

CURRICULUM

Program Curriculum – Digital Libraries with Elective Courses in Technology Integration in Libraries

Employment Environments and Opportunities

There will be many opportunities for graduates with the MLS degree with the combination of digital technology content management skills and techniques with coursework in technology integration will be in public, college or university, or special library environments or information centers. This program will also be attractive to individuals with experience in school library environments, such as students who have school library certification, and are pursuing the MLS degree.

LIS CORE COURSES	SLIS 5000. Information and Knowledge Professions SLIS 5200. Information Organization SLIS 5600. Information Access & Knowledge Inquiry
GRADUATE ACADEMIC CERTIFICATE Courses to earn the Certificate	SLIS 5206. Information Retrieval Design SLIS 5223. Metadata and Networked Information Organization and Retrieval SLIS 5740. Introduction to Digital Libraries SLIS 5960. Information Architecture
ELMS REQUIRED COURSES	SLIS 5960. Digital Curation & Data Management Fundamentals SLIS 5714. Website Development
GUIDED ELECTIVE COURSES: Technology Integration in Libraries	SLIS 53__ . Management, Administration and Specialized Information Services (Select One Type of Library Course) SLIS 5960. Digital Citizenship SLIS 5960. Leadership in Technology

A. Core Courses - Required core in library and information sciences (Total: 9 credit hrs.)

1. **SLIS 5000. Information and Knowledge Professions. 3 credit hrs.**
History, roles and scope of the information and knowledge professions. Basic concepts and issues including impact of information technology on the individual, intellectual freedom, privacy and diversity. Legal and ethical aspects of managing information and knowledge organizations. Course activities emphasize team building and leadership skills.
2. **SLIS 5600. Information Access & Knowledge Inquiry. 3 credit hrs.**
Epistemological foundations of information use. Basic principles and techniques of information access and knowledge inquiry. Survey of research in information seeking behavior and user interaction. Introduction to systems of access, search, retrieval, and navigation, as well as reference collection management and services. Study of evaluation methods for resources in all formats, services and user satisfaction.

3. **SLIS 5200. Information Organization. 3 credit hrs.**
Principles, concepts and practices of information organization and presentation. Concepts and problems of human information behavior, classification and categorization related to information organization. Database technology, structure and design. Standards for information organization, data representation and information exchange. Systems for organizing information and facilitating information access in various information use environments.

B. Graduate Academic Certificate in Digital Content Management (12 credit hours)

The Digital Content Management Graduate Academic Certificate (GAC) prepares information professionals to meet the challenges of managing the life cycle of digital assets regardless their types and formats or their method of delivery. The courses provide theoretical foundation and conceptual tools through structured learning experiences and supervised class projects. Students will learn basic knowledge and technical skills necessary to manage digital content, build applications.

1. **SLIS 5740. Introduction to Digital Libraries. 3 credit hrs.**
This course introduces the student to current research and the conceptual, practical, and technical issues in digital libraries. Theoretical foundations, technical infrastructures, knowledge organization, collection development, users & services, evaluation, as well as social, cultural, and policy issues are discussed. Students read papers and discuss related issues, evaluate a digital library of their choice, and write an in–depth term paper or conduct a class project.
2. **SLIS 5206. Information Retrieval Design. 3 credit hrs.**
Study of design considerations in computer–based information retrieval systems, including conventional inverted file systems using Boolean logic and automatically indexed vector–oriented systems. Evaluation of information systems in the light of user and system criteria. Prerequisite(s): SLIS 5200 or consent of department.
3. **SLIS 5223. Metadata and Networked Information Organization and Retrieval. 3 credit hrs.**
Representation, organization and retrieval of networked information resources (NIR) using various forms of metadata. Examination and evaluation of key metadata schemes for representing and organizing NIR. Identification and use of metadata creation tools to build and manage metadata repositories. Explore implications for retrieval of NIR through search engines that exploit metadata. Prerequisite(s): SLIS 5200 or consent of department.
4. **SLIS 5960. Information Architecture. 3 credit hrs.**
This course introduces students to the basic concepts and components of Information Architecture, within the context of end–user and organizational needs. The goal of the course is to provide students with an understanding of the intellectual technologies

