

CURRICULUM

by

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This chapter contains reports and summaries of the data on curriculum as reported by the responding schools for the 1995-1996 academic year.

The abbreviations used in the tables are: "ALA" which is used to designate schools which have master's degree programs accredited by the American Library Association (ALA) and "Non-ALA" which is used to designate schools which do not have master's degree programs accredited by ALA. In many of the lists, an "*" is used also to indicate those schools which do not have master's degree programs accredited by ALA.

For those schools on the quarter system, the notation "qt" will be used. Some schools have indicated that "units" or "courses" are used instead of a specific number of hours of credit as guidelines for degree requirements. In such cases these units are indicated as the respondents reported them. Following each table will be listed descriptive information which does not lend itself to the general reporting pattern of the table but is important to the interpretation of the question asked.

A total of 56 schools reported this year as compared to 57 last year. Of these, 54 questionnaires were received from schools which have master's degree programs accredited by the American Library Association. All of the questionnaires received were usable; however, as has been the case each year, respondents, in some instances did not complete each item; therefore, the totals in all tables may not always add up to the 57 responses received.

Academic Year Division

Type of Division

Schools were asked to describe the division of their academic year. Table III-1 is a summary of their responses.

Table III-1
Type of Academic Year Division

Division	ALA	Non-ALA	Total
Semester	53	1	54
Quarter	3	0	3
Trimester	1	0	1
Total Schools Reporting	57	1	58

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Number of Weeks per Term

Table III-2 contains data related to the academic year division by individual schools. Trimester systems are indicated with a "T" preceding the number of weeks in the "Trimester/Semester" column. The summer terms are described by combining the number of sessions with the number of weeks in each session (number of sessions/number of weeks in each session).

**Table III-2
Numbers of Weeks Per Term**

Schools	Trimester/ Semester	Quarter	Summer Sessions/Weeks	Total Weeks
Alabama	15		2/5	40
Albany	15		1/4, 2/6	31
Alberta	13		2/6	38
Arizona	15		3/3, 2/ 5	43
British Columbia	13		2/6	38
Buffalo	15		2/6	42
California - Los Angeles		10	2/6	42
Catholic	16		2/6	40
Clarion	15		1/3, 2/5	43
Clark Atlanta	15		1/7.5	37.5
Dalhousie	14		2/3	34
Drexel		10	1/10	40
Emporia	17		1/9	45
Florida State	16		1/6, 1/8	46
Hawaii	15		4/3	42
Illinois	15		1/4, 1/8	42
Indiana	16		1/6, 1/8	46
Iowa	17		1/8	38
Kent State	15		1/8, 2/5	48
Kentucky	16		1/8, 1/4	44
*Kutztown	15		2/3	36
Louisiana State	15		2/4.5, 1/9	39
Long Island	15		2/5, 1/4	44
Maryland	14		2/6	40
McGill	14			28
Michigan	15		2/7.5	45
Missouri	16		2/4	40
Montréal	15			30
NC Central	15		2/6	42

(Table continues)

Table III-2 (cont.)

Schools	Trimester/ Semester	Quarter	Summer Sessions/Weeks	Total Weeks
NC Chapel Hill	15		2/5.5	41
NC Greensboro	16		2/5.5	43
North Texas	16		2/5	42
Oklahoma	16		2/4	40
Pittsburgh	T15		2/6.5	43
Pratt	15		2/6	42
Puerto Rico	15		1/6	36
Queens	15		1/6	36
Rhode Island	14		1/1, 1/5, 1/10	44
Rosary	14		2/7	42
Rutgers	15		1/4, 2/3	40
St. John's	14		2/5	38
*Sam Houston	15		2/5	40
San Jose	15		4/3	42
Simmons	15		1/6	36
South Carolina	15		2/5	40
South Florida	15		2/6, 1/10	52
Southern Connecticut	16		2/5	42
Southern Mississippi	17		2/5, 1/10	44
Syracuse	14		2/6	40
Tennessee	15		2/5	40
Texas	15		2/5	40
Texas Woman's	15		1/10, 2/5	50
Toronto	14		1/7, 1/14	49
Washington		11	2/4.5	42
Wayne State	15		2/8	46
Western Ontario	T14		1/14	42
Wisconsin - Madison	15		2/4, 1/3, 1/8	41
Wisconsin - Milwaukee	16		1/4, 6, 8	48

- Drexel — Also requires 1 week of exams.
- Oklahoma — Some courses are offered for eight weeks, covering both four-week summer sessions.
- Pittsburgh — There is also 1 term of 12 weeks during summer.
- Rosary — Also offers a trimester program at the College of Saint Catherine in Saint Paul, Minnesota.
- South Florida — Ten week summer session overlaps a portion of the first six-week session.
- Toronto — Reports that some courses are 7 weeks and others are 14.
- Wayne State — In addition to regular semester and summer terms, a 13-week spring/summer term and intensive courses are offered.
- Wisconsin - Madison — Also has two four-week sessions concurrently running with an eight-week session.

Degree Programs and Requirements

In this section the various degree programs are described. These include the requirements for undergraduate, both major and minor degree; master's; post-master's; and doctoral programs.

Undergraduate Program

A total of eight schools with ALA accredited programs reported having undergraduate majors in library and/or information science. An undergraduate minor is offered in ten schools with accredited programs. The number of hours required by each school for a major is displayed in Table III-3. The number of hours required for a minor is displayed in Table III-4.

**Table III-3
Undergraduate Major Degree
Academic Hour Requirements**

Hours	Schools
18	Wisconsin – Milwaukee
24	North Texas (Information Science)
25	Southern Mississippi (Library Science)
30	Pittsburgh (Information Science), Southern Connecticut (Library Science)
37	Syracuse (Information Studies)
48	Drexel (Information Science)
128	Clarion (Library Science)

- Kutztown — Offers a bachelor's of science degree in library science, requiring 128 credits with 30 credits in core library science classes.

**Table III-4
Undergraduate Minor Degree
Academic Hour Requirements**

Hours	Schools
12	North Texas (Information Science)
15	Pittsburgh (Information Science)
18	Southern Connecticut (Library Science), Southern Mississippi (Library Science),
19	Syracuse (Information Science)
20	Drexel (Information Science)
21	Illinois (Library Science)
12	Arizona (Library Science)
30	Montréal (Library Science)
33	Clarion (Library Science)

- Kutztown — Offers a minor in library science, requiring 18 credit hours.

Master's Degree Program

Table III-5 contains data related to the number of hours a person must complete to be awarded the master's degree. All schools report having a master's degree program.

Table III-5
Master's Degree
Academic Credit Hour Requirements

Hours	Schools
30	*Kutztown
36	Alabama, Albany (MLS), Arizona, Buffalo, Catholic, Clarion, Clark Atlanta, Florida State, Indiana (MLS), Iowa, Kent State (MLS), Kentucky, Long Island, Maryland, Michigan, Missouri, North Carolina Central (MLS & MIS), North Carolina - Greensboro, North Texas, Oklahoma (MLIS), Pittsburgh (MLS & MSIS), Pratt, Queens, Rosary (MALS), Rutgers (MLS & MCIS), St. John's, *Sam Houston, Simmons, South Carolina (MLIS), South Florida, Southern Conn. (MLS), Syracuse (MLS), Texas, Texas Woman's (MLS), Wayne State, Wisconsin - Milwaukee
37	Louisiana State
38	Southern Mississippi
39	Texas Woman's (MALS)
40	Illinois (10 units)
42	Emporia, Hawaii, Indiana (MIS), Puerto Rico, Rhode Island, San Jose, Syracuse (IRM and TNM), Wisconsin - Madison
43	Tennessee
45	Albany (MSIS), Rutgers (MCIS)
48	Alabama (MFA), British Columbia (MLIS, MAS), Drexel, (48-60 qt.), McGill, North Carolina - Chapel Hill, Pittsburgh (MST)
51	Dalhousie
52	Simmons (Dual MS/MAT & MS/MA History)
54	Maryland (MA, MLS)
56	Montréal (in 2 years.)
63	Washington (qt.)
72	California - Los Angeles (qt.)

- Alberta — Indicates that 13 single courses plus a thesis or 16 single courses and a capping exercise.
- British Columbia — Requirements for both the MLS and the Master of Archival Studies degree programs are 48 hours of course work or twelve hours of course work and a twelve credit thesis.
- Catholic — Requires 30 hours or 10 courses for students combining with another graduate degree.
- Dalhousie — Requires 16 credit courses + 1 non-credit course; each is equivalent to 3 credit hours.
- Florida State — Due to curriculum changes regarding credit-hour reduction for required courses from 4 to 3 credits, total credits required reduced in 1995-96 academic year.
- Toronto — Indicates that 16 half courses are required for MLS.
- Western Ontario — Indicates that 15 courses are required.
- Wisconsin - Milwaukee — Indicates 30 credit hours are required for students combining with another graduate program.

Post-Master's Programs

A variety of labels are offered for the degree which immediately follows the master's (e.g., Sixth

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Year, Specialist, Advanced Studies). Thirty-four schools indicate that they offer a degree program that is to be considered between the master's and doctoral programs. For convenience, such a degree is called "post master's" in this report. Table III-6 contains a summary of the data gathered from the questionnaire in which respondents were asked whether or not they had a post master's degree program and how many hours were required for it. Some respondents indicated that a certificate, not a degree is awarded, while other indicate that a certificate is related to the degree. A summary of those data follow in the section, "Certificate Programs."

**Table III-6
Post-Master's Degree
Academic Credit Hour Requirements**

Hours	Schools
12	Texas (endorsement of specialization)
15	Rosary (certificate)
15-30	North Carolina - Greensboro (certificate)
18	Hawaii
21	*Sam Houston
24	Catholic (certificate), Clarion, Kent State, Louisiana State, North Texas, Pittsburgh (certificate), Rutgers (6th year), St. John's, Wisconsin - Madison, Wisconsin - Milwaukee (certificate)
30	Alabama (EDS), Albany, Buffalo, Clark Atlanta, Florida State, Indiana (spec.), McGill, North Carolina – Chapel Hill, Oklahoma, Pratt, Queens, South Carolina, Southern Connecticut (Professional Dip.), Texas (certificate), Wayne State
32	Drexel (qt.)
36	California - Los Angeles (qt.), South Florida
40	Illinois

Doctoral Programs

Table III-7 contains a summary of the academic credit hour requirements reported by twenty-three of the schools which offer a doctoral program. No school without an ALA accredited master's degree program offers the doctoral degree.

**Table III-7
Doctoral Degree
Academic Hour Requirements**

Hours	Schools
12	California - Los Angeles (qt.)
24	Florida State (min.)
27	Western Ontario

(Table continues)

Table III-7 (cont.)

Hours	Schools
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Hours	Schools
36	Michigan, North Carolina – Chapel Hill, Texas
51	Emporia
54	Pittsburgh
54-60	Buffalo
60	Albany, Drexel, Maryland, North Texas, Simmons
72	Alabama
78	Arizona, Syracuse
80	Illinois (20 units or more)
84	Rutgers
90	Indiana, Texas Woman's
Varies see notes	Hawaii, McGill, Wisconsin – Milwaukee

- Alabama — Indicates that 48 academic hours plus 24 dissertation research hours are required.
- Arizona — Indicates that 66 credit hours plus a minor to be determined by the minor department and dissertation are required.
- Florida State — Indicates 2 full-time (12 hours) semesters minimum.
- Hawaii — Indicates that the degree does not have a set credit requirement beyond the four required "core" courses; emphasis is on passing four area specialization exams.
- McGill — Indicates their doctoral program is individualized for each candidate. (Ad Hoc Program)
- Texas — Requires additional hours for proposal preparation and for dissertation.
- Western Ontario — Indicates that 8 courses are required.
- Wisconsin - Milwaukee — Offers a multidisciplinary ph.d. program (credits vary).

