursework at the graduate level. Additionally, the Accelerated Bachelors to Masters Program was approved by PASSHE as a means for moving students from undergraduate to graduates program and is available when students reach their junior year. Students with a 3.0 GPA are permitted to enroll in twelve graduate credits while completing their undergraduate degrees. These courses garner credit toward their undergraduate degrees and then allow them to begin with 12 graduate credits completed when they move into the graduate program. The 12 credits the students take as undergraduates are regular MSLS graduate courses from the DILS program. This is both an accelerated beginning and a tuition savings for these students.

The Clarion academic year is organized, for the most part, in two fifteen-week semesters (fall and spring) and a winter intersession between the two semesters. More recently, the administration has also introduced seven-week sessions during the academic year, allowing department chairs to select courses for this structure. Summer courses are typically divided into three sessions. Summer 1 is a three-week period, while summers 2 and 3 last for five weeks. Department chairs can also arrange courses during the summer using the seven-week structure. The DILS faculty regularly offer seven or fifteen-week courses in fall and spring and can teach in winter, summer 2, and summer 3 sessions as desired. On occasion, summer 1 is also utilized for capstone course scheduling. The [course cycle](#) and [course descriptions](#) allow students to plan their programs of study. Course descriptions and curricular actions for all graduate course offerings are available in Appendix 2.4.

Standard II.1: Curriculum Based on Goals and Objectives

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational

experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

The curriculum aligns with goals and objectives identified through the department's ongoing planning and with the competencies identified by ALA. The department strives to incorporate the major theories, principles, and current and emerging practices in the field through the core and elective courses. Faculty instills leadership qualities, skills, and knowledge through a combination of coursework, guidance of student organizations, and modeling of research and service. Students are taught how to design, conduct, and disseminate research and how to sustain lifelong learning through professional development. Students are exposed to the profession in theory and in practice through coursework, field trips, experiential opportunities (such as internships, and field experiences), and by communicating with working professionals.

The following tables describe the alignment used in mapping the program's strategic goals and learning outcomes, ALA competencies, core courses, and assessment processes. Table 2.1 reflects the program mapping created shortly after the 2010 accreditation visit. Prior to 2008, DILS considered ways that it could assess learning outcomes. When the portfolio approach was considered, administration would not allow the work of assessing the portfolios to take place without credits being attached which would mean the credit hours for the degree would have to be increased. The portfolio idea was then abandoned and so the assessment process was linked to the existing core courses and specific assignments were identified to gauge student achievement of learning outcomes.

Table II.1 Program Mapping (Created 2/2011 revised: 03/28/16; 04/12/17)

Outcomes	ALA Competencies	Competency #, Course & Assessment	Number of Results: Above, Meets, Below	Actions
<p>Demonstrate knowledge of the information profession by relating foundational principles, philosophy, and ethics to contemporary issues, by identifying key, on-going interdisciplinary developments in the field, and by analyzing current practices for future implications of the profession</p>	<p>1A. The ethics, values, and foundational principles of the library and information profession. (LS504)</p> <hr/> <p>1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience). (LS504)</p> <hr/> <p>1C. The history of libraries and librarianship. (LS504)</p> <hr/> <p>1D. The history of human communication and its impact on libraries. (LS504)</p> <hr/> <p>1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies. (LS504)</p> <hr/> <p>1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession. (LS504)</p> <hr/> <p>1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the</p>	<p>1A.-1K, 7A.-7B., LS504, Organization research paper</p>	<p>Spring 2011: A= 22; M= 1, B=4; Fall 2011: A=51; M=14; B=6; Spring 2012: A=37; M=24; B=1</p>	<p>Initiate pre/post MSLS survey Fall 2012 for all competencies</p>

	<p>Americans with Disabilities Act), and intellectual property. (LS504)</p> <hr/> <p>1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services. (LS504)</p> <hr/> <p>1J. Effective communication techniques (verbal and written). (LS504, 532, 534, 573)</p> <hr/> <p>1K. Certification and/or licensure requirements of specialized areas of the profession. (LS504)</p> <hr/> <p>7A. The necessity of continuing professional development of practitioners in libraries and other information agencies. (LS504)</p> <hr/> <p>7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services. (LS504)</p>	1K: PRAXIS exams		
Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information	<p>2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition. (LS501; 504)</p> <hr/> <p>2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection. (LS500, 501)</p>	2A-2D: LS501: Selection Assignment	Spring 2011: A=17; M=4; B=4; Spring 2012: A=44; M=8; B=2	

	<p>2C. Concepts, issues, and methods related to the management of various collections. (LS501, 532, 534)</p> <p>2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation. (LS501, 532, 534)</p>			
Demonstrate and be able to explain the principles of organizing recorded information by exploring both past and present theories of organizing and representing recorded information and by understanding and applying the standards of organizing recorded information in libraries and information centers	<p>3A. The principles involved in the organization and representation of recorded knowledge and information. (LS502)</p> <p>3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources. (LS502)</p> <p>3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information. (LS502)</p>	3A-3C: LS502: Cataloging Assignment	Fall 2011: A=27; M=41; B=2; Spring 2012: A=18; M=12; B-1	
Identify, explain, use and critically evaluate both current and emerging information technologies in libraries and information centers	<p>4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies. (LS573)</p> <p>4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications. (LS573)</p>	4A-4D: LS573: Product Review	Fall 2011: A=64; M=40; B=8	