necessary to design and implement effective and cost-efficient information technologies such as digital libraries, database systems, and a range of other web-accessible resources, as well as collaborative computer systems in organizational environments. This course focuses on the following elements of information delivery and knowledge systems: Organization of information, understanding and documenting user's needs for web-based applications, human-computer interfaces, and issues related to usability and accessibility.

C. ELMS Required courses (Total: 6 credit hrs.)

1. SLIS 5980. Digital Curation & Data Management Fundamentals. 3 credit hrs.
This foundation course introduces fundamental concepts, practices, procedures, processes, and vocabulary for the entire curation lifecycle, from creation through appraisal, ingest, and storage, to access and reuse. It covers: history and background; concepts and principles; community standards and practices; challenges and issues; and basic techniques for curating and managing digital data. This course will be taught by co-PI Dr. Martin Halbert, the founder of the MetaArchive Cooperative, an international community-based digital preservation network that serves 48 member libraries on two continents.
2. SLIS 5714. Website Development. 3 credit hrs.
Designed to meet the needs of government, education and industry for entry-level personnel capable of establishing a web site, composing text and graphic files for the site, identifying, writing and installing scripts for the site for interactive applications. Special attention is given to OSHA accessibility regulations.

D. Guided Electives: Courses in Technology Integration in Libraries to apply digital content management skills and techniques: (Total: 9 credit hrs.)

These courses will prepare students to provide collaborative leadership in the integration of technology into 21st information environments and services.

1. SLIS 53__ Type of Library Management Course - One of the following "type of library" courses
 - a. 5320. Public Libraries. 3 hours. Problems of organization and management of public libraries and urban/rural library systems; their resources, functions and services. Related municipal, regional and state information agencies and services. Federal and state programs; development and trends. Individual investigation of major issues and topics.
 - b. 5330. Academic Libraries. 3 hours. Problems of organization and management of university, college and community college libraries; their resources, functions and services. Federal and state programs; development and trends. Individual investigation of major issues and topics.
 - c. 5360. Special Libraries and Information Centers. 3 hours. Study of selected types of special libraries, information systems and related organizations and their

historical development, administration, resources, functions and services.

Students are introduced to the problems of operating small libraries with unusual clienteles, consulting and the development of new information centers.

2. SLIS 5960.031. Digital Citizenship. 3 hours. Examines the nine elements of digital citizenship: digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health and wellness, and digital security. Describes the productive and responsible use of digital technologies, and enables school librarians and teachers to recognize appropriate and inappropriate technological behavior, devise strategies for reinforcement and intervention, and evaluate Acceptable Use policies as they relate to digital citizenship. This knowledge will be delivered through collaborative activities, reflective analysis, research and practice, discussion, and modeling. Instructional partners will identify and utilize tools to construct a Digital Citizenship framework for their school or district.
3. SLIS 5960.041. Leadership in Technology. 3 hours. Serves as a catalyst and action plan for collaboratively implementing technology. Empowers the participants with the knowledge, skills, and dispositions necessary to effectively implement the products of the coursework. These products will consist of: a collaboratively developed wiki that summarizes current research about emerging and educational technology, a local technology needs assessment, a collaboratively developed workshop that may be presented at a conference or within a school, and a fully developed grant application. By completing these activities, students will learn how to increase their productivity and to facilitate learning experiences that help other educators, students, and parents to apply technology. They will also learn how to address fiscal concerns that can hinder the implementation of technology, including the advances in technology integration that can be made in the face of limited resources. The emphasis on collaborative processes will help the participants understand how to collaborate and the benefits and importance of all educators working as a team to achieve common goals.