Summary of Degree Requirements

Table III-8 contains a summary of all of the degree requirements for all programs as reported by the respondents.

Table III-8
Summary of Degree Hour Requirements

School	Undergraduate		Master's	Post-Master's	Doctoral
	Major	Minor			
Alabama			36 MLIS 48 MFA	30	48 + 24 diss.
Albany	43	18	36 MLS 45 MSIS	30	60
Alberta			39 + thesis or 48 + capping exercise		
Arizona		12	36 MA		66 + minor and dissertation

(Table continues)

Table III-8 (cont.)

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School	Undergraduate		Master's	Post-Master's	Doctoral
	Major	Minor			
British Columbia			48 MLIS 48 MAS		
Buffalo			36/39	30	54-60 + MLS
California - Los Angeles			72 (qt.)	36 (qt.)	12 (qt.)
Catholic			36	24	
Clark Atlanta			36	30	
Clarion	128	33	36	24	
Dalhousie			48 + 3 non-credit		
Drexel	48	20	48-60 (qt.)	32 (qt.)	60 (qt.)
Emporia			42		51
Florida State			36	30	24 min.
Hawaii			42	18	no set credit requirement
Illinois		21	40	40	80 or more
Indiana			36 MLS 42 MIS	30	90
Iowa			36		
Kent State			36	24	
Kentucky			36		
*Kutztown	30	18	30 w/BS in LS 36 without		
Long Island			36		
Louisiana State			37	24	
Maryland			36		60
McGill			48	30	ad hoc
Michigan			36		36+
Missouri			36		
Montréal		30	56		
NC Central			36 MLS 36 MIS		
NC Chapel Hill			48	30	36 + diss.
NC Greensboro			36	15-30 cert.	
North Texas	24	12	36	24	60
Oklahoma			36	30	
Pittsburgh	30	15	36 MLS 36 MSIS 48 MST	24 CAS	54 LS & IS
Pratt			36	30	

(Table continues)

Table III-8 (cont.)

School	Undergraduate		Master's	Post-Master's	Doctoral
	Major	Minor			
Puerto Rico			42		
Queens			36	30	
Rhode Island			42		
Rosary			36	15	
Rutgers			36 MLS 36 MCIS	24	84
St. John's			36	24	
*Sam Houston			36	21	
San Jose			42	36 school media certificate	
Simmons			36 52 Dual MS/MAT 52 Dual MS/MA History		60
South Carolina			36	30	
South Florida			36		
Southern Connecticut	30	18	36	30	
Southern Mississippi	25	18	38		
Syracuse	37	19	36 MLS 42 IRM & TRM		78
Tennessee			43		
Texas			36	12 (endors.), 30 (cert.)	varies, 36 min., not incl. diss.
Texas Woman's			36 MA/ 39MLS		90
Toronto			16 half courses		
Washington			63 (qt.)		
Wayne State			36	30	
Western Ontario			15 courses		8 courses
Wisconsin - Madison			42	24	not a credit program
Wisconsin - Milwaukee		18 cert.	36 30 w/master's	24 (CAS)	varies

Certificate Programs

Schools were asked to indicate if they offer a certificate program and whether or not it is related to a degree. Table III-9 provides a summary of these data. In the table, CAS stands for Certificate of Advanced Studies.

**Table III-9
Certificate Programs**

School	Name/Area of Certification	Degree Related
Albany	Advanced Study	no
Buffalo	Advanced Studies School Library Media	no/Post-Master's Cert. yes/MLS
California - Los Angeles	Post-MLS Cert. of Specialization	no
Catholic	Advanced Masters (MSLS) GSA 1000X2000 Certificate	no no
Clarion	CAS	no
Drexel	CAS CAS Competitive Intelligence Software Engineering	no no no
Emporia	School Library Media Certificate	MLS**
Florida State	Educational Media Specialist	MLS or ind.
Hawaii	Advanced Information Studies Archives	Post MLIS
Indiana	Chemical Information Specialist School Media Services Public Library Management Music Librarianship African Studies Librarianship	MLS no no MLS MLS
Iowa	School Media Specialist	MA
Kent State	Post-master's	no
*Kutztown	Library Science (K-12)	B.S. in education and MLS
Long Island	Archives Records Management	MS or ind. MS or ind.
Louisiana State	CAS	MLS
Montréal	Certificate in Archives/Records Management	no
NC Chapel Hill	CAS	no
NC Greensboro	Media Coordinator Media Supervisor Public Library Certificate	MLIS no MLIS
North Texas	Learning Resources CAS	no no
Oklahoma	CAS School Library Media Specialist	no no
Pittsburgh	CAS School Library Children's Literature	no MLS BA
Pratt	Advanced Certificate in LIS	no
Queens	Post-Masters	yes

(Table continues)

Table III-9 (cont.)

School	Name/Area of Certification	Degree Related
Rhode Island	Teacher Certificate Program for School Library Media Specialists	MLIS
Rosary	Certificate of Special Studies: Illinois Standard Special Certificate in Media (K-12)	no MLIS
Rutgers	Sixth Year Certificate Educational Media Specialist	no MLS
St. John's	Advanced Certificate	no
*Sam Houston	Learning Resources Endorsement	Bachelor's
San Jose	School Media Credential	no
Simmons	School Media Specialist	SLMS
South Carolina	Library & Information Science	no
South Florida	Educational Media Specialist Educational Media Specialist	no M.A. Library & Information Systems
Southern Connecticut	School Media Specialist	MLS
Southern Mississippi	School Media Specialist	MLIS
Syracuse	Information Systems and Telecommunications	no
Texas	Preservation Learning Resources Specialist Archival Enterprise Conservation Administration Information Science Special Groups Subject Fields, i.e., Latin American Studies	no no no no no no MLIS
Texas Woman's	LRE for School Librarians Learning Resource Endorsement	no no
Washington	Learning Resource Endorsement Data Resource Management Library Media Records and Information Management	optional no no no
Wayne State	Archival Administration	MSLS
Wisconsin - Madison	Sixth Year Specialist	no
Wisconsin - Milwaukee	Undergraduate Cert. LIS Advanced Study	B.A. no

** Emporia — Indicates that school library media certificate may be completed prior to completion of MLS.

- Iowa — Requires 3 additional hours for the MA.
- Washington — Stipulates that the Learning Resource Endorsement can be earned separately or with the MA.

Joint Programs

Table III-10 contains a summary of the data related to joint degree programs. These are programs which the Library and Information Science program shares with one or more other academic disciplines or units in the institution. In some instances, joint degree programs are reported to have been developed

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between separate institutions as well as within the parent institution of the LIS program.

**Table III-10
Joint Degree Programs
Academic Hour Requirements**

School	Hours in Library/ Information Science	Hours in Other Discipline	Other Discipline
Albany	28 28	24 24	English History
Buffalo	36 30	30 81	Music Law
California - Los Angeles	Post-MLS Cert. of Specialization		no
Catholic	27 30 30-36 30 30 30 30	76 21 24-30 24 24 24 21	Law (JD) History Biology Musicology English Greek Literature & Latin Religious Studies
Dalhousie	1 full year + 2 years part-time	1 full year + 2 years part-time	Law (LLB)
Emporia	36 36 36 36	26-30 24-32 26 31	English History Music Business
Hawaii	42 42 42 42 42	21 21 21 27 21 77	American Studies Computer Science History Asian Studies Pacific Island Studies Law
Indiana	30 30 30 30 30 30 30 30	31 20 21 20 30 30 33 80	Art History Comparative Literature History and Philosophy History Journalism Music Public Affairs Jurisprudence
Iowa	27 27	29-51 78	Business Law
Kent State	25 25-37	11 33-45	Education Business Administration
Louisiana State	37 (9 in common)	30 (9 in common)	Systems Science

(Table continues)

Table III-10 (cont.)

School	Hours in Library/ Information Science	Hours in Other Discipline	Other Discipline
Maryland	27	27	History
	27	27	Geography
North Carolina Central	27	77	Law
North Texas	30	30	History
Oklahoma	30	36	Business Administration
	30	30	Education
	27	27	History of Science
	varies	varies	Generic Dual Degree
Pratt	27- 30	86	Brooklyn Law School
	30	30	Pratt Institute: Graduate History of Art Faculty
Rhode Island	36	30	History
	36	33	Public Administration
Rosary	34-55	30	Business
St. John's	30	27	College of Pharmacy
Simmons	28	24	Education
	28	24	History
South Carolina	27	28	English
	30	30	Appl. History
Southern Connecticut	30	24	Chemistry
	30	24	English
	30	24	History
	30	24	Instructional Technology
	30	24	Foreign Language
	30	86	Law
Southern Mississippi	30	24	History
Syracuse	24 MLS	76 JD	Law
Tennessee	39	49	Communications
Wisconsin - Milwaukee	30	18	Geography
	30	18	History
	30	24	Music
	30	24	Urban Affairs
	30	18	English
	30	18	Foreign Language and Literature

- Drexel — Offers a dual degree within the College of Information Studies: MS (36 hrs minimum and MSIS (40-hrs minimum).
- Oklahoma — Offers a generic dual degree, the requirements of which are individually determined.

Part-Time Coursework

With the following exceptions, all programs permit part-time students into their programs:

Arizona, Drexel, and Hawaii — Do not accept part-time undergraduates.

British Columbia — Accepts part-time students in their graduate program upon completion of residency.

California - Los Angeles — Indicates normal enrollment to be 12 quarter units, but permits students to enroll in 8 quarter units, which satisfies the university's minimum for full-time students.

Louisiana State, Syracuse, and Toronto — Do not allow part-time students in their doctoral programs.

Louisiana State and Syracuse — Also do not allow part-time students in their post-master's program.

Maximum and Minimum Times for Completion Of Program

Tables III-11 through III-13 contain data related to the maximum and minimum times allowed for completion of degree programs among the schools responding. The minimum time ranges from nine to twenty-four months for the master's, four to twelve months for the post-master's, and twelve to forty-eight months for the doctoral degree.

The maximum time allowed for completing a degree ranges from three to ten years for the master's, three to seven years for the post-master's, and three to fourteen years for the doctoral degree.

Table III-11
Minimum Time for Completion of Degree Programs

Number of Month	Master's		Post-Master's		Doctoral
	ALA	Non-ALA	ALA	Non-ALA	
4			0		
8			1		
9	4		10		
10	1		5		
10.5			2		
11	2				1
12	35	1	9		1
14	1				
15	1	1			
16	8				
17	1				
18	2				2

(Table continues)

Table III-11 (cont.)

