The School of Library and Information Science (SLIS) was founded at The Catholic University of America (CUA) in 1939 as the Department of Library Science within the School of Arts and Sciences. In 1974, the term “information science” was incorporated into the program name in recognition of the increasing importance of its role. On January 1, 1981, the University elevated the program to school status. The School has held accreditation from the American Library Association (ALA) continuously since 1948. ALA accreditation means that SLIS undergoes a comprehensive professional review every seven years. This review examine the entirety of the SLIS program on six standards of excellence, which ensure SLIS is graduating qualified individuals ready to contribute to the field of library and information science. The six standards of the American Library Association are as follows:

1. Mission, goals and objectives
2. Curriculum
3. Faculty
4. Students
5. Administration and Financial Support
6. Physical Resources and Facilities

The School of Library and Information Science (SLIS) provides professional education and supports lifelong learning in the CUA tradition. We produce innovative leaders with professional values informed by the University’s core values of reason, faith, and service and the SLIS values of collaboration, community, innovation and excellence. Characteristic of the education SLIS provides is a strong grounding in the theory and practice of the LIS field, engagement with the rich cultural and human resources of the Washington metropolitan area, and the creative use of information technology. SLIS is committed to applying the principles of library and information science toward the betterment of the individual, communities, and society.

Specialized Tracks within the Master’s Degree Program

SLIS offers two specialized tracks within its master’s degree program, the School Library Media track and a concentration in law librarianship. The school library media track prepares students for practice and licensure as school library media specialists in schools. The law librarianship concentration prepares students to develop knowledge, skills, and expertise to work in a variety of legal settings.

SLIS also has a continuing education program – a 24-credit-hour post-master’s certificate. This certificate offers librarians, archivists, and other information specialists’ opportunities to update and expand their professional competencies and skills. SLIS assigns each post-master’s certificate student an advisor with whom s/he devises a course of study to meet his/her professional needs in an area or concentration within SLIS and CUA curriculum. The details of the school library media track and the post-master’s certificate are discussed in a later section of
I. Master of Science in Library and Information Science

I. Program Description

Students take a total of 36 semester hours of graduate credit to earn the master’s degree, 30 of those within SLIS. Students who already hold one or more graduate degrees from accredited institutions, when admitted to the School, are automatically exempt from six of these semester credit hours, however, they must take all remaining credits within SLIS. The curriculum sequence includes four core courses that represent 12 credit hours toward the degree. The required courses in the SLIS curriculum are as follows:

1. LSC 551: Organization of Information
2. LSC 553: Information Sources and Services
3. LSC 555: Information Systems in Libraries and Information Centers and,
4. LSC 557: Libraries and Information in Society

Once students have completed the four core course, they have a rich array of specialized courses from which to choose to complete the 24 hours of electives necessary to complete the degree.

The variety of course choices include:

LSC 608: Collection Development
LSC 609: Preservation
LSC 610: Internet Searches and Web Design; Tools and Technologies
LSC 712: Foundations of Digital Libraries
LSC 718: Programming for Web Applications
LSC 831: Music Bibliography
LSC 875: Comparative and International Librarianship
LSC 906: Practicum

Further information on the courses available for SLIS students is available at: http://slis.cua.edu/courses/courses.cfm

LSC 906: Practicum

The practicum experience, LSC 908, is an elective course for students pursuing the master’s degree. Students who choose to take the practicum course earn three credit hours, are graded on a pass/fail basis, and must complete 120 hours of work under the supervision of a professional librarian. The hours of the practicum are arranged between the student and his or her supervisor. Some institutions offering practicum experiences to SLIS students include the U.S. Department of Justice Library, the Library of Congress, The National Geographic Society, and the U.S. Holocaust Memorial Museum Library. The purpose of the course is to offer students an opportunity to gain practical experience in the field. Further information on Practicum is available at: http://slis.cua.edu/courses/practicum/index.cfm.
There is no foreign language requirement for admission to the master’s program in SLIS and there is no capstone research paper, seminar paper or thesis. However, in order to successfully fulfill the degree requirements, every SLIS student must pass a comprehensive examination upon completion of their 36 credit hours of coursework. Typically, students take the comprehensive examination in their last semester of coursework or soon thereafter.

**Research Assistantships, Extracurricular Activities, Campus Activities, and Professional Conferences:**

SLIS has numerous extracurricular activities available designed to enhance and deepen students’ experience while they pursue the master’s degree.

**Colloquia**

SLIS offers a colloquium series throughout the school year in the evening to provide students the opportunity to present their current research or project activities, practicum experiences, or other research projects. In addition, SLIS brings in speakers in the field to stimulate thinking, enhance interaction, and foster collaboration. Some examples of recent colloquia speakers include:

1. Trends in Textbook Publishing: A Review of Key Drivers Affecting the Educational Text Market. Dr. Albert N. Greco, Professor of Marketing, Fordham University Graduate School of Business Administration
2. Our Evolving Information Curricula: Digital Libraries and Beyond. Dr. Robert B. Allen, College of Information Science and Technology, Drexel University

**Student Organizations**

All students registered in the M.L.S. degree program are members of the Association of Graduate Library and Information Science Students, which each year elects officers and sends representatives to the Graduate Student Association of The Catholic University of America. AGLISS invites speakers to the campus and schedules social events during the school year, maintains a lounge in Marist Hall for the use of students, and sends a representative to the school faculty meetings.

There are active student chapters of the Special Libraries Association and the American Society for Information Science and Technology. Students also participate in the activities of other area professional associations, including the Law Librarians Society of Washington, D.C., and the Catholic Library Association.
There are the three student associations for Library and Information Science students:

- AGLISS, Association of Graduate Library and Information Science Students
- CUA Student chapter of SLA, Special Libraries Association
- CUA Student chapter of ASIS&T, American Society for Information Science and Technology

In addition to these organizations, all SLIS students are automatically members of the Graduate Student Association at Catholic University.

**Research Assistantships**

Every full-time faculty member in SLIS has the opportunity to have a graduate research assistant. SLIS has a minimum of seven research assistantships each year.