	<p>4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services. (LS 573)</p> <p>4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements. (LS573)</p>			
<p>Provide information services to a diverse community by analyzing, synthesizing, and disseminating traditional and emerging information resources, by developing communication and interpersonal skills for determining the information needs of all users, by creatively utilizing techniques and tools to address information needs, and by advocating for underserved audiences.</p>	<p>5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups. (LS500)</p> <p>5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups. (LS500)</p> <p>5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information. (LS500)</p> <p>5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy. (LS500)</p> <p>5E. The principles and methods of</p>	<p>5A-5G; 7C-7D: LS500: Question Sets</p>	<p>Spring 2011: A=29; M=16; B=6; Fall 2011: A=145; M=44; B=6; Spring 2012: A=39; M=0; B=0</p>	

	<p>advocacy used to reach specific audiences promote and explain concepts and services. (LS500)</p> <hr/> <p>5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences. (LS500)</p> <hr/> <p>5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development. (LS500)</p> <hr/> <p>7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies. (LS500, 532)</p> <hr/> <p>7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information. (LS500, 532)</p>			
Demonstrate an understanding of research by identifying the fundamental characteristics of quantitative and qualitative research and by analyzing the value of research literature in the library and information field	<p>6A. The fundamentals of quantitative and qualitative research methods. (LS504, 550)</p> <hr/> <p>6B. The central research findings and research literature of the field. (LS504, 550)</p> <hr/> <p>6C. The principles and methods used to assess the actual and potential value of new research. (LS504, 550)</p>	6A-C: LS550: Research Proposal; exams	Spring 2011: A=21; M=1; B=1; Spring 2012: A=106; M=24; B=22; Summer 2012: A=45; B=28; C=1	Revised LS550
Develop a commitment to continuing education by	7A. The necessity of continuing professional development of	7A, 7B: LS504: Organization Research	Spring 2011: A= 22; M=	

<p>participating in local, regional, and national professional development opportunities</p>	<p>practitioners in libraries and other information agencies. (LS500, 504, 532, 534, 573)</p> <hr/> <p>7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services. (LS500, 504, 532, 534)</p>	<p>paper</p>	<p>1, B=4; Fall 2011: A=51; M=14; B=6; Spring 2012: A=37; M=24; B=1</p>	
<p>Demonstrate the principles and practices of administration and management by recognizing the appropriate methods to continually measure and ensure the quality and value of personnel, services, the information environment, and physical spaces, by developing and evaluating the budget and additional sources of funding (i.e. grants) in alignment with short and long range goals and objectives, and by evaluating the advantages and disadvantages of establishing networks with libraries, consortia, community organizations, government officials, and other professional bodies, i.e. schools</p>	<p>1I. The techniques used to analyze complex problems and create appropriate solutions. (LS550, 534)</p> <hr/> <p>8A. The principles of planning and budgeting in libraries and other information agencies. (LS532, 534)</p> <hr/> <p>8B. The principles of effective personnel practices and human resource development. (LS532, 534)</p> <hr/> <p>8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes. (LS532, 534)</p> <hr/> <p>8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served. (LS532, 534)</p> <hr/> <p>8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership. (LS532, 534)</p>	<p>1I: LS550: Research Proposal; exams</p> <p>8A-8E: LS534: Case Study</p>	<p>Spring 2011: A=21; M=1; B=1; Spring 2012: A=106; M=24; B=22; Summer 2012: A=45; B=28; C=1</p> <p>Spring 2011: A=12; M=6; B=1; Fall 2011: A=52; M=8; B=5</p>	

The assessment results clearly revealed that most students performed at or above expected levels and achieved all learning outcomes, which was not generally surprising given the admissions criteria. Upon reviewing these results and, considering changes to the core courses along with the addition of a capstone course, the faculty considered a new assessment approach.

Prior to 2008, the Department wanted to find a way to assess whether students were meeting the learning outcomes for the program. At that time, the faculty thought a portfolio approach, one that is used by many schools, would be a good option. Administration would not agree to this method because there really needed to be a course with credits attached to the portfolio and the Department did not want to increase the credits for the degree. In searching for another way to assess the learning outcomes, the Multi-Subject Learning Survey (MSLS) was developed by Dr. Harhai to ascertain achievement of specific competencies more effectively (see Appendix 2.5). A significant component of the development of the MSLS assessment plan was the use of the WebJunction document which aligns numerous professional association competency sets within the [WebJunction Competency Index](#). The use of the *Competency Index for the Library Field* (Gutsche & Hough, 2014) incorporated expert practitioner input, feedback from leaders in the profession, and numerous professional association competency sets into the MSLS instrument. The faculty reviewed the survey instrument and made the decision to use it. ([Harhai & Krueger, 2015](#)) When the PASSHE required a capstone experience for all programs, DILS decided that the LS 570 Internship course (now named Apprenticeship) would serve as one capstone choice while the other would be a research paper (LS 600) as an option for students who did not have enough free time to put in the 135 hours required for the Apprenticeship. The LS 660 requires a research paper and the LS 570 requires a reflective paper. The Multi-Subject Learning Survey along with the capstone course papers serve as final program assessment at the present time. In the process of writing this self study, DILS faculty realized that our final assessments are more self assessments on the part of the student and are considering adding a portfolio element to both capstone classes so that the faculty has a way of assessing how they believe students have met program learning outcomes based on their class work.

Table 2.2 shows the realignment of the new core courses to the MSLS. The final aggregate data set for the MSLS exit survey is only presented in this table. Responses at the competent, very strong, or expert levels on the [MSLS](#) are totaled in the Above (A) category, responses for the competent level are placed in the Meets (M) category, and responses for the weak, very weak, or no ability levels are combined in the Below (B) category. Data from previous years of both the pre- and post-survey administration and the capstone courses are available on the DILS [accreditation](#) web page.