Number of Month	Master's		Post-Master's		Doctoral
	ALA	Non-ALA	ALA	Non-ALA	
20-24			1		1
24	1				7
27					1
30					3
36					6
48					2

Table III-12
Maximum Time for Completion of Degree Programs

Number of Year	Master's		Post-Master's		Doctoral
	ALA	Non-ALA	ALA	Non-ALA	
3	2		3		1
3.5	1				
4	3		5		
5	19		12		2
6	20	2	9		4
7	7		4		9
8	2				3
9					1
10	1				4
14					1

Table III-13
Minimum and Maximum Times for Completion of Degree Programs by School

Schools	Master's		Post-Master's		Doctoral	
	Min	Max	Min	Max	Min	Max
	Month	Year	Month	Year	Month	Year
Alabama	12	6	10	6	24	6
Albany	12	6	10	5	24	6
Alberta	16	5				
Arizona	12	6			48	10
British Columbia	16 MLIS	5				

(Table continues)

Table III-13 (cont.)

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Schools	Master's		Post-Master's		Doctoral	
	Min	Max	Min	Max	Min	Max
	Month	Year	Month	Year	Month	Year
British Columbia (cont.)	20 MAS	5				
Buffalo	12	5	9	5	36	7
California - Los Angeles	15	3.5			27	6
Catholic	12	5	9	4		
Clarion	12	6	9	6		
Clark Atlanta	12	5	9	5		
Dalhousie	16	7				
Emporia	14	7			36	8
Florida State	12	7	12	6	24	5
Hawaii	12	7	12	6	36	7
Illinois	9	5	9	5	30	6
Indiana	12	5	12	7	36	14
Iowa	12	10				
Drexel	9	7	9	3	24	5
Kent State	12	6	12	4		
Kentucky	12	8				
*Kutztown	12	6				
Long Island	12	5				
Louisiana State	12	5	9	5		
Maryland	11	3			11	3
McGill	16	5	12	5	24	7
Michigan	12	6			36+	7
Missouri	12	8				
Montréal	24	5				
North Carolina Central	9	6				
North Carolina - Chapel Hill	16	5	12	5	36	8
North Carolina - Greensboro	12	5		5		
North Texas	12	6	9	6		10
Oklahoma	12	5	12	5		
Pittsburgh	12 MLS & MSIS 16 MST	4 5	8	4	20-24	6
Pratt	12	4	10	7		
Puerto Rico	17	6				

(Table continues)

Table III-13 (cont.)

Schools	Master's		Post-Master's		Doctoral	
	Min	Max	Min	Max	Min	Max
	Month	Year	Month	Year	Month	Year
Queens	12	4	10	4		
Rhode Island	18	5				
Rosary	10	5				
Rutgers	12	3	12	3	30	7
St. John's	12	5	10	5		
San Jose	18	7				
Simmons	12	6			18	3
South Carolina	12	6	10.5	6		
South Florida	12	7				
Southern Connecticut	12	6	9	6		
*Sam Houston	15	6				
Southern Mississippi	9	6				
Syracuse	12	7				7
Tennessee	12	6				
Texas	12	6	10.5	6	24	9
Texas Woman's	12	6			30	10
Toronto	16	6			48	6
Washington	12	6				
Wayne State	12	6	12	6		
Western Ontario	11	5			24	7
Wisconsin - Madison	16	7	9	7	18	
Wisconsin - Milwaukee		7		4		10

- Syracuse — Allows a maximum of seven years after fulfillment of the comprehensive examination requirement for completion of the Ph.D.

Status of Courses after Maximum Time

After the maximum time allowed for completing the degree, thirty-eight schools with accredited programs indicate that the courses are obsolete for the master's and eighteen cancel them. For the post-master's, twenty-three schools indicate that they are obsolete and six cancel them. Thirteen schools with doctoral programs indicate that courses are obsolete and four cancel them. All of the schools with programs not ALA accredited make cancel course work. Exceptions and clarifications as indicated by the respondents are listed in Table III-14.

Table III-14
Methods of Course Revalidation after Maximum Time

Program	Examination	Course May Be Retaken	Substitution
Master's	12	23	24
Post-Master's	5	13	14
Doctoral	6	5	12

- Kent State — Reports cancellation but listed no method of revalidation.
- Kutztown — Indicated each case is looked at by the Graduate Council.
- Long Island — Reported classes are not canceled but did not indicate how they are revalidated.
- McGill — Indicated classes are not canceled but did not indicate how they are revalidated.
- Michigan — Courses at the Master's degree level are canceled outright if extended to ten years: at the doctoral level, there is no set policy, but it is considered unusual to approve extension beyond ten years.
- Missouri — The Graduate School cancels programs outright after the maximum time period, but extension may be requested by the student.
- North Carolina - Chapel Hill — Reports that time may be extended by the graduate school.
- North Carolina - Greensboro — Extension may be granted.
- Oklahoma — Students retake required courses or substitute electives.
- Queens — Indicated courses are not canceled but did not list how students can revalidate them.

Residency Requirement

Schools were asked whether they had a residency requirement on their home campus for any or all of their programs. Table III-15 contains a summary of the data related to that question.

Table III-15
Residency Requirements for All Degree Programs

School	Hours Required			
	Undergraduate	Master's	Post-Master's	Doctoral
Alabama		18	12	18
Albany	30 of last 36 credits	24	24	24
Alberta		no		
Arizona	no	12	no	24
British Columbia		MLS-12 MAS-12		
Buffalo		18	18	24
California - Los Angeles		12		24
Clarion		30	18	
Clark Atlanta		18	18	
Dalhousie	1 full term, 28 weeks			
Drexel	no	no	no	30
Emporia		no		30 weeks

(Table continues)

Table III-15 (cont.)

School	Hours Required			
	Undergraduate	Master's	Post-Master's	Doctoral
Florida State		no	no	24
Hawaii		12		15
Illinois	21	32	28	64
Indiana		no	no	8
Iowa		27		
Kent State		no	no	
Kentucky		no		
*Kutztown	no	no		
Long Island		6		
Louisiana State		yes (hours not listed)		
Maryland				yes (hours not listed)
McGill		48	30	yes (hours not listed)
Michigan		18		18
Missouri		18		
Montréal		855 hours		
NC Central		18		
NC Chapel Hill		2 semesters	0	4 semesters
NC Greensboro		no	no	
North Texas	24	12	12	18
Oklahoma		no	no	
Pittsburgh	no	no	no	no
Pratt		no	no	
Puerto Rico		9		
Queens		no	no	
Rhode Island		18		
Rosary		12	9	
Rutgers	yes (hours not listed)	no	no	no
St. John's		12	no	
*Sam Houston	12	12	no	9
San Jose		33		
Simmons		36		60
South Carolina		no	no	
South Florida		no		

(Table continues)

Table III-15 (cont.)

School	Hours Required			
	Undergraduate	Master's	Post-Master's	Doctoral
Southern Mississippi	no	18		
Syracuse		12		
Tennessee		no		
Texas		18	no	18
Texas Woman's		no		no
Southern Connecticut	no	no	no	
Toronto				2 years
Washington		27		
Wayne State		6		
Western Ontario		9		2 years or 6 semesters
Wisconsin – Madison		32	16	96 weeks
Wisconsin – Milwaukee	no	no	no	no

Required Course Work

Tables III-16 through III-21 display data related to the required course work in the various programs. Required course work is defined as that which is required for all students in a given degree program. Requirements range from six semester hours to seventy-eight semester hours of courses in the master's program. The range for schools on the quarter hour system is from twelve to thirty hours. The average, among schools on the semester system, is nineteen hours for accredited programs at the master's level and the one reporting school not accredited by ALA requires thirty-six hours. The average number of required hours for the post-master's is eleven and the average number for doctoral programs is seventeen hours.

Table III-16
Required Course Work Hours

School	Number of Hours		
	Master's	Post-Masters	Doctoral
Alabama	15	9	9 + 24 hours dissertation research
Albany	18	12-18	12-16
Alberta	18		
Arizona	36		66 + minor & dissertation
British Columbia	24 (LIS) 24 (MAS)		

(Table continues)

Table III-16 (cont.)

School	Number of Hours		
	Master's	Post-Masters	Doctoral
Buffalo	15	6	15
California – Los Angeles	28		20
Catholic	12		
Clarion	18		
Clark Atlanta	27	6	
Dalhousie	48		
Drexel	12 (qt.)	4 (qt.)	12 (qt.)
Emporia	29		51 recommend
Florida State	18-19	0	4
Hawaii	12	9	15
Illinois	10	8	48
Indiana	15	0	12
Iowa	18		
Kent State	14		
Kentucky	12		
*Kutztown	30		
Long Island	36		
Louisiana State	19	3	
Maryland	12		9
McGill	24	individualized	individualized
Michigan	10		11
Missouri	18		
Montréal	855		
North Carolina Central	18		
North Carolina - Chapel Hill	21	0	12
North Carolina - Greensboro	18	0	
North Texas	18		12
Oklahoma	18	3	
Pittsburgh	36 MST 12 MLS 6 MSIS	0	0 LS 15 IS
Pratt	18	6	
Puerto Rico	24		
Queens	36	30	
Rhode Island	15		
Rosary	36	15	
Rutgers	18-36	6	12

(Table continues)

Table III-16 (cont.)

School	Number of Hours		
	Master's	Post-Masters	Doctoral
St. John's	15	0	
*Sam Houston	36	21	
San Jose	9		
Simmons	12		16
South Carolina	18	6	
South Florida	12		
Southern Connecticut	15	6	
Southern Mississippi	21		
Syracuse	15 IRM 18 MLS 24 TNM		18
Tennessee	16		
Texas	9	0	18
Texas Woman's	15		30
Toronto	4 core course, 3 or 4 required courses depending on area of specialization		
Washington	30 (qt.)		
Wayne State	21		
Western Ontario	24		9
Wisconsin – Madison	18		6
Wisconsin – Milwaukee	15		varies

- British Columbia — Indicates effective 1996/97 academic year, 18 required hours must be taken for the M.L.I.S. program.
- McGill — Doctoral requirements are individualized.
- Rutgers — Required hours depend upon choice of concentration. For Educational Media Specialist all 36 credit hours are mandated by State of New Jersey Department of Education.
- Texas — Students must take 2 additional classes in specialization track for Master's. In GSLIS, a minimum of 36 hours of course work is required.
- Washington — Students must take four required courses plus one course from five different areas of concentration.

Table III-17
Required Course Work by Hours

Number of Hours	Number of Schools and Degrees				
	Master's		Post-Master's		Doctoral
	ALA	Non-ALA	ALA	Non-ALA	ALA
0			4		0
3			2		
4			1		1
6	1		9		
8			1		
9	2		2		3
10	2				
11					1
12	8				5
12-16					1
12-18			1		0
14	1				
15	11		1		3
16	1				1
18	15				2
18-20	0				
18-36	1				
19	1				
20					1
21	3		1	1	
24	7				
27	1				
28	1				
29	1				
30	1	1	1		1
33					
36	7	1			
48	1				1
51					1
56	0				
66					1
78					
855	1				

Exemption of Required Courses

Schools were asked to indicate whether or not students could exempt required courses. Tables III-18 and III-19 present a summary of the data to that question.

Table III-18
Exemption of Required Courses by Program

Program	Exemptions		No Exemptions	
	ALA	Non-ALA	ALA	Non-ALA
Master's	50	1	6	1
Post-Master's	8		10	1
Doctoral	9		13	

- Arizona — Indicates the schools has no required courses.
- McGill — Indicates graduate students can exempt occasionally if course equivalency can be shown. Doctoral students are permitted to start at Ph.D. 2.
- Pittsburgh — Allows exemption of required courses at the master's and doctoral level in the library science program. Exemptions are not permitted in the information science program.
- Queens — Requires proof of having written an MA/MS thesis for another degree for exemption.
- Texas Woman's — Indicates that the practicum may be waived if the student has adequate experience.