**Graduate Library Professional Program (GLP)**

In addition to its research assistantships, SLIS collaborates with the CUA Libraries to offer seven (7) Graduate Library Professional (GLP) scholarships each year in different units within the CUA Libraries. Currently, there is a GLP serving in reference, technical services, rare books, semitics, and the CUA Archives, to name a few of the departments involved in offering this scholarship and work opportunity. The Graduate Library Preprofessional (GLP) Program has a twofold purpose: providing selected new students in Library and Information Science with pre-professional work experience in the university libraries, thus establishing a foundation for their first professional positions; and providing the university libraries with a cadre of highly motivated and dedicated employees.

The university library staff includes several GLP positions, any of which may become available in January, May, or September, as those holding the positions complete their degree programs. A scholarship of over $15,000.00 per year is applied to the tuition of each GLP student.

**The SLIS Research Symposium**

The SLIS Research Symposium offers a knowledge-sharing forum and meeting place for practitioners, students, and faculty in Library and Information Sciences and Services. The symposium has presentations on innovative practices, student projects, and research activities. Presentations originate from all types of libraries, archives, and information services activities, and encompass any aspect of Library and Information Professional work. The purpose of the symposium is to host a diverse set of presentations and to foster connections across the spectrum of the information professions. The symposium offers SLIS students an opportunity to develop as professionals, participate in a professional conference, and meet leaders in the field of library and information science. The symposium is held yearly typically in the spring semester.

The M.S.L.S. from CUA is a versatile degree that provides a solid foundation in the theory and practice of information organization, services, resources, and technology and offers graduates diverse professional opportunities in the evolving digital economy. SLIS graduates are prepared
to be professionals and leaders in the library, archives, and related information science fields in a variety of settings including Federal, academic, non-profit, for-profit, special, public, archival and technology-focused organizations. The recent survey of SLIS graduates provides some examples of libraries where SLIS graduates have found employment upon completing the degree in library and information science. Respondents from the latest student survey reported that 62% of them are employed full-time and 29% employed part-time while pursuing their studies. As for their current places of employment, 16% in government libraries; 14% in public libraries; 14% in special libraries; 13% work at academic libraries; 8% in school library media centers; 7% in libraries in a non-library related organization; and 28% in other departments, e.g. information technology in a non-library organization.

According to the respondents to the latest SLIS survey of alumni from 2008, 25% of SLIS alumni are currently employed in academic libraries, 18% are employed in public libraries; 15% are employed in government libraries, and 9% are working in school library settings.

The libraries where alumni report they are employed include, The George Washington University, the University of Maryland, The Library of Congress, The Department of Justice, The General Accounting Office, USA Today, and U.S. News and World Report.

II. Goals for Student Learning

The American Library Association standards require that programs offering the master’s degree develop, and implement a continuous planning process. One essential element of the planning process is development of the program’s Program Objectives as the basis for planning, program improvement and student learning outcome assessment. SLIS has developed, and revises, its Program Objectives on a yearly basis. The Program Objectives for SLIS reflect the standards stated in the American Library Association (ALA) standards. They are purposefully closely related to those standards to ensure SLIS remains in compliance with ALA standards and can provide measurable student learning outcomes to demonstrate our adherence to the ALA standards for the purpose of program improvement. The most recently revised set of SLIS Program Objectives are as follows:

Students who graduate with a Master of Science in Library Science:

• Are skilled in organizing, disseminating, managing, preserving information;

• Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;

• Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;

• Are capable of serving information seekers in a global society;

• Appreciate education and service as integral to the role of the information professional in society;
• Interpret and apply research results from library and information science and related fields;

• Articulate the economic, political, cultural, and social importance of the information profession;

• Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

The SLIS Program Objectives provide the basis for establishing the SLIS student learning outcomes and are linked to the course objectives for the four, core SLIS courses.

SLIS has also developed a set of core competencies that are associated with our program objectives. These competencies are mapped to our Program Objectives to provide a detailed understanding of how our Program Objectives and our Core Competencies are used to develop student learning outcomes measures and program improvement. The table below illustrates the relationship:

Table I: Mapping of SLIS Competencies to Program Objectives

<table>
<thead>
<tr>
<th>Competency</th>
<th>Program Objectives</th>
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<tbody>
<tr>
<td>Professional</td>
<td>3. Demonstrate a commitment to the philosophy, principles and legal and ethical ethical</td>
</tr>
<tr>
<td>Identity</td>
<td>5. Appreciate education and service as integral to the role of the information professional in society;</td>
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<tr>
<td></td>
<td>6. Interpret and apply research results from library and information science and related fields;</td>
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<tr>
<td></td>
<td>7. Articulate the economic, political, cultural, and social importance of the information profession;</td>
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<tr>
<td></td>
<td>8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society</td>
</tr>
<tr>
<td>Management</td>
<td>1. Are skilled in organizing, disseminating, managing, preserving information;</td>
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<tr>
<td></td>
<td>2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;</td>
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<tr>
<td></td>
<td>5. Appreciate education and service as integral to the role of the information professional in society;</td>
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<td></td>
<td>8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society</td>
</tr>
<tr>
<td>Resources</td>
<td>1. Are skilled in organizing, disseminating, managing, preserving information;</td>
</tr>
<tr>
<td>Services</td>
<td>Information Organization</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1. Are skilled in organizing, disseminating, managing, preserving information;</td>
<td>1. Are skilled in organizing, disseminating, managing, preserving information;</td>
</tr>
<tr>
<td>2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;</td>
<td>2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;</td>
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<tr>
<td>4. Are capable of serving information seekers in a global society;</td>
<td>4. Are capable of serving information seekers in a global society;</td>
</tr>
<tr>
<td>5. Appreciate education and service as integral to the role of the information professional in society;</td>
<td>5. Interpret and apply research results from library and information science and related fields;</td>
</tr>
<tr>
<td>6. Interpret and apply research results from library and information science and related fields;</td>
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</table>

### III. Student Assessment Outcome Measures

1. **Admission:** The GRE is optional for applicants with an undergraduate GPA of 3.0 or higher. All other applicants must submit GRE scores to be eligible for admission. The minimum GRE score that SLIS deems acceptable is a score of 1000 or better. Students who do not have any degrees from a US academic must submit TOEFL scores with their other application materials. The TOEFL score that SLIS deems an acceptable minimum score or range is: paper-based: 580; computer-based: 237; Internet-based: 92. On the International English Language Testing System (IELTS) an overall band score of 6.5 or higher is required. SLIS does not accept students on conditional or provisional status; however, it does admit non-degree-seeking students. Applicants are not required to interview. The admissions decision is made by a vote of the three-member SLIS Admission Committee. In the case of a
tie, the Dean makes the final decision.