Table II.2 Realignment to the MSLS (revised 8/28/12; 03/28/16; 04/12/17)

Outcomes	ALA Competencies	Corresponding MSLS survey question	Number of Results: Above, Meets, Below (Exit Survey)	Actions
<p>Demonstrate knowledge of the information profession by relating foundational principles, philosophy, and ethics to contemporary issues, by identifying key, on-going interdisciplinary developments in the field, and by analyzing current practices for future implications of the profession</p>	<p>1A. The ethics, values, and foundational principles of the library and information profession. (LS504)</p>	<p>FP1, IT17, ADM35</p>	<p>FP1: A=68; M=77, B=13; IT17: A=97, M=58, B=3; ADM35: A=136, M=20, B=2</p>	<p>Subsequent course development; more focused advising</p>
	<p>1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience). (LS504)</p>	<p>FP2</p>	<p>A=109, M=49, B=0</p>	
	<p>1C. The history of libraries and librarianship. (LS504)</p>	<p>FP3</p>	<p>A=103, M=53, B=2</p>	
	<p>1D. The history of human communication and its impact on libraries. (LS504)</p>	<p>FP3</p>	<p>A=103, M=53, B=2</p>	
	<p>1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies. (LS504)</p>	<p>FP4</p>	<p>A=141, M=17, B=0</p>	
	<p>1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession. (LS504)</p>	<p>FP5</p>	<p>A=144, M=14, B=0</p>	
	<p>1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act),</p>	<p>FP6</p>	<p>A=65, M=77, B=16</p>	

	<p>and intellectual property. (LS504)</p> <hr/> <p>1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services. (LS504)</p> <hr/> <p>1J. Effective communication techniques (verbal and written). (LS504, 532, 534, 573)</p> <hr/> <p>1K. Certification and/or licensure requirements of specialized areas of the profession. (LS504)</p> <hr/> <p>7A. The necessity of continuing professional development of practitioners in libraries and other information agencies. (LS504)</p> <hr/> <p>7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services. (LS504)</p>	<p>FP7</p> <p>FP9, REF21</p> <p>1K: PRAXIS exams FP4</p> <p>LL28</p> <p>FP7, LL28</p>	<p>A=118, M=37, B=3</p> <p>FP9: A=129, M=29, B=0 REF21: A=141, M=16, B=1</p> <p>FP4: A=141, M=17, B=0</p> <p>A=147, M=11, B=0</p> <p>FP7: A=118, M=37, B=3 LL28: A=147, M=11, B=0</p>	
<p>Create, select, acquire, manage, and maintain the information environment by analyzing how users seek out information</p>	<p>2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition. (LS504)</p> <hr/> <p>2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection. (LS500)</p> <hr/> <p>2C. Concepts, issues, and methods</p>	<p>IR10, IR11</p> <p>IR12</p>	<p>IR10: A=94, M=53, B=11 IR11: A=98, M=44, B=16</p> <p>A=92, M=50, B=16</p>	

	<p>related to the management of various collections. (LS532, 534)</p> <hr/> <p>2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation. (LS532, 534)</p>	<p>IR10, IR11, IR12</p> <p>IR12</p>	<p>IR10: A=94, M=53, B=11 IR11: A=98, M=44, B=16 IR12: A=92, M=50, B=16</p> <p>A=92, M=50, B=16</p>	
<p>Demonstrate and be able to explain the principles of organizing recorded information by exploring both past and present theories of organizing and representing recorded information and by understanding and applying the standards of organizing recorded information in libraries and information centers</p>	<p>3A. The principles involved in the organization and representation of recorded knowledge and information. (LS502/LS505)</p> <hr/> <p>3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources. (LS502/LS505)</p> <hr/> <p>3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information. (LS502/LS505)</p>	<p>OI13, OI14, OI15</p> <p>OI13</p> <p>OI13, OI15</p>	<p>OI13: A=47, M=76, B=35 OI14: A=76, M=66, B=16 OI15: A=81, M=71, B=6</p> <p>A=47, M=76, B=35</p> <p>OI13: A=47, M=76, B=35 OI15: A=81, M=71, B=6</p>	
<p>Identify, explain, use and critically evaluate both current and emerging information technologies in libraries and information centers</p>	<p>4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies. (LS573)</p> <hr/> <p>4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications. (LS573)</p> <hr/> <p>4C. The methods of assessing and</p>	<p>IT16, IT18</p> <p>IT17</p> <p>IT16</p>	<p>IT16: A=102, M=51, B=5 IT18: A=103, M=48, B=7</p> <p>IT17: A=97, M=58, B=3</p>	

	<p>evaluating the specifications, efficacy, and cost efficiency of technology-based products and services. (LS 573)</p> <hr/> <p>4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements. (LS573)</p>	IT16, IT18	<p>IT16: A=102, M=51, B=5</p> <p>IT16: A=102, M=51, B=5 IT18: A=103, M=48, B=7</p>	
<p>Provide information services to a diverse community by analyzing, synthesizing, and disseminating traditional and emerging information resources, by developing communication and interpersonal skills for determining the information needs of all users, by creatively utilizing techniques and tools to address information needs, and by advocating for underserved audiences.</p>	<p>5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups. (LS500)</p> <hr/> <p>5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups. (LS500)</p> <hr/> <p>5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information. (LS500)</p> <hr/> <p>5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy. (LS500)</p> <hr/> <p>5E. The principles and methods of advocacy used to reach specific</p>	<p>REF19</p> <p>REF20</p> <p>REF20, REF23, REF24</p> <p>REF20, REF22, LL29</p>	<p>A=111, M=40, B=7</p> <p>A=214, M=46, B=9</p> <p>REF20: A=214, M=46, B=9 REF23: A=90, M=60, B=8 REF24: A=116, M=40, B=2</p> <p>REF20: A=214, M=46, B=9 REF22: A=129, M=27,</p>	