Methods of Exemptions

The most common method for exemption is evidence provided with a transcript and/or syllabus from another program. Other exemption requirements include "approved" projects, written examination, or a combination of approvals from the dean or the student's committee or advisor. Frequently, all of these options were indicated as being available to the student. Other methods reported included syllabi from other courses, oral examinations, written petition, substitution of selected courses based on the student's experience or courses from another ALA accredited program, and "proven experience." Table III-19 is a summary of the methods by which students may exempt courses.

Table III-19
Methods of Exempting Required Courses

Method	ALA	Non-ALA
Written Exam	22	0
Transcript from other School	47	0
Approval of Advisor/Faculty	40	0
Other	15	

- Alabama — Indicates a student must present syllabus and exemption must be approved by the School's Committee on Curriculum.
- California - Los Angeles — Indicates a petition is required for all exemptions.
- Catholic, Indiana, Rosary, and Syracuse — Allow students to exempt based on experience. Indiana and Queens accept paper as basis for exemption.
- Missouri, Oklahoma, and Tennessee — Accept transcripts from ALA accredited schools only.

- Rhode Island – Indicates that a written exam is in conjunction with “credit for experience” option and is used sparingly. Also no more than 20 percent of a student’s credits may be transferred in, but student may take elective in place of waived requirement.
- Wayne State – Indicates students can exempt based on evaluation of prior course work and some courses at undergraduate level.

Credit Through Exempted Courses

In programs that provide for the exemption of required courses, twenty allow the exempted courses to count toward the master's degree, three count toward the post master's, and six toward the doctoral. More frequently, schools do not provide credit for exempted courses. Table III-20 displays the data related to this question.

Table III-20
Credit Gained Through Exemption of Required Courses

Program	ALA		Non-ALA	
	Yes	No	Yes	No
Master's	20	29		
Post-Master's	3	14		
Doctoral	6	5		

- California — Los Angeles – Does not give credit for required courses exempt, but students can obtain credit only by formal exam.
- Dalhousie — Indicates it varies because students may be given “advanced standing” or may be required to take other courses in order to have the necessary number of credits.
- Florida State — Reports that exemption is strictly from course requirements. Students must register for the course and pass a proficiency exam.
- Missouri — Gives no credit for written exam.
- Rhode Island — Indicates yes if it is based on transfer credits or credit for experience; not otherwise.
- Rosary and Tennessee — Allow credit for exemption only if the transcript presented is from an ALA accredited program school.
- Simmons — Indicates that credit is given "sometimes."
- Southern Connecticut — Indicates that up to 3 courses can be exempted by transcript for 9 credits, but none by exam.
- Syracuse — Allows credit for exemption in the TNM and IRM programs, but not in the MLS program.
- Wisconsin - Madison — Indicates that up to 6 credits may be gained.

Number of Hours That May Be Exempted

Table III-21 displays the data related to the number of credit hours that may be exempted in programs reported in this survey. Included in the responses were indications that the number of courses exempted from the program was determined by the director; other schools indicated that it depended upon the experience base of the student and/or the student's committee or advisor.

Table III-21
Number of Hours That May Be Exempted

Number of Hours	Program		
	Master's	Post-Master's	Doctoral
3	2	2	
4	2		
6	14		1
9	1	1	1
12	4		
15	3		
18	1		
Varies	20	4	5

- North Carolina - Chapel Hill — Indicates there is no limit set at the doctoral level.
- Rhode Island and Wayne State — Indicate there is no limit set at the master's level.
- Rutgers — Indicates there is no specific number, but a graduate student must substitute another course for the exempted course.
- Wisconsin - Milwaukee — Indicates at the post-master's level the number of hours allowed depends on the major department.

Transfer of Credit Hours

Schools were asked whether or not they allowed the transfer of credit hours into their various degree programs. Table III-22 presents the data related to their responses.

Table III-22
Credit Hours Which May Be Transferred Into Programs

Hours	Undergraduate	Master's	Post-Master's	Doctoral
0	1		3	2
3-6			1	
4		1		
6		38	12	2
6-12		1		
7		1	1	
8		1		
9		8	2	
10				1
9-12				
12	1	4	4	2
14	1			
15		2	1	

(Table continues)

Table III-22 (cont.)

Hours	Undergraduate	Master's	Post-Master's	Doctoral
18			1	
24		1		3
30				5
32				1
45				1
52				1
72	1			
No designated restriction	1			
Varies	1	1		3

- Arizona — Indicates graduate students can transfer 7 hours from another institute and 15 from within the university. Ph.D students can transfer 10 hours from another institute and 36 from within the university.
- Drexel — Indicates no maximum at undergraduate, but 48 hours must be at Drexel.
- Illinois — Indicates that 4 hours from an ALA accredited program school and/or 4 hours other related non-degree graduate credits from an accredited institution.
- Rhode Island — Indicates 8.4 hours but in practice usually 6. The graduate school will accept up to 20 percent of the 42-credit hour program in transfer credits.
- Simmons — For the doctoral program 24 transfer credit hours are accepted or a master's degree in a related area.
- Toronto — Indicates 8 half courses for MLS.
- Washington — Indicates that the hours must be graded credits.

Table III-23
Acceptance of Credit From Non-ALA Schools

Accreditation Status	Accept Non-ALA	Will Not Accept Non-ALA
ALA	15	40
Non-ALA	2	

- Dalhousie — Indicates that it accepts courses taken outside North America that are equivalent to Dalhousie courses.
- Emporia — Indicates students must show transfer is appropriate and helpful toward programs and taught by qualified professor.
- Louisiana State — Indicates that it is not automatic and requires a syllabi
- Pittsburgh — Accepts non-ALA courses in the MLS program only.
- North Carolina - Greensboro — Accepts non-ALA courses for SLM licensure purposes only.
- Sam Houston — Indicates that a course description and syllabus must be provided to ensure compatibility to their department.
- San Jose — Indicates it will if university is accredited and course work is at graduate level.
- South Florida — Indicates the courses must be recent (within last five years) and meet department approval.
- Toronto — Indicates they must be applicable non-North American courses.
- Wayne State — Indicates acceptance is based on evaluation of transcript and work portfolios.
- Wisconsin - Madison — Indicates acceptance is based on approval from the course instructors and the SLIS Faculty Council.

Thesis Requirements

Schools were asked to comment on their requirements for a thesis or dissertation for their degree requirements. Table III-24 presents their responses. Table III-25 displays information related to number of hours required for thesis.

Table III-24
Thesis Options by Number of Schools

Program	ALA			Non-ALA		
	None	Required	Option	None	Required	Option
Master's	16	9	33	2		
Post-Master's	12	9	8	1		
Doctoral		22	1			

- Pittsburgh — Does not require a thesis in library science. A thesis is optional in information science.

Table III-25
Number of Hours Required for Thesis

Number of Hours	Program					
	Master's		Post-Master's		Doctoral	
	ALA	Non-ALA	ALA	Non-ALA	ALA	Non-ALA
0	1				1	
2	1					
1-4	1					
2-4	1					
3	7		2		1	
4					1	
3-6	4		1			
3-12					1	
6	14		6		1	
6-9	2		1			
6-12					2	
8						
9	3				1	
9-12						
12	2		1		2	
15					2	
21	1		1			
24					2	

(Table continues)

Table III-25 (cont.)

Number of Hours	Program					
	Master's		Post-Master's		Doctoral	
	ALA	Non-ALA	ALA	Non-ALA	ALA	Non-ALA
32					1	

- California - Los Angeles— DLIS, students may enroll in independent study courses to work on paper. Paper credit for master's students may apply towards degree.
- Drexel, Maryland, Michigan, Montréal, Queens, and Wisconsin - Milwaukee — Did not list the number of hours required.
- North Carolina - Greensboro — Reported "0" for credits earned.
- Texas Women — Indicates 6 hours for MALS and 3 for MLS.
- Toronto — Indicates 4 half courses
- Wisconsin - Madison — Indicates the number of hours vary.

Field Work

Supervised experience for academic or program credits, known generally as Field Work, was the basis of the next series of questions. Tables III-26 and III-27 present the data related to the responses. Table III-26 shows the number of schools offering field work for credit and Table III-27 the number of hours given for field work. Nine accredited programs require field work of all students in the master's degree program. They are: Clark Atlanta, Dalhousie, Montréal, North Carolina - Chapel Hill, North Carolina - Greensboro, Rhode Island, San Jose, Syracuse, and Texas Women's.

A number of variations for field work were listed which include such requirements as student attendance at seminars, presentation of papers related to the field work, and the availability of field work only for school library media program students.

Table III-26
Number of Schools Offering Field Work for Credit

Program	ALA			Non-ALA
	None	Required	Optional	
Master's	1	17	46	1 (optional) 1 (required)
Post-Master's	4	3	23	1 (required)
Doctoral	13	1	6	

- British Columbia and Dalhousie — Require field experience for graduation, but gives no academic credit for it.
- Clark Atlanta — Indicated that field experience is required for school media concentration but optional for master's.
- Clarion — Indicates that the variation in the credit earned for internships (3-6) is determined by the nature of the field experience.
- North Carolina - Greensboro and Queens — Indicate that it is required for school library, optional for others.
- North Texas — Requirement for field work at the master's level may be satisfied through appropriate prior experience as approved by faculty. Field work credit may not be included in the thirty-six hours required for the degree.
- Pittsburgh — Indicates that for IS none available, LS is optional.
- Rhode Island — Indicates that in School Media Certification there is a 9 hour required practicum.
- Rosary — Requires field work for school media.
- Rutgers — Requires field work for certification as educational media specialists.
- Simmons — Requires fieldwork for school media and archives management.

Curriculum

- Texas — Indicates it is not applied to degree requirements.
- Texas Woman's — Indicates that student with previous experience may petition for wavier.
- Toronto — Did not indicate.
- Wayne State — Indicates it is dependent upon the number of hours spent on site in the field experience.

Table III-27
Number of Hours Given for Field Work

Number of Hours	Master's	Post-Master's	Doctoral
0	1		
0-15	1		
1-3	1		
1-5	1		
1-6	2	4	
2	2	1	
2-3	2	2	
2-4	1		
2-6	1	1	1
3	25	10	3
3-6	7	4	1
4	1	1	
4-12	1	1	
6	6	1	
9	0		0
120-150	2		
200(=4 qt) credits	1		
varies			2

- Long Island, Simmons, Western Ontario, Wisconsin - Madison — Did not indicate.
- Rosary — Indicates for pre-teaching clinical experience -LS690 1-5 semester hours are earned, dependent upon credits in clinical experience. Law Librarianship receives 3 semester hours and health sciences librarianship practicum receives 3 hours.
- Texas — Does not apply 3 master's field work credits to degree requirements.

Special Requirements for Graduation

Table III-28 contains information related to the special requirements that respondents indicated are necessary for students completing their programs. While some respondents indicated on the questionnaire that a dissertation was a requirement for the doctorate, these data were not reported since the dissertation is assumed to be a common requirement among all schools offering the Ph.D.