2. Course Work: SLIS requires that current students maintain a GPA of 3.00 or better. The University’s policy states that “a graduate student who incurs two or more failing grades in formal coursework after being admitted to graduate study is subject to academic dismissal.” Further, SLIS’ policy regarding academic performance states: “Students are cautioned that any grade below a full B (3.0) is considered marginal in the School of Library and Information Science, and grades of C are viewed with grave concern. Students receiving two grades of C or a single grade of F will be dismissed from the program. Students receiving low grades should consult with instructors and advisers immediately about ways of improving their academic performance.” The Dean’s office notifies a student’s advisor if s/he receives a grade of “C.” The advisor is expected to meet with the student and develop a formal plan for improving academic performance. In addition, the Dean’s Office has a standard letter that is sent to any student who has a C outlining the School’s policy and recommending that the student meet with his/her advisor to discuss steps to ensure the student’s academic performance improves.

3. Academic Advising: New students are assigned advisors by the Assistant Dean at the point of acceptance into the SLIS program based on the specific expertise of the members of the advisor pool and the stated interests of the applicant. Advisors are encouraged to make initial contact with their new advisees, personally re-welcoming them into the SLIS program, and encouraging them to submit their enrollment deposit to make it possible for the advisor to meet with student. Following the student’s payment of the enrollment deposit to the university, advisors meet with their advisees personally to develop the student’s degree program. The advisor and the student agree on the degree program and further, they remain in contact with their advisees via email, phone, and schedule/unscheduled meetings to determine and, when necessary/appropriate, help the student to refine, update or change his/her academic plan/course of study. Advisors use this plan to encourage their advisees to enroll in particular courses based upon the semester schedules. Students are encouraged to review their academic plan/course of study with their advisor at the beginning of each semester. Advisors send out standard reminders each semester to their advisees and encourage them to set up a meeting to discuss their progress. Advisors track their advisees’ progress through the program and provide guidance, assistance and recommendations as necessary and/or as opportunities occur.

4. Practicum, LSC 906: In LSC 906 the libraries and on-site mentors are chosen from a list of organizations approved by the Practicum Coordinator. Each mentor is given a copy of the student requirements and an activities checklist. After the SLIS student has completed their time at the mentor’s library, the mentor evaluates the student in the following areas: Use of Information and Ideas, Teaching and Learning, Collaboration and Leadership, Program Administration, and an overall evaluation. The mentor uses a scale to evaluate the student’s performance in Practicum of 0=standard not met, 1=standard partially met, 2=standard met and N=no opportunity to observe.

5. Practicum Observation and Reflective Journal: Both the Reflective Journal and the Practicum Coordinator observation ask the student to reflect on his or her performance. In the Reflective Journal, students are asked to evaluate their experience versus their expectations. When the student is formally observed, there is a meeting that takes place after the observation with the student and the Practicum Coordinator. During the meeting, the student is asked the question,” How do you think you did?” The coordinator and the student then
discuss any discrepancies in the observation. In addition, the Practicum Coordinator completes a evaluation of the student using a scale of 0=standard not met, 1=standard partially met, and 2=standard met.

6. Review of Practicum Portfolios: After completing a total of 120 hours in an approved library, all LSC 906 students turn in the variety of assignments that compromise their portfolio. The assignments are as follows: a reflective journal of daily activities, an observation by the CUA SLIS Practicum Coordinator, a project that benefits the library, a visit to and write-up of a visit to a third library, a write-up of a professional meeting, and an evaluation by the site supervising librarian. Though the entire course is graded Pass/Fail, where applicable, there are rubrics for these assignments which have a rating scale of 0, 1, or 2 (0=did not meet expectations, 1=met expectations, 2=exceeded expectations).

7. Comprehensive examination: At the end of the program, typically the semester when students complete their coursework, or the following semester, students take the comprehensive examination. The examination is a proctored examination that is held on the CUA campus in fall, spring, and summer semesters. The examination questions are devised by a faculty committee and edited and finalized by the entire SLIS faculty. Members of the faculty rotate the responsibility for developing and editing the examination questions and proctoring the two-day examination. The examination process is managed by the Assistant Dean and the Administrative Assistant for Student Affairs. Students register for the comprehensive examination as they would for a course. The examination is held on the two days set aside on the University’s academic calendar for having comprehensive examinations. The examination is entirely a written examination and there are five questions each day of which a student selects two. The examination is held from 10-1 each day and students who need accommodation may have until 5:00 p.m. each day. The Dean distributes the answers to the questions among the faculty based on faculty expertise and the number of answers each faculty member is responsible for grading. Two faculty grade each question. If there is a decision between the two faculty that the student’s answer does not pass on the first reading, a second round of reading occurs during which the marginal answers are reviewed by the entire faculty and there is a vote after discussion of the answer. The Dean ensures the review and voting process is fair and legal. Students who do not pass the examination have one more opportunity to retake the examination. A failing student must retake the entire examination. Students may take the examination twice. If the student fails the second time, the student does not receive the degree.

8. Course evaluations: Every SLIS course is evaluated each semester. If the course is offered online, the evaluation is done online. If the course is offered in a classroom, the evaluation is done on paper during the time frame specified by the University for distributing the course evaluation. Each faculty member designates a student to be responsible for collecting the evaluations and submitting them for analysis by the Director of Outcomes Assessment. The faculty member excuses him/herself during the evaluation process.

9. Student self-evaluations: Students conduct self evaluations when they complete either LSC 906: Practicum or LSC 908: School Library Media Practicum. The specifics of the review process for LSC 908 are detailed in the section of this report that covers the School Library Media track.

10. SLIS Student Surveys: The M.S.L.S. program conducts a survey of current students every three years to gather their feedback on program strengths and areas in need of improvement. The survey also affords students an opportunity to express their opinions on other issues.
related to the evaluation process they might wish to address. This survey examines the extent to which students perceive they have mastered the program’s objectives. The SLIS Faculty Evaluation Committee analyzes the results and forwards them to the Curriculum Committee for tracking, trend analysis, and action.