	<p>audiences promote and explain concepts and services. (LS500)</p> <hr/> <p>5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences. (LS500)</p> <hr/> <p>5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development. (LS500)</p> <hr/> <p>7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies. (LS500, 532)</p> <hr/> <p>7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information. (LS500, 532)</p>	<p>REF23, REF24</p> <p>REF23, REF25</p> <p>REF25</p> <p>LL30</p> <p>LL29, LL30</p>	<p>B=2 LL29: A=122, M=30, B=6</p> <p>REF23: A=90, M=60, B=8 REF24: A=116, M=40, B=2</p> <p>REF23: A=90, M=60, B=8 REF25: A=66, M=73, B=18</p> <p>REF25: A=66, M=73, B=18</p> <p>A=76, M=61, B=21</p> <p>LL29: A=122, M=30, B=6 LL30: A=76, M=61, B=21</p>	
<p>Demonstrate an understanding of research by identifying the fundamental characteristics of quantitative and qualitative research and by</p>	<p>6A. The fundamentals of quantitative and qualitative research methods. (LS504)</p> <hr/> <p>6B. The central research findings and research literature of the field.</p>	<p>R26</p> <p>R27</p>	<p>A=65, M=68, B=25</p>	

analyzing the value of research literature in the library and information field	(LS504) <hr/> 6C. The principles and methods used to assess the actual and potential value of new research. (LS504)	R27	A=115, M=38, B=5 A=115, M=38, B=5	
Develop a commitment to continuing education by participating in local, regional, and national professional development opportunities	7A. The necessity of continuing professional development of practitioners in libraries and other information agencies. (LS500, 504, 532, 534, 573) <hr/> 7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services. (LS500, 504, 532, 534)	LL28 FP7, LL28	A=147, M=11, B=0 FP7: A=118, M=37, B=3 LL28: A=147, M=11, B=0	
Demonstrate the principles and practices of administration and management by recognizing the appropriate methods to continually measure and ensure the quality and value of personnel, services, the information environment, and physical spaces, by developing and evaluating the budget and additional sources of funding (i.e. grants) in alignment with short and long range goals and objectives, and by evaluating the advantages and disadvantages of establishing networks with libraries, consortia, community organizations, government officials, and other professional bodies,	11. The techniques used to analyze complex problems and create appropriate solutions. (LS534) <hr/> 8A. The principles of planning and budgeting in libraries and other information agencies. (LS532, 534) <hr/> 8B. The principles of effective personnel practices and human resource development. (LS532, 534) <hr/> 8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes. (LS532, 534) <hr/> 8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with	FP8 ADM31 ADM32 REF25, ADM33 ADM34	A=137, M=19, B=2 A=42, M=76, B=4 A=90, M=59, B=9 REF25: A=66, M=73, B=18 ADM33: A=86, M=57, B=15 A=96, M=57, B=5	

i.e. schools	<p>all stakeholders and within communities served. (LS532, 534)</p> <hr/> <p>8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership. (LS532, 534)</p>	ADM31-ADM35	All ADM responses: A=450, M=269, B=35	
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The faculty in DILS routinely evaluate the skills sets students need to meet program learning outcomes. Updates and changes are made to close the loop on each instance of curriculum assessment. We consider the impact of new courses and advances in our discipline as well as basic curriculum management. The department curriculum committee considers changes proposed by faculty, formulated from discussions with the External Advisory Committee, part-time temporary faculty, students, or alumni. Faculty also consider revisions stemming from developments in librarianship documented in the literature and through professional meetings and conferences. The faculty review professional job advertisements periodically for current employment trends. Faculty expertise is All faculty are encouraged to participate in this process and are free to submit any course or program proposal for review. These new course submissions are usually based on a particular faculty member's expertise. In the consideration of the new health related courses, college administration assured DILS faculty that when new programming in this area was developed, a request for a new faculty hire with expertise in that area would be submitted. Furthermore, student internship papers are read closely to look for trends in the types of work students are doing in the internship and whether DILS have courses that cover these areas. Students are also asked to address what courses helped them the most in their internship and what types of courses would have helped them in the internship that DILS did not have. Once changes are agreed to by vote of the faculty and are approved by the dean, the changes and revisions are submitted to the university-wide Committee on Courses and Programs of Study (CCPS), an APSCUF committee contractually established as the principal body recommending curricular change. A full description of this process is available within the [Provost's web page](#).

Since the last COA accreditation visit in 2010 there have been a number of changes in the curriculum and its delivery; perhaps the most noticeable change was the decision in 2012 to move the entire MSLS program to online delivery, a decision driven primarily by student preference. Up until fall 2012 students had the option of taking their core classes face-to-face on campus, taking all courses online, or blending the two options. Earlier distance education had included face-to-face programs in both Harrisburg and Philadelphia. However, with the introduction of a fully online MSLS option both of these sites declined in enrollment and were eventually removed. When the first week of fall 2012 classes began, it became clear that student preferences were strongly in favor of the fully online MSLS option and against residential courses on campus also: Only four students were enrolled for on-campus classes that semester. In consultation with university administration and with the four students, the decision was made to move the four students into online classes, even though they would remain on campus and fulfill their work assignments as graduate assistants in the department. Despite this situation, the department's enrollment has remained strong with approximately 400 students enrolling for classes each semester. There were many reasons identified for the choice of students to take online classes rather than face-to-face classes, but the major driver

was the desire to not have to disrupt their employment and home lives to move to Clarion for the duration of the MSLS program.