**Table III-28
Special Requirements for Graduation**

Program	Comps		Language		Other	
	ALA	Non-ALA	ALA	Non-ALA	ALA	Non-ALA
Master's	22	2	5		10	
Post-Master's	3		1		6	
Doctoral	23		10		11	

- Kentucky – Indicates mastery of another language is required for MA but not MLS.
- North Carolina - Chapel Hill and Pittsburgh – Indicate another language is required if research or study plans indicate a need.

Other requirements for the master's degree

- Capping exercise — Alberta
- Communication skills — Clark Atlanta
- Administration course — Maryland
- Master's Project — Southern Miss
- Master paper — North Carolina - Chapel Hill
- Computer proficiency — Indiana, Long Island, North Carolina Central, North Texas, Rosary
- Field work — Simmons (for school library media concentration), North Texas
- Statistics and Computer Programming — North Carolina Central, Texas
- Exit Interview — Oklahoma
- Culminating experience — (a) thesis. (b) non-thesis - research/writing exercise over 9 weeks; or (c) creative project — San Jose
- Research methods course/ proposal/ acceptance of student portfolio — Wayne State
- Final exam or thesis — Washington

Other requirements for the post-master's degree

- Oral examination and specialists paper — Wisconsin – Madison
- Thesis — Pratt
- Defense of special project — Illinois
- Culminating independent study — Drexel
- Communication skills — Clark Atlanta
- Research paper — Florida State
- Defense of dissertation — Texas Woman's
- Computer literacy — Indiana, North Texas

Other requirements for the doctoral degree

- "Tool Course" — Albany
- Completion of four seminars with papers of publishable quality and a dissertation defense — Illinois
- Research skills relevant to thesis — Wisconsin - Madison
- Research proficiency — Emporia, North Texas
- Research skills and methods sequence — Indiana

Curriculum

- Final defense of dissertation, mastery of two research tools — Texas Woman's
- Computer competency — Arizona, Emporia, McGill, Montréal, North Texas
- Masters Degree in LIS and CLIS — Louisiana State
- Statistics and Computer Programming — Texas

Prerequisites for Entering the Program

Table III-29 presents data related to the requirements made of students who enter the various programs. In addition to the prerequisites listed in the table, some schools indicated that they require letters of reference, a statement of purpose or career objectives, statistics and computer science courses or competency verification, and various liberal arts credits for specific programs. The most frequently indicated tests required were the TOEFL for foreign students and the GRE and MAT tests for general admission.

Table III-29
Prerequisites for Entering the Programs

Prerequisite	ALA	Non-ALA
Library Experience	2	
Foreign Language	3	
GRE/MAT/TOEFL, etc.	53	2
Interview	19	1
Letters of Recommendation	23	
GPA	56	2
Computer competence	5	
Liberal Arts Background	2	
Statement of Intent	15	
Resume	1	
Transcripts	2	

- California - Los Angeles — Requires demonstrated competency in college level course work in statistics and computer programming
- Indiana — Requires GRE for Ph.D only.
- Iowa — Indicates that 85 hours in liberal arts and sciences are required.
- Maryland — Requires a personal interview for Ph.D only.
- Pittsburgh — Indicates 3 credit hours in math, statistics, behavioral science, and programming language for MSIS and 3 credit hours of calculus, cognitive science, statistics, 6 hours programming language for MST.
- Puerto Rico — Reports that entering students require the PAEG (Admission test for graduate studies; administered in Spanish)
- Texas — Indicates relevant work experience required for CAS and Ph.D programs..
- Wayne State — Indicates 45 hours in humanities, social and natural sciences required.
- Western Ontario — Requires GRE and interview for Ph.D only.

Distance Education

Respondents indicated a number of ways in which they took courses away from their home campuses to students at distant sites. Table III-30 contains the data reported by the respondents related to courses taught in their distance education programs.

Thirty-eight (66%) of the responding schools offered one or more courses away from the home campus in 1995-96. A total of 899 courses were taught as distance education, which is approximately 393 more courses than reported last year. The range is from 1 to 155 courses. The one responding school without ALA accreditation reported teaching 19 courses away from their home campus.

Table III-30
Courses Offered Away From Home Campus

Schools	Number of Courses	Required	Electives	Faculty Status of Teachers Responsible for Courses			
				Required		Electives	
				Reg	Adj	Reg	Adj
Alabama	9	3	6	2	1	4	2
Albany	5	4	1	1	3	0	1
Alberta	0						
Arizona	24	0	24			3	1
British Columbia	0						
Buffalo	3	0	3			1	2
Cal. LA	0						
Catholic	20	9	11	3	6	3	9
Clarion	6	4	2	6	2		
Clark Atlanta	1		1				1
Dalhousie	0						
Drexel	21	10	11	4	5	6	5
Emporia	62	36	26	21	9	4	14
Florida State	108	35	73	28	6	59	15
Hawaii	4	1	3	1		2	1
Illinois	1		1				1
Indiana	60	22	38	12	10	17	21
Iowa	0						
Kent State	26	8	18	8	0	7	11
Kentucky	26	6	20	4	3	5	17
*Kutztown	0						
Long Island	51	15	36	5	10	11	26
Louisiana State	7	1	6	1		4	2

(Table continues)

Table III-30 (cont.)

Schools	Number of Courses	Required	Electives	Faculty Status of Teachers Responsible for Courses			
				Required		Electives	
				Reg	Adj	Reg	Adj
Maryland	0						
McGill	0						
Michigan	1	1		1	1		
Missouri	15	6	9	0	6	0	8
Montréal	0						
NC Central	9	5	4	2	3	1	3
NC Chapel Hill	0						
NC Greensboro	11	5	6	3	2	2	4
North Texas	11	6	5	4	2	1	4
Oklahoma	17	7	10	7	0	4	6
Pittsburgh	0						
Pratt	9	2	7		2		7
Puerto Rico	0						
Queens	6		6				
Rhode Island	11	6	5	4	2	2	3
Rosary	42	17	25	10	6	8	17
Rutgers	1		1				1
St. John's	0						
*Sam Houston	19	17	2	10	2	2	0
San Jose	155	28	127	10	28	5	34
Simmons	0						
South Carolina	44	11	33	11	0	24	9
South Florida	37	12	25	0	2	7	3
Southern Connecticut	4	2	2	2		2	
Southern Mississippi	11	10	1	4	0	1	1
Syracuse	10	3	7	2		3	5
Tennessee	0						
Texas	10	3	7	3	0	6	1
Texas Woman's	24	8	16	6	3	12	5
Toronto	0						
Washington	0						
Wayne State	16	6	10	5	2	4	11
Western Ontario	0						
Wisconsin – Madison	0						

(Table continues)

Table III-30 (cont.)

Schools	Number of Courses	Required	Electives	Faculty Status of Teachers Responsible for Courses			
				Required		Electives	
				Reg	Adj	Reg	Adj
Wisconsin - Milwaukee	12	6	6	2	1	1	2
Total	909	315	594	182	117	211	253

Changes Anticipated

Twenty-nine schools indicated that they expecting to change their distance education programs. These changes include:

- Albany indicated plans to reduce the number of courses offered.
- Alberta indicated the school plans to take on responsibility for distance delivery of school library courses from Department of Education.
- Arizona and Clark Atlanta indicated they will increase offerings per semester.
- Clarion indicated it will begin offering courses via telecommunications.
- Florida State indicated it will offer a complete masters via interactive video-conferencing to Jacksonville, Orlando, Miami, and Ft. Lauderdale.
- Illinois indicated they have begun offering delivery of the MS program electronically, with heavy use of the Internet. Students selecting this scheduling option, called LEEP3, come to campus for 2-week intensive core course in late summer and for one long weekend for each additional course. A variety of technologies are used, synchronously and asynchronously, to deliver the remainder of each course.
- Indiana indicated courses for public library certification will be offered in more locations using various video technologies.
- Iowa indicated a Distance Education Committee has been established and officials are looking into various models of delivery. Also, a statewide needs assessment will be undertaken.
- Kentucky indicated more 2-way video courses will be offered.
- Louisiana State indicated an increased reliance on compressed video delivery.
- North Carolina Central indicated closed circuit two-way video/audio is being explored.
- North Texas indicated it plans to expand the variety of technologies to deliver off-campus instruction.
- Oklahoma plans to add an additional site.
- Pittsburgh indicated plans to expand professional development offerings through distance education and to offer courses via DE technology to Michigan.
- Rhode Island plans to include use of E-mail in course offerings.
- Rosary indicated plans to offer more telecommunication courses.
- Rutgers indicated plans to offer courses at Rutgers-Newark.
- Sam Houston indicated a different site and method of delivery.
- San Jose indicated plans to expand into the Fresno area in Fall 1997 and into Sacramento area sometime after Fresno.
- South Carolina indicated its Maine MLIS program ends August 1997 and the West Virginia program begins August 1997.
- South Florida indicated an increased reliance on Internet-based course delivery.
- Southern Connecticut indicated officials are considering offering MLS courses to non-professional staff at the University of Connecticut Homer Babbidge Library and Hartford Public Library.

Curriculum

- Southern Mississippi indicated plans to increase number of interactive video courses to additional sites.
- Syracuse indicated tentative scheduling of distance program with courses in Singapore to begin May 1997.
- Tennessee indicated a new distance education program for TN and VA started Fall 1996.
- Wayne State indicated investigating alternative methods of delivery and increased use of new off-campus facility.
- Western Ontario indicated plans to begin offering distance education and electronic delivery of courses.
- Wisconsin - Milwaukee plans to use compressed video to deliver off-campus courses.

Faculty Compensation

Faculty were compensated for teaching distance education courses within their regular teaching load in all of the schools that reported teaching away from the home campus. Of these, seven schools make provision for an overload and 19 report various forms of other compensation as listed below:

- Alabama pays adjunct faculty on a per course basis.
- Buffalo reports that adjunct faculty are paid per course and regular faculty paid per course during summer.
- Catholic's faculty receive other compensation during the summer.
- Clarion faculty receive additional cash incentives for each distance education course.
- Clark Atlanta's other compensation consists of a regular adjunct salary rate.
- Drexel reports teaching off-campus is optional. Faculty are compensated separately.
- Hawaii indicated a reduced teacher load as compensation.
- Indiana provides extra pay in the summer at the rate of 11% of the ten-month salary.
- Kentucky pays adjunct faculty \$2,700 per course.
- Oklahoma's regular full-time faculty teach within load during the academic year; adjuncts and regular faculty teaching in the summer receive other compensation.
- Pratt pays adjunct faculty rates for courses taught away from home campus.
- Queen pays adjunct faculty a per hour compensation.
- Rosary pays per course for adjunct and emeritus faculty.
- Rutgers pays other compensation for adjunct faculty.
- San Jose reports that additional enrollments generate research assistant funding for full-time faculty teaching distance education courses within their regular teaching load and adjuncts are paid on a per course basis.
- South Carolina provides extra compensation on a per student basis in courses broadcast out-of-state according to the terms of a special contract arrangement to deliver the MLIS program to West Virginia, Georgia and Maine.
- Southern Connecticut provides other compensation on a per contract basis.
- Syracuse provides a travel and displacement allowance for faculty teaching distance education courses.
- Wayne State reports that full-time faculty teach regular distance education courses within load plus expenses and receive overload plus expenses for cross-listed courses. Salary and expenses are calculated on a per course and location basis for part-time faculty.