11. **Alumni surveys:** The M.S.L.S. program conducts a survey of program alumni every three years that in part repeats the questions asked in the student survey to promote comparison trending. It asks alumni about their satisfaction with the program and their mastery of its student learning outcomes, their employment status, the level of preparedness they had achieved for their first position post-master’s, and the quality of the education they received while studying at SLIS.

### IV. Use of Results to Improve Student Learning

1. The SLIS Curriculum Committee serves as the responsible group for evaluating the SLIS curriculum and its effectiveness in achieving student learning outcomes as stated in the SLIS Program Objectives on a systematic, ongoing basis. The curriculum committee establishes the milestones for achieving student learning outcomes and these milestones are detailed in the *Working Plan*. The Curriculum Committee determines the milestones for the School by reviewing the results from the various outcome measures in use in SLIS. The *Working Plan* details the areas of focus for student learning outcomes assessment for the curriculum over the next three years. Some of the planned activities include: 1) establishing a course chair for each of the four, core courses to revise the course objectives based on feedback from SLIS stakeholders, 2) developing at least one student learning outcome for assessment either across or within each course and, 3) piloting the newly revised courses for analysis and to evaluate the changes to determine if the changes were successful in improving student learning outcomes and to what extent.

2. The information obtained through the student surveys, alumni surveys, course evaluations, and comprehensive examinations are reported to the curriculum committee through reports and statistical analyses of these measures for review, discussion, and to determine next steps. As part of the annual planning process, the SLIS faculty review these documents and survey outcomes to decide on changes to the curriculum to respond to any deficiencies identified in student learning outcomes through the various measures. The annual retreat is used as a time to discuss how to address the issues raised by the outcome measures. The Curriculum Committee is tasked with reviewing the ideas generated to identify next steps. Finally, those items deemed to be of the most benefit are reviewed by SLIS stakeholders for inclusion in the SLIS *Working Plan*. Once the next steps are included in the *Working Plan*, SLIS proceeds with the steps outlined in the *Working Plan* to pilot changes in the curriculum and evaluate the success of those efforts toward continuous improvement of student learning outcomes.

3. The *Working Plan* calls for the SLIS Curriculum Committee to assess the core courses annually and the elective courses on a three year cycle. During the three year time frame outlined in the *Working Plan*, the faculty continually review the entirety of the SLIS curriculum, identify needed improvements and develop measures to address these needed improvements. As part of the process, the proposed changes are shared with the various stakeholder groups for SLIS for further refinement and feedback (e.g., students, adjuncts, and the SLIS Advisory Committee). Once the changes have been thoroughly vetted, the faculty
member responsible for the course/program makes the changes and does an analysis of the success of the changes under the auspices of the Curriculum Committee. The report on the changes and their level of success is reported back to the curriculum committee for final action.
The Master of Arts in History/Master of Science in Library Science

I. Program Description

Joint-degree programs provide students with opportunities to combine work in two disciplines in order to acquire competence in specialized areas of library and information science. In general, such programs allow students to obtain two graduate degrees sooner than they could acquire each independently. Applicants for joint degrees must submit complete and separate applications (including the application fee and all required supporting documents) to both degree-granting units of the university. Joint degrees are conferred simultaneously after all requirements for both degrees have been met.

The joint program leading to a Master of Arts in History and a Master of Science in Library science requires a total of 51 credit hours (30 in library and information science and 21 in history). Completion of both degrees separately would require a total of 66 hours. The history segment of the program requires that students follow the non-thesis option, which means they must deposit copies of two faculty-approved research seminar papers with the History department office as a requirement for graduation, and complete HIST 601: Historical Analysis and Methodology, a minimum of two research seminars (700- or 800-level) and four more courses at the graduate level in the student's chosen area of history. Nine credits from the M.S. in library science program transfer toward the Master of Arts in History to complete the degree. Students must satisfy a language requirement prior to taking the comprehensive examination. For most areas of study, this requires qualification in a minimum of one language, but for medieval European history the requirement is two (Latin plus one other). The University confers joint degrees simultaneously after students have met the requirements for the combined programs.

Insofar as History is concerned, all other requirements apply as for the basic M.A. Those interested in applying for the joint degree program are invited to communicate directly with the Chair of the Department of History to discuss the program and its requirements further, and should note that separate applications to the Department and to the School of Library and Information Science are required.

The School of Library and Information Science (SLIS) provides professional education and supports lifelong learning in the CUA tradition. Characteristic of the education SLIS provides is a strong grounding in the theory and practice of the LIS field, engagement with the rich cultural and human resources of the Washington metropolitan area, and the creative use of information technology. SLIS is committed to applying the principles of library and information science toward the betterment of the individual, communities, and society. The joint degree in History and Library and Information Science affords students the opportunity to obtain the master’s and professional degree simultaneously and apply their skills to an academic setting, archive, or other information organization that requires both a solid foundation in library and information science and a specialization in history.
II. Goals for Student Learning

Students who graduate with a Master of Arts in History and Master of Science in Library Science will:

1. Display a broad understanding of the historical development, and critical historical issues, in one of four fields of history – Latin American, medieval, modern European, United States – or the special field in Religion and Society in the Late Medieval and Early Modern World;
2. Demonstrate knowledge of research methodologies that historians, librarians and information scientists working in the specific chosen field currently use;
3. Demonstrate reading knowledge of one modern language used in research in the specific chosen field and in the medieval field also a reading knowledge of Latin;
4. Structure, complete and effectively communicate the results of research projects based in primary sources in the chosen field of study and,
5. Display a broad understanding of the issues and techniques involved in communicating historical information effectively to the general public.
6. Demonstrate skill in organizing, disseminating, managing, preserving information;
7. Display skill in the use of information technologies and articulate the role of information technology in facilitating information management;
8. Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;
9. Display capability in serving information seekers in a global society;
10. Show appreciation for education and service as integral to the role of the information professional in society;
11. Articulate the economic, political, cultural, and social importance of the information profession;
12. Demonstrate dedication to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

III. Student Assessment Outcome Measures

1. Applicants for the M.A./M.S.L.S. joint degree must submit complete and separate applications (including the application fee and all required supporting documents) to both degree-granting units of the university. For admission to the history segment of this joint degree program, an applicant must present acceptable scores on the Graduate Record Examination (normally not lower than an 1100 cumulative score for the verbal and quantitative sub-scores), an acceptable grade point average for all undergraduate work (typically not lower than 3.2 on the 4 point scale), a minimum of six history courses at the undergraduate level, three recommendations from faculty who have guided them in courses and attest to their intellectual qualities and work habits, and an acceptable writing sample that is at least 10 pages in length. The chair of the history department and one other faculty member from the area in which the student wishes to work evaluate these components.
2. Students must complete their work for the history portion of this program with a minimum grade point average of 3.0. A course in which the student has earned less than a B- (C or F grades) does not count toward the degree’s credit requirements. Students may retake such a
course once at the discretion of the department chair. The department may dismiss any student incurring more than one grade below B-.