In addition to the change in curriculum delivery, many new courses have been introduced and many existing course revised, all in response to the above-described planning and review process for curriculum. Some new courses resulting from this process during the period are LS505, LS506, LS535, LS536, LS541, LS542, LS544, LS545, LS546, LS547, LS548, LS580, LS592. Revisions of existing courses, such as LS501, LS502, LS587, LS550, LS570, and LS600 are also implemented with this same process. Special topics courses also are submitted to CCPS for final approval. Topics included during this period address records management, applications of social media, information management, cultural heritage informatics, assessing the impact of scientific literature, evaluation of library services and systems. linked data, award winning titles, and youth services.

As a part of the ongoing review of its MSLS curriculum the faculty undertook a review of the courses that populated the cataloging/metadata subset of its curriculum in 2013-2014. This subset had historically been represented in the core curriculum by LS502, Cataloging and Classification, which focuses primarily on the tools and theory of original cataloging and classification, with an overview of the broader field of the organization of information. Based on feedback from students, alumni, employers, and other stakeholders, it became apparent that while LS502 was still relevant to students seeking careers in cataloging and classification, because of its narrow focus it was less appropriate for the general MSLS student who needed a broad grounding in the theory of information organization and the various forms of information representation that were grounded in that theory. Following a survey of all ALA accredited graduate program in the United States, the faculty found that only Clarion and one other program still had cataloging and classification courses in the core requirements; most programs had replaced this requirement with a broader course in the organization of information. As a result, a new course was created: LS505, Organization of Information. This course was placed in the core curriculum as a requirement for graduation, with LS502 moving to the elective curriculum. LS502 was redesigned to deemphasize information theory which is now provided to students via the new LS505.

A second cataloging/classification course – LS552, Advanced Cataloging and Classification – was deleted from the curriculum for two reasons: even though it continued to be offered annually it was almost always cancelled due to under enrollment and with the redesign of LS502 that course could accommodate much of the content that historically had been offered in LS552. Additional review of the metadata sequence was undertaken by the curriculum committee in 2016. The committee's charge at that time was the sequencing and content for LS505, Organization of Information, LS536, Metadata for Cultural Heritage Collections, LS502, Cataloging and Classification, and LS575, Digital Libraries. The committee's review included analysis of the course descriptions, discussions with faculty in those specialties including Dr. Clark, Dr. Ha, Dr.

Maccaferri, and Ms. Gueguen. Ms. Gueguen is a member of our adjunct faculty and is the Data Services Coordinator for the Digital Public Library of America. This review resulted in minor revisions to the courses.

The reference subset of the department’s curriculum is anchored by LS500, Information Sources and Services, which is in the core curriculum and required for graduation. Historically, the program has included a suite of courses designed to enable students interested in careers in reference librarianship to develop specialties in disciplinary areas such as the humanities, the sciences, the social sciences, etc. These courses include LS556, Resources in the Sciences, Technology, and Medicine; LS557, Resources in the Social Sciences; LS558, Resources in the Humanities; LS562, Government Information and Librarianship; and LS591, Business Reference Sources and Services. These courses have continued to be offered annually; however, for the past several years, they have been seriously under enrolled to the point that they have been cancelled in most cases (see Table 2.3). The one exception is LS591, which is cross-listed with an undergraduate version of the course and, consequently, continues to have higher enrollment. In working with the DILS consultants on the issue of curriculum the faculty learned that this is not a problem unique to Clarion; indeed, other library schools have seen a serious decline in student interest in these types of courses. In response to this situation the faculty made the decision to eliminate all of these courses with the exception of LS591 and replace them with a new course in Advanced Reference Librarianship, which will emphasize advanced skills and knowledge in the areas of reference interviewing and sources. When demand dictates, disciplinary bibliography can continue to be offered via the agency of LS576, Special Topics. Finally, a summary of the course additions, deletions, and revisions from 2011-2017 is presented in Table 2.4.

Table II.3 Reference Course Enrollment 2014-2016

Course	2014	2015	2016
LS556	18	13	23
LS557	22	Cancelled	Cancelled
LS558	Cancelled	10	Cancelled
LS562	14	7	13

Table II.4 Curriculum Changes 2011 - 2017

Courses added	Courses removed	Courses revised
505	537	501
506	546	502
535	552	504
536	555	536
541	556	550
542	557	570
543	558	572
544	562	573
545	563	575
546	569	576
547	581	582

548	590	587
549		588
563		589
592		591
593		600
601		

Standard II.2: Core Competencies

II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources. The curriculum:

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5 Provides direction for future development of a rapidly changing field; II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

As referenced at the beginning of this chapter, each student completes six required courses and six electives. Both sets of courses, core and elective, give students a strong foundation in library science regarding the history and origins of the profession, classical and current resources used in the profession, established and emerging practices for locating, selecting, and organizing materials in various formats, and valuable services offered by libraries. The alignment of courses according to the key curricular areas of this standard are more specifically demonstrated in the listing below. As indicated earlier, complete course descriptions are available in Appendix 2.4.