Telecommunications Delivery

A total of 23 schools indicated some use of telecommunications to deliver courses including:

- Alabama offered 5 courses on closed circuit 2-way video/audio.
- Arizona offered courses on videocassette and via the Internet.
- Emporia offered 3 courses on 2-way audio, 3 by videocassette, and 2 via the Internet.
- Florida State offered 4 courses on closed circuit 2-way video/audio.
- Hawaii offered 4 courses on closed circuit 2-way video/audio.
- Illinois offered 1 course via closed circuit two-way video/audio.
- Indiana offered 1 course on closed circuit 1-way video/2-way audio and 3 courses on closed circuit two-way.
- Kentucky offered 2 courses via closed circuit two-way video/audio.
- Louisiana State offered 4 courses by closed circuit two-way video/audio.
- Michigan offered 2 courses by closed circuit two-way video/audio.
- North Carolina Central offered 1 course on videocassette.
- North Carolina - Greensboro offered 7 courses on closed circuit 2-way video/audio courses.
- Oklahoma offered 10 courses on closed circuit 2-way video/audio.
- Rosary offered 1 course via closed circuit two-way video/audio.
- San Jose used closed circuit two-way video/audio for 11 classes.
- South Carolina offered 44 courses on closed circuit 1-way video/2-way audio satellite delivered and 9 courses on videocassette supported by webpages, listservs, and email.
- South Florida offered 7 courses via closed circuit one-way video/two-way audio and 5 other courses via unspecified technology.
- Southern Connecticut offered 1 course via a WebSite and E-mail.
- Southern Mississippi offered two closed circuit two-way video/audio courses.
- Texas offered 10 closed circuit courses using two-way audio/video.
- Texas Woman's offered 14 courses via closed circuit two-way video/audio.
- Wisconsin - Milwaukee offered 1 course using audiographics.

Individual Course Offerings

Schools were asked to indicate how many courses they list in their catalog and what percent of those courses were taught during 1995-96. They were also asked to indicate the number of courses that were restricted to students in specific academic programs. Table III-31 presents data related to their responses. The categories of restriction have been coded as follows:

A	=	No courses are restricted
B	=	Undergraduate credit only
C	=	Undergraduate or master's credit
D	=	Master's credit only
E	=	Master's or post-master's credit
F	=	Post-master's credit only
G	=	Post-master's or doctoral credit
H	=	Doctoral credit only

Table III-31
Courses Listed in Catalog

School	Courses Listed	Percent Taught	Courses Restricted to:							
			A	B	C	D	E	F	G	H
Alabama	91	60			7	20	52		9	3
Albany	51	75		3	6	9			4	
Alberta	47	65		2		45				
Arizona	40	81		1	10	35				1
British Columbia	40 MLS 21 MAS	90 MLS 95 MAS					all			
Buffalo	44	90	x							
Calif. Los Angeles	77	67	2							7
Catholic	69	75.4			2					
Clarion	40	75		15	2		38			
Clark Atlanta	32	100			5		26	1		
Dalhousie	30	72				all				
Drexel	64	91								1
Emporia	37	92		1			all			all
Florida State	55	90		1	2				0	
Hawaii	55	60	x							
Illinois	47	79		1	6		30	1		4
Indiana	70	77		5	2					7
Iowa	30	90		1	3	26				
Kent State	43	86			2		36	3		
Kentucky	45	87			12					
*Kutztown	30	70	x							
Long Island			x							
Louisiana State	50	72	x							
Maryland	68	82				1				1
McGill	43	88	x							
Michigan	63	87								6
Missouri	68	45			1	61				
Montréal	62	67.7			2					
NC Central	44	85	x							
NC Chapel Hill	85	71		5	22	2				6
NC Greensboro	39	82	x							
North Texas	97	57		21		63				13
Oklahoma	35	89		1			35			
Pittsburgh	65 (IS) 66 (LS)	87		26			121		28	2

(Table continues)

Table III-31 (cont.)

School	Courses Listed	Percent Taught	Courses Restricted to:							
			A	B	C	D	E	F	G	H
Pratt	53	81	x							
Puerto Rico	42	53	x							
Queens	38	85		3						
Rhode Island	43	83.3	x							
Rosary	56	93	x							
Rutgers	45	93.3	x							
St. John's	50	86	x		11		40			
*Sam Houston	25	80		3		23				
San Jose	44	90	x							
Simmons	65	90					all			7
South Carolina	59	66		4	1		53	1		
South Florida	40	70		3	4	35	1			
Southern Connecticut	GLS 76	85	x							
	GIT 15	80								
	BLS 30	90								
	BIT 5	80								
Southern Mississippi	55	71		3	20	33				
Syracuse	116	67		38	15		62			1
Tennessee	58	60			3	55				1
Texas	122	74		1	1					8
Texas Woman's	65	72	x							
Toronto	49	100	x							
Washington	51	91	x							
Wayne State	60	80			13		45			
Western Ontario	51	65					8		all	3
Wisc. Madison	60	65	x							
Wisc. Milwaukee	56	96		3	18	35				

- California - Los Angeles — DLIS reports that any DLIS student may enroll in any 200, 400, or 500 level course except those specific to the doctoral program
- Illinois — Three courses have multiple special topic sections that vary widely in content.
- North Carolina - Chapel Hill — Indicated that the master's program covers 4 terms; some courses are taught in alternate years.
- Queens — Indicated four additional courses have been added since publication of catalog.
- Rosary — Indicated the four courses not taught included three that were offered but did not attract sufficient enrollment and one that is offered in alternate years with a paired course.

Regular and Adjunct Faculty

Schools were asked to indicate the number of required and elective courses taught by regular and adjunct faculty on the home campus of their school. Table III-32 contains a summary of those responses. Regular, full-time faculty taught seventy-seven percent of the required courses and sixty-five percent of the

elective courses. Adjunct faculty taught nineteen percent of the required courses and thirty-one percent of the elective courses. Other faculty accounted for three percent of the required courses and four percent of the elective courses offered.

**Table III-32
Faculty Status of Teachers Responsible for Courses Taught on Home Campus**

Faculty Status	Number of Courses Taught by Type	
	Required	Electives
Regular Full-Time	813	1659.0
Adjunct	203	777.5
Other	34	101.5

- Alberta — Used sessional instructors for 7 elective courses.
- Dalhousie — Used lecturers and part-time faculty for 2 courses.
- Drexel — Used teaching assistants for 8 required and 1 elective courses.
- Emporia — Used SLIM Ph.D. students or administrators for 4 required courses and 3 elective courses.
- Illinois — Two advanced doctoral students taught 3 elective courses and regular part-time and emeritus faculty taught 9 elective courses.
- North Carolina - Chapel Hill — Five required courses taught by teaching assistants and 2 elective courses taught by visiting faculty.
- Oklahoma — Two elective courses taught by University faculty from other departments.
- Pittsburgh — Used teaching fellows for 4 required courses and 7 elective courses.
- Rosary — Indicated .5 represents a course team-taught by one adjunct and one emeritus faculty. Also emeritus faculty taught 1 required course and 4 electives.
- Rutgers — Did not specify who taught 4 required courses.
- St. John's — Two elective courses taught by faculty member from another department.
- Syracuse — Two elective courses taught by regular part-time faculty.
- Tennessee — Indicated 7 elective courses were taught by faculty from other departments.
- Toronto — Indicated a doctoral student taught 1 required course.
- Washington — Visiting lecturers taught 3 elective courses.

Faculty Teaching Load

Schools were asked what was the regular teaching load for faculty during the academic year, the summer load, and the maximum number of hours a faculty person might be able to teach as an overload. Table III-33 contains a summary of these data. Two schools which have faculty on 12 month appointments require those faculty to teach in the summer. All but three other schools offer summer teaching as an option.

**Table III-33
Faculty Teaching Loads**

Number of Hours Per Year	Number of Schools		
	Regular Load	Summer Load	Maximum Overload
0		2	31
0-8		1	
3		7	21
3-6		6	1
3-9			
3-12		2	
4		1	1
4-6			
5-7		1	
6		20	2
6-9			
6-12			
8		2	
8-16	1		
9	3	1	
9-12	1		
12	17	1	
12-18			
14	1		
15	16		
15 qt.	1		
15-18			
18	12		
20	1		
24	2		
26		1	
27			
36	1		
130	1		
210	1		
Varies			
No restriction			1

- Illinois — Course overloads are permitted but not paid.

Courses Cross-Listed with Other Units

Schools were asked to list courses that were cross listed with other units in their respective institutions and to indicate which unit had the major teaching responsibility for the individual courses. Table III-34 contains a summary of the data related to the courses for which the Library and Information Science unit had the major teaching responsibility. Table III-35 contains a summary of the data related to the courses that were cross-listed and for which another unit in the institution had major teaching responsibility.

Table III-34
Courses Cross-Listed with Other Academic Units
Major Teaching Responsibility in Library and Information Studies

School	Courses	Other Academic Unit
Alberta	School Media Centers Storytelling Materials for Children	Education Education Education
Arizona	Scholarly Communication	Communication
Clark Atlanta	Selection & Utilization of Educational Media Production of Instructional Materials	Education Education
Dalhousie	Young Adult Literature Children's Literature Planning and Development of School Library Programs	Education Education Education
Illinois	Interactive Systems Design History of Libraries Architecture of Information Systems	Educational Psychology Communications Computer Science
Indiana	Information Resources in Telecommunication Information Resources in Journalism	Telecommunications Journalism
Iowa	Description and Organization of Materials I Bibliography	Museum Training Letters
Louisiana State	Automation of Bibliographic Control Systems Information Science Abstracting and Indexing Online Information Retrieval	Computer Science Computer Science Computer Science Computer Science
Michigan	History of Books and Printing Teaching Role of School Library Media Specialist Visual Communication Ethics and Values	History of Art Education College of Engineering Institute of Public Policy
Missouri	Administration of School Libraries	Education
North Carolina Central	Computer Sciences Communication Sciences Information Systems	Mathematics Computer Sciences

(Table continues)

Table III-34 (cont.)

School	Courses	Other Academic Unit
North Carolina Central (cont.)	Information Policy	Business School Psychology Public Administration
North Carolina - Chapel Hill	Applications of Natural Language Processing Information Retrieval	Computer Science Computer Science
North Carolina - Greensboro	Methods of Teaching Computer Literacy Design and Adm. Education and Tech Systems Children's Literature and Instructional Media	Curriculum and Instruction Curriculum and Instruction Curriculum and Instruction
Oklahoma	Government Public	History
Pittsburgh	Information Communication/Coding Theory Introduction to Parallel Distributed Processing Natural Language Processing Artificial Intelligence Doctoral Seminar Research Seminar- Foundations	Intelligent Systems Intelligent Systems Intelligent Systems Intelligent Systems Intelligent Systems Intelligent Systems
Rosary	Information Systems Analysis and Design I Information Policy Management Information Sources Database Management.	Business Business Business Business
Rutgers	Materials for Children Materials for YA Materials for Adults	Education Education Education
St. John's	School Media Centers Materials & Services to Special Populations Materials & Services for YA Library Materials for Children Library Materials & Services for Children and YA Contemporary Literature for Children & YA Creating Basic Audiovisual Mat.	School of Education School of Education School of Education School of Education School of Education School of Education School of Education
Simmons	Dual Degree Option	Education and History
Southern Mississippi	Utilization of Audio-Visual Media and Equipment	Research and Foundations
Syracuse	Natural Language Processing	Computer Science
Texas	Archives and Libraries to 1500 Archives and Records in the Modern World Records Management Information Science and knowledge Systems User System Interface Design Information Resources for Hispanic Americans Information Networks Federal Information Policy	English/History History MIS Communications Communications Latin American Studies Communications Communications

(Table continues)

Table III-34 (cont.)