3. A two-day Comprehensive Examination (three hours each day), taken in the semester in which the student plans to complete all requirements for the history portion of this degree, evaluates students’ understanding of the historical development, critical issues and research methodologies in their chosen area. These two-day, departmentally-administered examinations cover the students’ major field broadly; an emphasis on sub-fields is not allowed. In addition to the material covered in their course work, faculty members guiding the examinations provide students with a reading list of standard books and other materials that they must master. Two faculty members read the examinations and grade them as high pass, pass, or fail. In case of a difference of opinion on whether a response is satisfactory, the chair of the department selects a third faculty member to read the material. A student may retake a failed examination once. A second failure leads to dismissal from the program.

4. Students satisfy the language requirement by passing an appropriate standardized test of ability in a modern language, which the University Counseling Service administers, or by successful completion of a 500-level course (advanced undergraduate) in an appropriate language, or by providing evidence of prior fluency.

5. A student displays mastery of research methods through the seminar papers completed in two 700-800 level courses. These papers are kept on file in the department.

6. **Admission Criteria for SLIS:** The GRE is optional for applicants with an undergraduate GPA of 3.0 or higher. All other applicants must submit GRE scores to be eligible for admission. The minimum GRE score that SLIS deems acceptable is a score of 1000 or better. Students who do not have any degrees from a US academic must submit TOEFL scores with their other application materials. The TOEFL score that SLIS deems an acceptable minimum score or range is: paper-based: 580; computer-based: 237; Internet-based: 92. On the International English Language Testing System (IELTS) an overall band score of 6.5 or higher is required. SLIS does not accept students on conditional or provisional status; however, it does admit non-degree-seeking students. Applicants are not required to interview. The admissions decision is made by a vote of the three-member SLIS Admission Committee. In the case of a tie, the Dean makes the final decision.

7. **Course Work:** SLIS requires that current students maintain a GPA of 3.00 or better. The University’s policy states that “a graduate student who incurs two or more failing grades in formal coursework after being admitted to graduate study is subject to academic dismissal.” Further, SLIS’ policy regarding academic performance states: “Students are cautioned that any grade below a full B (3.0) is considered marginal in the School of Library and Information Science, and grades of C are viewed with grave concern. Students receiving two grades of C or a single grade of F will be dismissed from the program. Students receiving low grades should consult with instructors and advisers immediately about ways of improving their academic performance.” The Dean’s office notifies a student’s advisor if s/he receives a grade of “C.” The advisor is expected to meet with the student and develop a formal plan for improving academic performance. In addition, the Dean’s Office has a standard letter that is sent to any student who has a C outlining the School’s policy and recommending that the student meet with his/her advisor to discuss steps to ensure the student’s academic performance improves.

8. **Academic Advising:** New students are assigned advisors by the Assistant Dean at the point of acceptance into the SLIS program based on the specific expertise of the members of the
advisor pool and the stated interests of the applicant. Advisors are encouraged to make initial contact with their new advisees, personally re-welcoming them into the SLIS program, and encouraging them to submit their enrollment deposit to make it possible for the advisor to meet with student. Following the student’s payment of the enrollment deposit to the university, advisors meet with their advisees personally to develop the student’s degree program. The advisor and the student agree on the degree program and further, they remain in contact with their advisees via email, phone, and schedule/unscheduled meetings to determine and, when necessary/appropriate, help the student to refine, update or change his/her academic plan/course of study. Advisors use this plan to encourage their advisees to enroll in particular courses based upon the semester schedules. Students are encouraged to review their academic plan/course of study with their advisor at the beginning of each semester. Advisors send out standard reminders each semester to their advisees and encourage them to set up a meeting to discuss their progress. Advisors track their advisees’ progress through the program and provide guidance, assistance and recommendations as necessary and/or as opportunities occur.

9. Comprehensive examination: At the end of the program, typically the semester when students complete their coursework, or the following semester, students take the comprehensive examination. The examination is a proctored examination that is held on the CUA campus in fall, spring, and summer semesters. The examination questions are devised by a faculty committee and edited and finalized by the entire SLIS faculty. Members of the faculty rotate the responsibility for developing and editing the examination questions and proctoring the two-day examination. The examination process is managed by the Assistant Dean and the Administrative Assistant for Student Affairs. Students register for the comprehensive examination as they would for a course. The examination is held on the two days set aside on the University’s academic calendar for having comprehensive examinations. The examination is entirely a written examination and there are five questions each day of which a student selects two. The examination is held from 10-1 each day and students who need accommodation may have until 5:00 p.m. each day. The Dean distributes the answers to the questions among the faculty based on faculty expertise and the number of answers each faculty member is responsible for grading. Two faculty grade each question. If there is a decision between the two faculty that the student’s answer does not pass on the first reading, a second round of reading occurs during which the marginal answers are reviewed by the entire faculty and there is a vote after discussion of the answer. The Dean ensures the review and voting process is fair and legal. Students who do not pass the examination have one more opportunity to retake the examination. A failing student must retake the entire examination. Students may take the examination twice. If the student fails the second time, the student does not receive the degree. Students completing the joint master’s degree must complete the comprehensive examination for each department. The comprehensive examinations are not jointly administered.

10. Course evaluations: Every SLIS course is evaluated each semester. If the course is offered online, the evaluation is done online. If the course is offered in a classroom, the evaluation is done on paper during the time frame specified by the University for distributing the course evaluation. Each faculty member designates a student to be responsible for collecting the evaluations and submitting them for analysis by the Director of Outcomes Assessment. The faculty member excuses him/herself during the evaluation process.