- Information and knowledge creation: LS500, LS506, LS550, LS568, LS574, LS591, LS593, LS600
- Communication: All courses

- Identification, selection, and acquisition: LS500, LS501, LS506, LS549, LS574, LS577, LS582, LS583, LS589, LS591, LS593
- Organization and description: LS502, LS505, LS536, LS575, LS587
- Storage and retrieval: LS502, LS505, LS536, LS541, LS542, LS573, LS574, LS575
- Preservation and curation: LS535, LS575, LS582, LS588, LS570
- Analysis, interpretation, evaluation, synthesis, and dissemination: LS504, LS 544, LS550, LS600
- Use and users: LS529, LS540, LS542, LS543, LS570, LS577, LS578, LS579, LS580, LS583, LS589, LS591, LS592
- Management of human and information resources: LS532, LS534, LS535, LS547, LS548, LS570, LS572, LS582

II.2.1 The curriculum fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

The faculty are concerned with instilling in MSLS students the qualities, skills, knowledge, and dispositions for effective leadership and service in the profession. The background, history, and the interdisciplinary nature of librarianship are heavily discussed in LS504, Introduction to the Information Professions. Students learn about the diverse service components of the profession through the various assignments and activities of the course and appreciate how libraries can positively influence a community whether large or small, urban, or rural. The necessary leadership and management principles needed to position the library as a strong and essential component of a public, special, or academic community are developed and emphasized in both management classes, LS532, Management of Library Media Centers and LS 534, Administration and Management of Libraries. Effective leadership responsibilities are further examined in LS547, Leadership for Libraries and Information Centers. Collections and services for a variety of community populations are advocated and explored in many courses, such as LS500, LS501, LS506, LS 540, LS543, LS577, LS578, LS579, LS583, and LS592. Additionally, marketing and advertising mechanisms for all types of library services are analyzed and developed in LS 580, Library Marketing and the Community. Students also learn leadership and advocacy skills through participation in the student chapter of the American Library Association. It is an exciting outgrowth of our move to an entirely online educational model that we encourage and facilitate involvement by our students in local and regional library associations which support their careers.

II.2.2 The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

The findings of basic and applied research are specifically addressed in LS504, LS550, and LS600. Applicable research, however, can be examined in any core or elective

course, such as LS502, LS505, LS529, LS541, LS543, LS574, LS575, LS573, LS577, etc. Special topics courses also examine relevant research as it pertains to the specific topic addressed in the course. The capstone courses are directed toward the use of research in an applied setting. LS570 encourages students to review current research relative to their career goals as related to their internship placement. LS600 encourages students to use skills developed in LS550 to conduct research aimed at creating new knowledge in their fields of interest.

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

Technology and its application permeate the curriculum. Within D2L courseware instructors can link web-based materials, upload documents and other materials, deliver lectures using presentation software, such as Blackboard Collaborate or Mediasite, produce blogs and wikis, and maintain assignments and grades. Students are often required to record presentations using Collaborate or another program of their choosing, such as YouTube.

The theory, application, and use of technology directed at various library operations are evident in courses addressing the organization and preservation of information, such as LS 502, LS 505, LS536, LS541, and LS 575, online retrieval of information, such as LS500, LS506, LS 574, creation of digital collections, such as LS 575, and integrated library systems and technologies, such as LS542, LS 573, and LS589. Access to related application programs for students to acquire hands-on experiences, especially OCLC Connexion, Library of Congress Cataloger’s Desktop, OCLC WebDewey, and ARBAOnline, is arranged. Students also have access to sandbox programs for LibGuides and the Sirsi/EOS International integrated library system. Freely available programs, such as Koha (open source) or LibraryWorld (free thirty-day trial), can also be introduced in relevant courses. Students are surveyed concerning the use of technology in the exit survey (see Table 2.5).

Table II.5 Exit Survey Items 11 and 12 with Responses

The curriculum provided me with knowledge of current technology (<i>e.g., wikis, blogs, conferencing software</i>).	Strongly Agree: 44.5%	Agree: 45.3%
The curriculum provided a “hands-on” opportunity to learn current technology (<i>e.g., ILS, digital repositories, web pages</i>).	Strongly Agree: 35.2%	Agree: 49.2%

II.2.4 The curriculum responds to the needs of a diverse and global society, including the needs of underserved groups;

The DILS faculty is committed to educating students for service in a diverse society. The various needs of diverse or underserved groups are addressed through coursework as explained in 2.1. A refreshed course on diversity is currently under development for the curriculum. The needs of those constituencies are also currently addressed in specific courses such as LS500, LS540, LS577, and LS583.

II.2.5 The curriculum provides direction for future development of a rapidly changing field;

On whole, the curriculum provides direction for future development of the field. The core, required courses, electives, areas of concentration, and the capstone experience create a solid foundation and balance of theory and practice. Faculty continually review course content for new developments so students are effectively able to build upon this foundation as they move forward in their careers.

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

Students are reminded of the need to maintain current skills through participation in professional conferences, course work, continuing education, and professional association involvement throughout their program of study. Both sets of courses, core and elective, give students a strong foundation in library science and the disposition necessary for pursuing growth and development in their profession. Students are surveyed on this aspect of the curriculum in the exit survey (see Table 2.6).

Table II.6 Exit Survey Item 14 with Responses

The curriculum exposed me to the importance of a professional commitment to continuing education and lifelong learning.	Strongly Agree: 54%	Agree: 40%
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Furthermore, several MSLS graduates have obtained additional degrees, have various leadership roles, and are published. [Dr. Vanessa Irvin](#) is now at the University of Hawaii at Manoa, [Marcia Stiller](#) is active in PaLA, [Jordana Vincent](#) and [Katie Cerqua](#) have been recognized by *Library Journal* as a movers and shakers, and [Dr. David Magolis](#) is an Associate Professor of Mass Communications at Bloomsburg University.

Standard II.3: Meeting Individual Goals

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of

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

A hallmark of the program is the requirement that all students consult with advisers prior to every registration period to construct a coherent program of study. Each semester and summer/winter terms the registrar places a registration hold on all students that can only be removed by the students' faculty advisers. This ensures that all students consult with their advisers prior to registering for classes. [Course content](#) and sequence relationships are evident in the course descriptions and reinforced by advising. To further support students' abilities to envision and develop coherent programs of study, the faculty have developed program concentrations as previously noted in the introduction (see Appendices 2.1-2.3). Students are surveyed on their ability to build a coherent program of study in the exit survey (see Table 2.7).