School	Courses	Other Academic Unit
Texas Woman's	Desktop Publishing Electronic Information Retrieval Scholarly Career	Mass Communications Mass Communications Sociology
Washington	Legal Bibliography Advanced Legal Bibliography	Law Law
Wayne State	Introd. to Archival and Library Conservation	History
Wisconsin - Madison	History of Books and Printing History of American Librarianship Modern Archives Administration Special Problems in Archives/Manuscripts Administration Practice of Arch/Manuscript Administration Field School in Library and Information Agencies	History History History History History Curriculum and Instruction
Wisconsin - Milwaukee	Supervision and Instructional Media Pro Instructional Media & Technology Modern Archives Administration Seminar in Modern Archives Mgmt. Cartographic Resources in Libraries	Curriculum and Instruction Curriculum and Instruction History History Geography

Table III-35
Courses Cross-Listed with Other Academic Units
Major Teaching Responsibility in Other Academic Units

School	Courses	Other Academic Unit
Albany	Disability: Technology Transfer Fundamentals Of Information Technology. Proseminar of Information Management.	Social Welfare; Computer Science; and Psychology Public Administration and Policy Information Science
Alberta	Canadian Lit. for Young People in Schools School Librarianship School Library Collection Development School Library Programs School Library Information Materials Organization of School Library Materials Directed Study in School Library Research	Education Education Education Education Education Education Education
Arizona	Information Sources for Ag Scientists Introduction of Graduate Study in Music Knowledge and Society	Plant Science Music Philosophy
California - Los Angeles	Folklore Archiving Latin American Research Resources African Bibliography and Research Methods	Folklore & Mythology History/Latin American Studies African/American Studies

(Table continues)

Table III-35 (cont.)

School	Courses	Other Academic Unit
California - Los Angeles (cont.)	Introduction to Slavic Bibliography	Slavic Languages and Literature
Dalhousie	Management Information. Systems	School of Business Administration
Emporia State	Special Topics: Archives Administration	History
Indiana	Music Bibliography Introduction to Archival Practice	Music History
Iowa	History of the Book	English
*Kutztown	Microcomputers for Educators Development of Projected Instructional Materials Media Technology	Audio/Visual Communications Audio/Visual Communications Audio/Visual Communications
Louisiana State	Information Retrieval Systems	Computer Science.
Michigan	Music Bibliography	Music
Missouri	Computer Applications in Health Care	Health Services
North Carolina Central	Instructional Technology Information Sciences Information Sciences Archives/Records Management.	Education NC Chapel Hill Duke NC State at Wilmington
North Carolina - Chapel Hill	Natural Language Processing TCP/IP Networks and Network Programming	Computer Science Computer Science
North Carolina - Greensboro	Introduction to Archival Management	History
Oklahoma	Tech of Ed Communication	Education, Inst. Psych. & Tech.
Pittsburgh	Information Communication and Coding Theory Introd. to Parallel Distributed Processing Natural Language Processing Artificial Intelligence Doctoral Seminar Research Seminar-Foundation	All courses in Intelligent Systems St. Program
Rutgers	Information Structures Multimedia Structures Database Management Systems Needs Assessment and Evaluation Management Information Systems	All courses in MCIS
Simmons	Dual Degree Option	Media Archives
Southern Mississippi	Bibliography of Music	Music
Syracuse	Information Graphics	Geography
Tennessee	Utilization of Instructional Media Advanced Prod of AV Software Writing About Science Technology and Medicine	Education Education College of Communication

(Table continues)

Table III-35 (cont.)

School	Courses	Other Academic Unit
Texas	Introduction to Bibliography Seminar in Technology Mgt. & Transfer Seminar in Technology & NAFTA Visual Resources Collections Research in Communication Tech Seminar in Managing Alliances Bibliography and Methods in Historical Research	English MIS Communications Art History Communications Management Science & Info Sys. History
Wayne State	Educational Technology. Instructional Materials Workshop Using Audio-Visual Methods, Materials and Equipment Survey & Analysis of Literature for Younger Children Survey & Analysis of Lit for Older Children Literature for Adolescents Storytelling Instruction. Design Introduction to Archival Methods Introduction to Archival Methods II Conservation & Adm. Of Photo Collections Oral History Introd. to Archival & Library Conservation Archival Description and Indexing	Instructional Technology Instructional Technology Instructional Technology Elementary Education Elementary Education" English Education Elementary Education Instructional Technology History History History History History University of Windsor, joint program
Wisconsin-Madison	Music Reference and Research Materials	Music
Wisconsin-Milwaukee	Children's Literature Reading Interests of Adolescents Seminar in Bibliography and Textual Citation	Curriculum and Instruction Curriculum and Instruction English

Curriculum Committees

Schools were asked to describe the composition of their standing committees on curriculum. Table III-36 and Table III-37 presents the data related to their responses. Only one school indicated that it did not have a curriculum committee. For schools reporting the exact size of their curriculum committees, the average committee consists of seven members.

Table III-36
Curriculum Committee Members by Categories

Category of Members	Programs	
	ALA	Non-ALA
Faculty	53	2
Staff	19	
Students	42	1
Alumni	11	
Practitioners	5	
Others	4	

- Dalhousie — Indicates 2 ex-officio members - director and one of the student association co-chairs.
- McGill and San Jose — Indicate bibliographers serve on the committees.
- Montréal — Indicates a lecturer serves on the committee.

Table III-37
Curriculum Committees by Composition

Committee Composition	Programs	
	ALA	Non-ALA
Faculty only	9	1
Faculty, staff	1	
Faculty, students	18	1
Faculty, students, alumni	3	
Faculty, students, staff	9	
Faculty, students, staff, practitioners	1	
Faculty, others	1	
Faculty, students, staff, alumni, other	1	
Faculty, students, staff, alumni	2	
Faculty, students, others	2	
Faculty, students, alumni, practitioners	3	
Faculty, students, staff, alumni, practitioners, other	4	
Faculty, staff, students, practitioners	1	
Faculty, alumni, practitioners	2	
Faculty, students, alumni, others	2	
Faculty, staff, alumni	1	
Staff, students	1	

- McGill — Maintains part-time bibliographer on the committee.

Curriculum Changes

Schools were asked to indicate the nature of changes within their curriculum during the past year. Table III-38 contains a summary of those responses. Following the table are the specific changes as indicated by the individual schools.

Table III-38
Curriculum Changes Made Within the Past Academic Year

Type of Change	Number of Programs Reporting Change	
	ALA	Non-ALA
New courses added	35	
Courses dropped	15	2
Added new programs	8	
Reviewed total curriculum	10	
Revised total curriculum	7	
Reviewed specific curriculum areas	18	
Revised specific curriculum areas	19	
Taught experimental/trial courses	32	1
Other changes	13	

- Albany — Reviewed its BA in information science curriculum.
- British Columbia — Added a “certificate of advanced study” post-graduate degree in LIS or archival studies curriculum. Officials made ARST 590 Research Methods in Libraries and Archives a required course for the MAS. Bibliographic Control of Information. II and Reference and Information. Source became an elective. Officials eliminated comprehensive exam requirement because of university policy change.
- Buffalo — Added a fifth required course to its core curriculum and reviewed and modified contents of four other required courses.
- Catholic — Reviewed and made revisions to core courses: origin of information, information systems, libraries and information in society and combined “history of maps & map collecting with “map librarianship. The new course is titled “map collections.”
- Clarion — Revised the undergraduate course cycle from annual to biennial basis.
- Drexel — Updated the MSIS “distribution requirements.”
- Emporia — Revised LI 801-806 classes.
- Florida State — Added a bachelor of science in information studies effective Fall 1996.
- Illinois — Changed LIS 370, Information Systems and Analysis from required to strongly recommended at the end of the 1995-96 academic year. A new Ph.D. curriculum was implemented.
- Kent State — Reviewed the relationship of core courses with electives and structure of entire M.L.S. program after core courses are taken. Also reviewed were type of library courses, type of literature/services courses, and information and technology courses.
- Kentucky — Reviewed technology courses.
- Long Island — Indicated curriculum changes made in the program are being provided to COA as part of a narrative report.
- Louisiana State — Officials agreed upon new core courses which will impact rest of curriculum under study.
- McGill — Dropped 5 core courses and added 5 new core course. Two other core courses were revised by course description change and a title change.
- Michigan — Indicated a new degree program is in the progress of being added and the school was newly re-charted and is defining a new, emerging intellectual discipline. Officials are also revising the LIS curriculum to integrate discipline areas from fields including library and information science, computer science, engineering, psychology, economics, political science, and public policy.
- Montréal — Revising its curriculum to add new master’s program in September 1998.
- North Carolina Central — Reviewing its school library media and instruction technology courses.
- Oklahoma — Revised a required course.
- Pittsburgh — Revised its core courses and reviewed the Ph.D./LS program.
- Pratt — Reviewed library automation and technical resources courses and revised online searching and services curriculum.

- Queens — Revised information science courses GLIS 743, 749, 744, 745, and 752. As a result of bulletin - revision - all courses beyond the core were regrouped and re-numbered. GLIS 723, 724, and 725 are no longer required of students entering the Graduate School of Library and Information Studies as of Fall 1996.
- Rosary — Reviewed the core curriculum, especially administration, reference and bibliography and selection and acquisition. The college revised courses on reference and bibliography, online searching, and selection and acquisition. Officials also dropped administration as a core requirement; one of four type of library courses now satisfy the requirement.
- Rutgers — Reviewed courses in introduction to information technology, introduction to human behavior and information structures and made changes in readings, team teaching, and delivery of visual information.
- St. John's — Reviewed the core curriculum and revised the bibliographic control curriculum.
- South Florida — Reviewed the curriculum for the school media program and on multiculturalism and received final approval from State DOE on programmatic certification of school media specialist.
- Southern Mississippi — Reviewed core courses for integration of technology.
- Texas — Added an executive program option to the MLIS which is in final stages of approval and added a specialization in information resources management.
- Washington — Received approval to be part of an evening program on campus. Initial enrollment will be limited to 15 students with courses set so students will be able to finish in three years.
- Wayne State — Removed the "written consent of advisor" requirement from LIS 799.
- Western Ontario — Combined courses 708/709 Systems and Information Technology which will become Information Systems & Technology.
- Wisconsin - Madison — Revised requirements, dropping two courses and restructured three courses to incorporate the "dropped" elements.

Specific Changes

Table III-39 shows the specific course changes indicated by the respondents. The changes are listed by school.

Table III-39
Specific Course Changes Made Within the Past Academic Year

School	Courses Dropped	Courses Added	Experimental Courses
Alberta			Personnel & Financial Management, History of the Record and Advanced Archives (2 courses instead of 1 in Archives Management) Special Topic in Preservation & Risk Management
Albany			User Education: Theory and Techniques
British Columbia	MLIS: 3-credit graduating paper MAS: professional experience		
Buffalo	LIS 506 Information Storage and Retrieval	LIS 560 Introduction to Information Processing	Digital Libraries Internet Librarianship
Calif. Los Angeles	MLIS Thesis Research		
Catholic	Document Management (Taught as special topic) Digital Library	History of Books in America Legal Aspects of Library. & Information Service	

(Table continues)

Table III-39 (cont.)