11. SLIS Student Surveys: The M.S.L.S. program conducts a survey of current students every
three years to gather their feedback on program strengths and areas in need of improvement. The survey also affords students an opportunity to express their opinions on other issues related to the evaluation process they might wish to address. This survey examines the extent to which students perceive they have mastered the program’s objectives. The SLIS Faculty Evaluation Committee analyzes the results and forwards them to the Curriculum Committee for tracking, trend analysis, and action.

12. **Alumni surveys:** The M.S.L.S. program conducts a survey of program alumni every three years that in part repeats the questions asked in the student survey to promote comparison trending. It asks alumni about their satisfaction with the program and their mastery of its student learning outcomes, their employment status, the level of preparedness they had achieved for their first position post-master’s, and the quality of the education they received while studying at SLIS.

### IV. Use of Results to Improve Student Learning

Student learning outcome assessment is managed within the respective School. There is no joint student assessment for the joint M.S in History/M.S.L.S in Library and Information Science currently.
The Juris Doctor and Master’s of Science in Library Science

I. Program Description

The School of Library and Information Science and the Columbus School of Law offer a joint-degree program to provide academic preparation for law librarianship. Many law library positions require both a law degree and a library and information science degree. The total number of library and information science semester hours of graduate credit required is reduced to 27, and a student in the program may apply up to 12 library science credits toward the J.D. degree.

The law school offers the LL.M. and the Juris Doctor degree, degree programs with the schools of arts and sciences, library and information science, philosophy, social service, and canon law. Concentrated certificate programs are available in communications law, securities law, law and public policy, and international law. Through a number of clinical programs, students can gain professional service and skills experience.

The School of Library and Information Science (SLIS) provides professional education and supports lifelong learning in the CUA tradition. Characteristic of the education SLIS provides is a strong grounding in the theory and practice of the LIS field, engagement with the rich cultural and human resources of the Washington metropolitan area, and the creative use of information technology. SLIS is committed to applying the principles of library and information science toward the betterment of the individual, communities, and society. The joint degree in History and Library and Information Science affords students the opportunity to obtain the master’s and professional degree simultaneously and apply their skills to an academic setting, archive, or other information organization that requires both a solid foundation in library and information science and a specialization in history.

A student pursuing the joint J.D./Master’s of Science in Library Science degree is required to complete 27 credit hours in the School of Library and Information Science to complete the degree. The SLIS students in the joint J.D./M.S.L.S. degree program are required to take the four, core courses offered by SLIS to establish a solid foundation in library and information science. The four required core courses are:

1. LSC 551: Organization of Information
2. LSC 553: Information Sources and Services
3. LSC 555: Information Systems in Libraries and Information Centers and,
4. LSC 557: Libraries and Information in Society

In addition, the SLIS curriculum has specialized courses specifically developed to provide a foundation in law librarianship for students pursing the joint J.D./M.S.L.S. degree. The three, specialized law courses are:

1) LSC 825: Law Librarianship
3 Credits
Introduction to the various kinds of law libraries, their organizational structures, collections, and services.

2) LSC 826: Legal Literature
3 Credits
An introduction to bibliographic organization of legal literature and to techniques of legal research; use of primary and secondary sources and finding tools. Prerequisite: LSC 553 or nine credits of graduate credit in law.

3) LSC 828: Advanced Legal Research
3 Credits
In-depth analysis of legal research processes and major bibliographic tools involved. Particular emphasis on federal legislative materials, computer-assisted legal research techniques, and law-related sources. Prerequisite: LSC 826

The four core courses, supplemented by the three specialized course provide a solid foundation for individuals interested in gaining an in-depth knowledge of the field of library and information science and further, to gain specialized knowledge of the field of law librarianship. After the students complete the 12 core credits and the nine specialized law librarianship courses, they take two, three credit electives from the SLIS curriculum. The electives relevant to the law librarianship track include:

1) LSC 782: Government Information
3 Credits
Selection, dissemination, and use of government information services and the documentation of major international/intergovernmental organizations. Reviews the history and development of government printing and examines policy issues of accessing government information in print and electronic formats. Emphasizes congressional materials and federal agency statistical data. Covers the use of commercial indexing and finding tools, agency electronic sources, and WWW sites. Prerequisite: 553

2) LSC 880: Telecommunications
3 Credits
Review of events leading to the current status of national and international library networks. Study and discussion of objectives, functions, components, technical and bibliographical problems, and policy issues of a national library network. Review of the technologies employed to support the networks and the impact of these technologies upon services. Examines the contributions and influence of networking upon the development of the profession. Prerequisites: General knowledge of computer systems, advanced standing.

3) LSC 882: Institute on Federal Library Resources
3 Credits
Examines the complex of federal library programs and operations in detail through lectures, panel discussions, and information clinics, featuring library leaders, information scientists, government officials, and others prominent in federal library activities. Field trips to major
federal libraries, information centers, and data banks, where participants may use resources and see technology in operation.

4) LSC 884: The Institute for Intellectual Property Issues in Libraries and Information Centers
3 Credits

This Institute will cover the intellectual property issues facing libraries with particular emphasis on the emerging issues related to the creation, use, and dissemination of digital information. Topics for this course will include: 1) the basics of copyright, 2) electronic reserves, 3) Copyright Law and exemptions related to libraries, 4) the public domain, 5) licensing and digital rights and, 6) privacy issues management. The course will be delivered in an intensive, one-week format with select visits to relevant library and information organizations to provide students with the opportunity to experience the application of the concepts learned in class from the perspective of an information organization. The visits planned will be in the local, D.C. area. Issues in the academic sphere, the non-profit, non-educational institution, and the for-profit organization will be analyzed. Current judicial interpretation of the fair-use concept will be discussed, as well as copyright application to computer programs and the use of online databases. There will be an overview of international developments and the federal legislative outlook. Participants will be asked to submit specific problems for discussion, maintain a journal of their reflections on the issues, and submit a final project.