Table II.7 Exit Survey Items 9 and 10 with Responses

The course schedule allowed me to implement a coherent program of study.	Strongly Agree: 48.4%	Agree: 40.6%
Working with my adviser helped me to create a coherent program of study.	Strongly Agree: 38.2%	Agree: 39.1%

Cooperative degree programs were developed with Widener School of Law and the Shippensburg University Department of History. The joint degree with Widener is designed to prepare students for careers in law librarianship. The joint degree with Shippensburg is specifically with the department's public history program and is designed to prepare students for careers in archival and other public history settings. Students may also take up to two classes in interdisciplinary coursework as approved by the department. Such coursework typically takes the form of specialty courses such as music bibliography which are not offered by the department but which support the student's career goals.

Students also have the opportunity to receive practical experience (LS570) in librarianship or engage in research (LS600) through the capstone courses. When planning for a practical experience, students establish specific objectives with a supervising librarian holding an ALA accredited degree and submit the plan for department chair approval. When planning a research project students formulate their research proposals during LS550 and submit them to the instructor of record for approval. A culminating paper or project is required in either capstone course. It is also important to note that many of our students come to the program with volunteer and employment experience in libraries (see Table 2.8).

Table II.8 Entrance Survey Items 11 and 12 with Responses

	Academic	Public	School	Special	None
Volunteer Library Experience	13%	42%	37%	8%	
Paid Library Experience	19%	39%	11%	6%	25%

Standard II.4: Curriculum and Relevant Competencies

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

As noted earlier, a significant consideration in the development of the MSLS instrument administered twice during the program was the use of the WebJunction document, which aligns numerous professional association competency sets within the *Competency Index for the Library Field* (Gutsche & Hough, 2014). This incorporated expert practitioner input, feedback from leaders, and numerous professional association competency sets into the MSLS instrument. In addition, the MSLS, School Library Concentration, follows the recommendations and requirements of the Pennsylvania Department of Education (PDE) and the Council for the Accreditation of Educator Preparation (CAEP).

With regard to the dual MSLS/JD, the competencies recommended by the American Association of Law Libraries were considered. The faculty found that the competencies were covered by courses already in the curriculum or by courses in Widener University's curriculum. Both schools have the accreditation of their respective accrediting bodies. With regard to the dual MSLS/MA in Applied History with a sister institution, Shippensburg University of Pennsylvania, the faculty also found that competencies covered by the curriculum at both institutions prepared students for library careers with museums, historical organizations, and the government.

Standards II.5: Evaluation

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

The department incorporates input from its advisory committee (meetings), current students (surveys and service on committees), alumni (surveys and service on committees) and employers (surveys) in curricular decisions. For example, [alumni](#)

[survey](#) items 16 through 18 provide input from former students engaged in the profession. Graduates of the program (96.5%, item 13) reported satisfaction with their overall educational experience. Over 50% reported that research skills, collection development, database searching, the reference process, cataloging and classification, library management, and grant writing should be required courses (item 16). Over 50% reported that young adult services, academic libraries, government documents, special libraries, urban libraries, children's services, rural libraries, and preservation should be elective courses (item 17). The comments made concerning suggestions for additional courses not offered focused mainly on grant writing and budgets (item 18). While many of the suggestions for required courses and electives are already part of the curriculum, faculty have identified the possibility of reinstating collection development and research as required courses for further discussion. A new course on fiscal management, LS548, has already been introduced into the curriculum and faculty teaching management courses continue to find ways of reinforcing budgets in the course content. Grant writing is area that could be handled with a special topics course in the near future. [Employer surveys](#) reveal that employers of Clarion MSLS graduates find that they are overwhelming competent or better (over 60%) in their abilities. The one area showing some weakness is in developing and evaluating a library budget (item 8 on both surveys).

Closing the loop on the assessment plan includes relating the review of the MSLS results and capstone artifacts to identified areas for overall continuous improvement including those within the curriculum. The MSLS instrument is administered in LS504 when students begin the program. It is administered again during their capstone course. Artifacts from both capstone courses are selected and evaluated with an assessment rubric. Data from these assessments, available on the [accreditation page](#), demonstrate achievement of learning outcomes while indicating areas for curriculum improvement and adjustment. For example, collection development is the highest internship area engaged in by the students. Again, this gives documented evidence for faculty to consider adding it back into the core, required classes or scheduling the course more frequently throughout the academic year.