School	Courses Dropped	Courses Added	Experimental Courses
Catholic (cont.)	Origin of Internet Resources	Personnel Management. In Libraries Utilization of Library Materials in Curriculum	
Clarion		LS 559 Bibliographic Instruction LS 770 Internship LS 365: Special Topics	LS 576: Libraries and Public Access Computing
Clark Atlanta	Multicultural Information Resources and Services		
Drexel	Info 632 Info Services Design & Evaluation Info 635 Scholarly & Professional Communication Info 690 Survey Research Info 694 Applied Research Methods	Info 868 Seminar in Information Resources Management Info 867 Seminar in Scientific & Technical Communication Info 690 Survey Research in Information Services Info 691 Methods of Research in Library & Information Sciences	Info 780 Database Management III Info 895 Workshop: Data Warehousing Info 895 Critical Issues in Cyberspace Info 780 Documenting the Organization
Emporia	LI 806 Global Information Infrastructure LI 880 Capstone		
Florida State	Assessing Information Needs Management of Information Organizations Planning, Evaluation, and Financial Management. Network Administration Advanced Electronic Information Retrieval Database Management. Systems	Librarianship in American History Seminar On Library Work with Special Populations Library Work w/Children & Young People Abstracting and Indexing Multimedia Systems in Libraries Social & Philosophical Foundations of Library and Information Services Library Building Design Academic Library Prog. and Services	
Hawaii	Semester for Beginning School Librarians		
Illinois	Community Information Systems Information Consulting I and II Librarian as Educator Electronic Text Seminar	Project in Design and Analysis of Info Systems Principles of Research Methods	

Table continues)

Table III-39 (cont.)

School	Courses Dropped	Courses Added	Experimental Courses
Illinois (cont.)	New Sections of LIS 450: Advance Problems in Librarianship Doctoral Proseminar Information Policy Ethnography of Information Systems Collection Development		
Indiana			Children & Electronic Media Networked Digital Libraries User Interface for Information Retrieval Legal Issues Implementing and Managing the Internet in Organizations
Iowa			Health Informatics
Kent State	Basic Cataloging Library Materials & Services for Very Young Children Library Materials & Services for School Age Children Information Sources & Services for Youth	Cataloguing in Instructional Media Centers Reference in Instructional Media Centers	
*Kutztown		Serial Publications	Selected Topics: Adolescent Literature in Ireland & Australia
Louisiana State			Internet
Maryland			Information Policy and NII Maps as Source Mat. Modern Archives Principles of Health Information Archival Reference and Access Library Planning and Evaluation
McGill	Information and Society Bibliographic and Faculty Sources Online Information Retrieval Information and System Design Information Users and Services Practicum in Information Services	Bibliographic Control Reference Sources & Services Library and Information Services Information Retrieval & Database Development Collection Development	

(Table continues)

Table III-39 (cont.)

School	Courses Dropped	Courses Added	Experimental Courses
Michigan			Information Visualization Seminar in Digital Preservation Object Oriented Design and Programming Electronic Text in Humanities Impact of New Information Age Resources Future Visions of Information Age Human Computer Interaction Software Projects
Missouri			
Montréal	Bibliometrie Veille Informationnelle Strategique		
NC Central	Conceptual Knowledge Processing	Analysis and Automation of Library Operations	Financing the Library
NC Chapel Hill	TPC/IP Networks and Network Programming Introduction to Computing Information Systems and Analysis and Design Organizing and Retrieving Information Data Communication Networks	Cluster Analysis in Classification, Retrieval, and Communication	Introduction to Communication Networks Library Automation Library Services to Special Populations Introduction to Hypermedia Seminar on Internet Applications and Issues Introduction to Communications Networks Database Systems II Virtual Library
NC Greensboro			Social Science/ Humanities Reference Sources
Oklahoma			Design and Use of Internet-based Information Services
Pittsburgh	Understanding Information Retrieving Information Professional Experience Component Client-Server & Workstation Systems Telcom Fin & Acct High-Speed Wide Area Nets	Librarianship & Libraries in Society Resource: Information Collection, Evaluations, and Use	
Pratt			CD-ROM Production Electronic Publishing Information Resource Management

(Table continues)

Table III-39 (cont.)

School	Courses Dropped	Courses Added	Experimental Courses
Pratt (cont.)			Interpersonal Communication for Information Professionals Modern Book Publishing International & Comparative Librarianship
Puerto Rico			Bibliometry User's Study
Queens	Fundamentals of Library Conservation and Preservation Libraries and the Internet Public Library Services for Children & YA		Archives & Records Management Art Librarianship Planning, Measurement & Evaluation of Library Information Services
Rhode Island			Nonfiction for Children and YA Multicultural Resources Internet for Librarians
Rosary			Motion Media Seminar in Bibliographic Instruction Seminar in Storytelling Economics of Information Technology & School Libraries Seminar in American Research Libraries
Rutgers	Internet Interfaces Legal Bibliography and Supervision in Media Center moved from Professional Development Studies to MLS Program		Designing Library and Information Services for a Pluralistic Society Digital Libraries
St. John's	Special Topics in Library and Info Sciences Preservation Technology in Library and Information Sciences		
*Sam Houston		LS 510 Problems	
San Jose	Introduction to Computing for Personal Information Management Information Processing and Management. I and II Natural Language Processing and Automatic Index/Abstracting	Community College Libraries	

(Table continues)

Table III-39 (cont.)

School	Courses Dropped	Courses Added	Experimental Courses
San Jose (cont.)	Archives and Manuscript Electronic Records and Record Keeping Preservation Management Seminar in Archives and Records Management		
South Carolina			Storytelling Taming the Information Jungle Introduction to Information Technology
South Florida	Microcomputer Applications in Library and Information Science Centers Organization of Knowledge I		Spanish for Librarians Indexing and Abstracting Library Construction Management Serials Management Archives and Special Collections Internet Resources
Southern Mississippi	Internet Resources and Applications Sources of Information for a Multicultural Society		
Syracuse	Critique of Information Age Telecommunications Practicum Legal Information Resources and Services Managing Information Technology Enable Change		
Tennessee	Advanced Seminar in Information Sciences		
Texas	Internship in Libraries and Other Information Environments	Measurement and Evaluation of Lib. Services. Organization of Design & Behavior Modern Information Retrieval Latin American Book Publication/Book Trade Latin Amer. Archives Research & Writing Seminar II Law Libraries	Seminar: Information Retrieval Seminar: Electronic Delivery of Information Seminar: Digital Information Seminar: Adult Popular Literature
Texas Woman's	Microcomputer Applications In Libraries Juvenile Literature Prof. Presentation and Pub.		Libraries as Instructional Partners Advance Online Searching The Internet

(Table continues)

Table III-39 (cont.)

School	Courses Dropped	Courses Added	Experimental Courses
Texas Woman's (cont.)	Materials & Services for Very Young Children Nonfiction for Children & YA Trends & Issues in Mgt. Electronic Information Retrieval		The Scholarly Career Microcomputers in Libraries Desktop Publishing
Toronto	Reference and Referral Resources Archives and Records Management History of Records and Records Keeping		
Washington			Knowledge Representation Design of Information Systems Building and Managing Internet Resources and Services Conceptual Considerations in Human Interaction Technical Communications
Wayne State	Advance Practicum Internet Resources for Librarians & Information Specialists Contemporary Publishing Managing One Person Library Advance Online Services		
Western Ontario	Legal Issues for Information Professionals	School Libraries	Information Management Bibliographic Instruction Searching the Internet The Entrepreneurial Librarian Programming
Wisconsin - Madison	Information Use and Users Information Sources	Information Services and Sources Collection Development and Maintenance	
Wisconsin - Milwaukee	Multicultural & Ethnic Librarianship Fieldwork in Archives and Manuscript		

Schools were asked to indicate the nature of curriculum changes under consideration within their school during the past year. Table III-40 contains a summary of those responses.

Table III-40

Curriculum Changes Under Consideration

Type of Change Under Consideration	Number of Programs Reporting Possible Change	
	ALA	Non-ALA
Changes in core/required courses	18	1
Changes in elective courses	5	
Adding 6th year or post-master's program	4	
Adding doctoral program	5	
Changing length of master's program	2	
Adding joint master's program	5	
Other changes	27	

- Alberta — Considering dropping type of library and materials courses and revising the automation course.
- British Columbia — Considering adding a MLIS/MAS joint degree and a part-time MLIS stream permitting summer entrance. Also under consideration is a first nations concentration and master's degree in children's literature.
- Buffalo — Indicates SUNY approved a new Ph.D. in LIS, but the program is being redesigned to encompass broader interdisciplinary approach.
- Catholic — Plans a title change.
- Clarion — Indicated plans to update course titles/descriptions as needed and addition of courses on special librarianship.
- Clark Atlanta — Indicated plans to incorporate team teaching approach for two core courses.
- Drexel — Indicated the entire MS curriculum is currently under revision.
- Emporia — Also is studying an entire curriculum revision.
- Hawaii — Considering major changes to take advantage of proposed merger with Information and Computer Sciences.
- Illinois — Involved in ongoing development of doctoral curriculum; distance education delivery program of MS degree using brief on-campus stays and course delivery synchronously and asynchronously using a variety of technology including the Internet; and review and revision of MS course offerings.
- Kent State — Will review culminating experience and consider restructuring electives into three groups: access to information, organization of knowledge, and administration and management.
- Maryland — Plans a review of advanced courses.
- McGill — Indicates a revision of the whole group of elective course is underway.
- Montréal — Expects to add a new master's program in September 1998.
- Pittsburgh — Reviewing the guidelines for the DLIS doctoral program.
- Pratt — Considering changes in LIS 604 - Tech. for Information Storage/Retrieval and further changes in content for LIS 607 - Tech. Services and LIS 665 - Automated Library Operations. Also under consideration is a certificate program in records management and a school library/media centers program.
- Puerto Rico — Considering reducing the number of credits required from 42 to 36. However, the number of courses will increase. Information management and access will be the major focus. The new curriculum is aimed at developing a professional able to work in a broader environment rather than traditional library.
- Rhode Island — Considering a proposal to add two new courses to the core, delete two existing courses, and revise others. The faculty is also developing a self-administered student orientation and a proposal for student portfolios.
- Rosary — Considering revision of Research & Bibliography and combination with Online Searching and revision of Organization of Knowledge. Rosary is also considering adding a master's program in Chicago.
- Rutgers — Considering updating Introduction to Information. Technology course and adding a joint master's program with three disciplines: History, Business/Computer Science Management, and Education.
- St. John's — Considering a joint master's program with sociology and participating in designing a program for a master's of science in information systems.
- San Jose — Considering revising the school media certificate program.
- South Carolina — Changing the SLIS project from required to optional and is planning to review the curriculum.
- Southern Connecticut — Encouraging faculty to incorporate use of the World Wide Web technology into each required course.
- Texas — Considering adding joint master's programs with the LBJ School of Public Affairs and Middle Eastern Studies. Another change in final approval stages is addition of Executive MLIS Information Resources Management Program.