The joint degree program for the J.D./M.S.L.S. has a specialized curriculum tailored to the needs of the student interested in working in law libraries and related organizations. In order to complete the joint degree, the student must apply to both degrees separately and meet the admission requirements for both degree programs. Further, the student must be admitted to both programs simultaneously. The University confers joint degrees simultaneously after students have met the requirements for the combined programs.

| II. Goals for Student Learning |

Students who graduate with a Master’s of Science in Library and Information Science:

• Are skilled in organizing, disseminating, managing, preserving information;

• Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;

• Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;

• Are capable of serving information seekers in a global society;
• Appreciate education and service as integral to the role of the information professional in society;

• Interpret and apply research results from library and information science and related fields;

• Articulate the economic, political, cultural, and social importance of the information profession;

• Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

The Student Graduating from the Columbus School of Law will have a solid understanding and knowledge in the following areas:

1. Legal Reasoning and Acquisition of Legal Knowledge
2. Legal Writing and Oral Advocacy
3. Professional Skills Development through Simulation, Externships, and Clinical Courses and,
4. Ethical Training

III. Student Assessment Outcomes Measures

1. Admission Criteria for SLIS: The GRE is optional for applicants with an undergraduate GPA of 3.0 or higher. All other applicants must submit GRE scores to be eligible for admission. The minimum GRE score that SLIS deems acceptable is a score of 1000 or better. Students who do not have any degrees from a US academic must submit TOEFL scores with their other application materials. The TOEFL score that SLIS deems an acceptable minimum score or range is: paper-based: 580; computer-based: 237; Internet-based: 92. On the International English Language Testing System (IELTS) an overall band score of 6.5 or higher is required. SLIS does not accept students on conditional or provisional status; however, it does admit non-degree-seeking students. Applicants are not required to interview. The admissions decision is made by a vote of the three-member SLIS Admission Committee. In the case of a tie, the Dean makes the final decision.

2. Course Work: SLIS requires that current students maintain a GPA of 3.00 or better. The University’s policy states that “a graduate student who incurs two or more failing grades in formal coursework after being admitted to graduate study is subject to academic dismissal.” Further, SLIS’ policy regarding academic performance states: “Students are cautioned that any grade below a full B (3.0) is considered marginal in the School of Library and Information Science, and grades of C are viewed with grave concern. Students receiving two grades of C or a single grade of F will be dismissed from the program. Students receiving low grades should consult with instructors and advisers immediately about ways of improving their academic performance.” The Dean’s office notifies a student’s advisor if s/he receives a grade of “C.” The advisor is expected to meet with the student and develop a formal plan for improving academic performance. In addition, the Dean’s Office has a standard letter that is sent to any student who has a C outlining the School’s policy and recommending that the student meet with his/her advisor to discuss steps to ensure the
student’s academic performance improves.

3. **Academic Advising:** New students are assigned advisors by the Assistant Dean at the point of acceptance into the SLIS program based on the specific expertise of the members of the advisor pool and the stated interests of the applicant. Advisors are encouraged to make initial contact with their new advisees, personally re-welcoming them into the SLIS program, and encouraging them to submit their enrollment deposit to make it possible for the advisor to meet with student. Following the student’s payment of the enrollment deposit to the university, advisors meet with their advisees personally to develop the student’s degree program. The advisor and the student agree on the degree program and further, they remain in contact with their advisees via email, phone, and schedule/unscheduled meetings to determine and, when necessary/appropriate, help the student to refine, update or change his/her academic plan/course of study. Advisors use this plan to encourage their advisees to enroll in particular courses based upon the semester schedules. Students are encouraged to review their academic plan/course of study with their advisor at the beginning of each semester. Advisors send out standard reminders each semester to their advisees and encourage them to set up a meeting to discuss their progress. Advisors track their advisees’ progress through the program and provide guidance, assistance and recommendations as necessary and/or as opportunities occur.

4. **Comprehensive examination:** At the end of the program, typically the semester when students complete their coursework, or the following semester, students take the comprehensive examination. The examination is a proctored examination that is held on the CUA campus in fall, spring, and summer semesters. The examination questions are devised by a faculty committee and edited and finalized by the entire SLIS faculty. Members of the faculty rotate the responsibility for developing and editing the examination questions and proctoring the two-day examination. The examination process is managed by the Assistant Dean and the Administrative Assistant for Student Affairs. Students register for the comprehensive examination as they would for a course. The examination is held on the two days set aside on the University’s academic calendar for having comprehensive examinations. The examination is entirely a written examination and there are five questions each day of which a student selects two. The examination is held from 10-1 each day and students who need accommodation may have until 5:00 p.m. each day. The Dean distributes the answers to the questions among the faculty based on faculty expertise and the number of answers each faculty member is responsible for grading. Two faculty grade each question. If there is a decision between the two faculty that the student’s answer does not pass on the first reading, a second round of reading occurs during which the marginal answers are reviewed by the entire faculty and there is a vote after discussion of the answer. The Dean ensures the review and voting process is fair and legal. Students who do not pass the examination have one more opportunity to retake the examination. A failing student must retake the entire examination. Students may take the examination twice. If the student fails the second time, the student does not receive the degree. Students completing the joint master’s degree must complete the comprehensive examination for each department. The comprehensive examinations are not jointly administered.

5. **Course evaluations:** Every SLIS course is evaluated each semester. If the course is offered online, the evaluation is done online. If the course is offered in a classroom, the evaluation is done on paper during the time frame specified by the University for distributing the course evaluation. Each faculty member designates a student to be responsible for collecting the
evaluations and submitting them for analysis by the Director of Outcomes Assessment. The faculty member excuses him/herself during the evaluation process.

6. **SLIS Student Surveys**: The M.S.L.S. program conducts a survey of current students every three years to gather their feedback on program strengths and areas in need of improvement. The survey also affords students an opportunity to express their opinions on other issues related to the evaluation process they might wish to address. This survey examines the extent to which students perceive they have mastered the program’s objectives. The SLIS Faculty Evaluation Committee analyzes the results and forwards them to the Curriculum Committee for tracking, trend analysis, and action.

7. **Alumni surveys**: The M.S.L.S. program conducts a survey of program alumni every three years that in part repeats the questions asked in the student survey to promote comparison trending. It asks alumni about their satisfaction with the program and their mastery of its student learning outcomes, their employment status, the level of preparedness they had achieved for their first position post-master’s, and the quality of the education they received while studying at SLIS.