Standards: II.6: Evidence of Decision Making

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

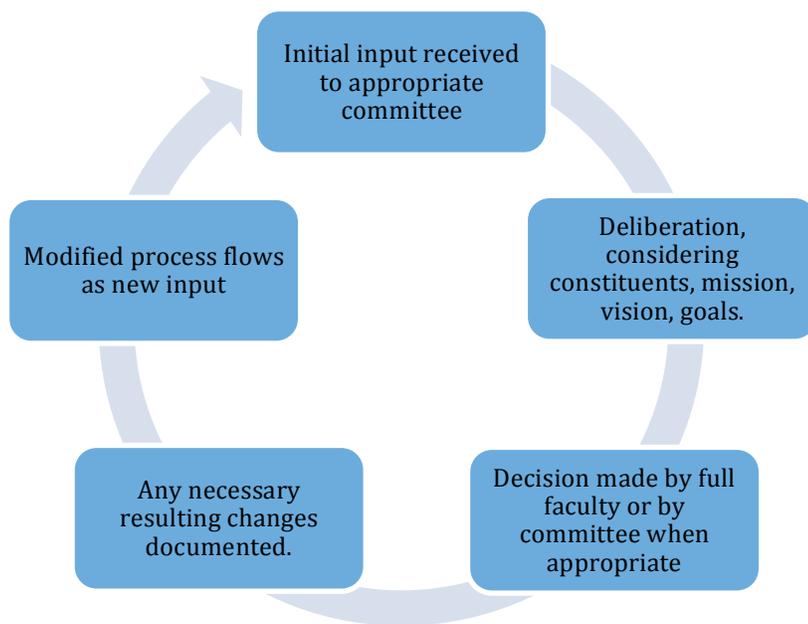
The department undertakes curriculum review in an ongoing fashion as trends in LIS education are reported in the literature and through conferences. Courses are reviewed for ongoing relevancy to the curriculum and are updated accordingly. As indicated the preceding section input from alumni via surveys and suggestions from the advisory committee and part-time temporary faculty are considered when reviewing the curriculum. Employer feedback for program review is also obtained through surveys. Further documentation is established through the student surveys, MSLS instrument

results, including Table 2.2, capstone artifacts, and curriculum adjustments as illustrated in Table 2.4 and Appendix 2.4. Additionally, CCPS proposals and minutes from curriculum and general faculty meetings are available in the accompanying self-study USB drive or in the DILS administrative office.

Standard II.7: Evaluate and Plan

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

Following the model presented in chapter one for how DILS closes the loop on evaluation and assessment, several examples will be presented here showing how the evaluation of curriculum is systematically used to improve the program and plan for the future.



Capstone Experience

- I. Input: The PASSHE required all graduate degree programs to have a capstone experience, defined as “The department Curriculum committee undertook the task of defining a new capstone experience for MSLS students.
- II. Deliberation: Various models of capstones were considered, with some examinations of other master degree examples. The merits of a portfolio requirement was presented, with various options for compiling the portfolio digitally. Faculty also considered the potential for expanding our current research methods course into a capstone requirement, providing students valuable preparation for evaluation of library services. Others argued the merits of a

required internship to provide interaction with practicing librarians and development of specific project goals and internship outcomes.

- III. Decision: The faculty decided on two capstone options: an advanced research course, in which students produce an original research paper or an internship with oversight from a degreed librarian. In both cases, a means of both direct and indirect assessment were placed into the capstone course in the form of an exit survey, the MSLS survey, and a final paper. The MSLS class matriculating in the fall of 2011 were the first to have the capstone requirement in place.
- IV. Documentation: Curriculum Committee minutes and Department Committee notes reflect these curricular changes and discussions.
- V. New Input: At faculty retreats, the evaluation of the MSLS, areas chosen for the capstone paper and internship placement, as well as site supervisor summaries provide valuable information to reflect on the effectiveness of the capstone experience in enriching our students' education, as well as their attainment of student learning objectives.

Development of the Local and Archival Concentration:

- I. Input: Faculty with expertise in archives, local history, and genealogy urged the development of new coursework in this area, specifically a course in Reference Services for Local History and Genealogy Collections, Representation of Local Special Collections, and Archival Management for Small Repositories, developed in 2011 and approved as regular courses effective fall of 2012. Additionally, after the last accreditation visit, leadership at the dean and department level prompted a planning process for new departmental initiatives, based on faculty expertise and evaluation of field directions, which considered the merits of a concentration in this area.
- II. A task group designated to evaluate changing needs of education in the MSLS field examined the curriculum of all other ALA-accredited programs in terms of numbers of electives offered, concentrations available, and new initiatives. The committee conducted a survey to evaluate interest in potential concentration areas. This data was presented at a fall 2011 constituent meeting. Those students, alumni, and other constituents and stakeholders in attendance also provided feedback on possible concentrations. The local and archival concentration received strong support. In addition, previous research conducted by Dr. Clark with Pennsylvania public librarians who worked with local history, genealogy, and local special collections indicated a strong need to offer these topics in MSLS programs. The results of this research were presented at the Pennsylvania Library Association meeting (2011), the Pennsylvania Family History Day conference (2011) and the ALISE works-in-progress poster session (2012). Additionally, the concentration reflects a historic interest of the department in supporting local studies librarianship through its joint master's program with Shippensburg University in Applied History.

- III. Decision: The local and archival concentration evolved in a series of decisions, beginning with departmental approval of the three new courses noted above. The formal concentration was adopted by the department effective fall of 2015. (Department minutes 9.24.2014)
- IV. Documentation: Minutes of Department Curriculum meetings, the results of the Task 5 work reports, minutes from the September 9, 2011 constituent and stakeholder meeting, minutes of Faculty meetings record the deliberations and decisions noted above.
- V. New Input: Dr. Clark and Dr. Maccaferri continued research in this area with an article in the first *Annual Review of Cultural Heritage Informatics* (2013), which further demonstrated the need for additional MSLS education in local studies librarianship, an area of librarianship that requires cross-training of library, local history, genealogical, archival, and digital metadata skills in order to curate and provide reference services for local studies librarianship. Dr. Clark co-authored *Fostering Family History Services: A Guide for Librarians, Archivists, and Volunteers* (Libraries Unlimited, 2016), which received a starred review from *Library Journal*, indicating the importance of local studies librarianship in the field, as well as an emerging pattern of leadership by Clarion faculty for educating students in this important area. Student interest in the program in the first two years is strong, with 40 MSLS students currently enrolled. Students have been very successful in strong internship placement. Alumni who took new coursework in the local and archival area before the formal concentration was enacted, as well as those who are finishing with their concentration are finding work both directly and related to local studies librarianship.

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