The student outcome assessment measures for J.D. degree at the Columbus School of Law are:

1. Tracking of Bar Exam Results,
2. Feedback Received from Faculty, Administrators, Alumni, Employers and Students,
3. Evaluations of Voluntary Academic Support Initiatives, and
4. LSSSE Survey Results and Student Evaluations Have Spurred Efforts to Improve Student Engagement in Law School.

### IV. Use of Results to Improve Student Learning

Student learning outcome assessment is managed within the respective School. There is no joint student assessment for the joint J.D./M.S.L.S in Library and Information Science currently.
# Master’s of Science in Biology and Master’s of Science in Library Science

## I. Program Description

The School of Library and Information Science and the Department of Biology in the School of Arts and Sciences offer a joint-degree program requiring a total of 60 semester hours of graduate credit. Of the total credit hours, between 24 and 30 must be in biology and between 30 and 36 must be in library and information science. The number of credit hours to be taken within each program may not be fewer than 24 in biology or 30 in SLIS. The decision on whether more credits are needed/desirable in either/both programs is made by the student with advice from his/her advisor in SLIS collaborating with a faculty advisor colleague in the Biology department. Together, the student and his/her advisors decide on the appropriate mix based on the student’s academic and career goals. The chosen “mix” is then agreed upon between the two advisors and becomes the student’s degree map.

The purpose of the M.S. Program in Biology is to prepare students for teaching, research, and administrative careers in biological or biomedical sciences. Courses in this program provide a foundation in biochemistry, cell biology, developmental biology, genetics, microbiology, molecular biology, neurobiology, and virology. In addition, presentations and participation in a graduate seminar program prepare students to be effective teachers and communicators. All graduate students accepted in the doctoral program are required to do some teaching during graduate training.

To fulfill thesis requirements, students perform experimental research under the tutelage of the faculty. Fields of research concentration currently include:
- Mechanisms of bacterial (particularly neisserial) pathogenesis
- Cellular changes associate with electromagnetic radiation
- The effect of protein phosphorylation on cell adhesion
- Genetic analysis of multiple drug resistance
- Mechanisms of DNA packaging in bacteriophages and viruses
- Molecular biology of cancer and metastasis
- Cellular basis of tissue regeneration and embryonic development
- Novel genetic engineering approaches for epitope presentation and vaccine development

Standard prerequisites for graduate work in biology include two years of chemistry, two years of biology (including biochemistry and microbiology), one year of physics, and one year of calculus. Students admitted to the department with a deficiency take the required courses during the first year of graduate work. Applicants must include results of the Graduate Record Examination, preferably including an advanced test in one of the biological sciences.

The graduate Biology program at The Catholic University of America is a small, focused, and collegial program that engages in state-of-the-art research in Cell, Microbial, and Molecular Biology. The students will find the faculty highly accessible with a strong commitment to mentor graduate students. The program is comprehensive and offers a variety of choices that fit the needs and goals of virtually every prospective student. Off-campus collaborations with such
renowned organizations as the National Institutes of Health (NIH), Walter Reed Army Institute of Research and Johns Hopkins University provide excellent opportunities for the graduate students to broaden their research horizons.

The School of Library and Information Science (SLIS) provides professional education and supports lifelong learning in the CUA tradition. Characteristic of the education SLIS provides is a strong grounding in the theory and practice of the LIS field, engagement with the rich cultural and human resources of the Washington metropolitan area, and the creative use of information technology. SLIS is committed to applying the principles of library and information science toward the betterment of the individual, communities, and society.

II. Goals for Student Learning

Students who graduate with a Master’s of Science in Library and Information Science:

• Are skilled in organizing, disseminating, managing, preserving information;

• Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;

• Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;

• Are capable of serving information seekers in a global society;

• Appreciate education and service as integral to the role of the information professional in society;

• Interpret and apply research results from library and information science and related fields;

• Articulate the economic, political, cultural, and social importance of the information profession;

• Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

The goals for student learning are tied to each program within the Biology department. Consult the student learning outcomes for each of the programs within the Biology department for the student learning goals depending on the student’s chosen area of study for the master’s degree.

III. Student Assessment Outcomes Measures

12. Admission: The GRE is optional for applicants with an undergraduate GPA of 3.0 or higher. All other applicants must submit GRE scores to be eligible for admission. The minimum GRE score that SLIS deems acceptable is a score of 1000 or better. Students who do not
have any degrees from a US academic must submit TOEFL scores with their other application materials. The TOEFL score that SLIS deems an acceptable minimum score or range is: paper-based: 580; computer-based: 237; Internet-based: 92. On the International English Language Testing System (IELTS) an overall band score of 6.5 or higher is required. SLIS does not accept students on conditional or provisional status; however, it does admit non-degree-seeking students. Applicants are not required to interview. The admissions decision is made by a vote of the three-member SLIS Admission Committee. In the case of a tie, the Dean makes the final decision.

13. Course Work: SLIS requires that current students maintain a GPA of 3.00 or better. The University’s policy states that “a graduate student who incurs two or more failing grades in formal coursework after being admitted to graduate study is subject to academic dismissal.” Further, SLIS’ policy regarding academic performance states: “Students are cautioned that any grade below a full B (3.0) is considered marginal in the School of Library and Information Science, and grades of C are viewed with grave concern. Students receiving two grades of C or a single grade of F will be dismissed from the program. Students receiving low grades should consult with instructors and advisers immediately about ways of improving their academic performance.” The Dean’s office notifies a student’s advisor if s/he receives a grade of “C.” The advisor is expected to meet with the student and develop a formal plan for improving academic performance. In addition, the Dean’s Office has a standard letter that is sent to any student who has a C outlining the School’s policy and recommending that the student meet with his/her advisor to discuss steps to ensure the student’s academic performance improves.

14. Academic Advising: New students are assigned advisors by the Assistant Dean at the point of acceptance into the SLIS program based on the specific expertise of the members of the advisor pool and the stated interests of the applicant. Advisors are encouraged to make initial contact with their new advisees, personally re-welcoming them into the SLIS program, and encouraging them to submit their enrollment deposit to make it possible for the advisor to meet with student. Following the student’s payment of the enrollment deposit to the university, advisors meet with their advisees personally to develop the student’s degree program. The advisor and the student agree on the degree program and further, they remain in contact with their advisees via email, phone, and schedule/unscheduled meetings to determine and, when necessary/appropriate, help the student to refine, update or change his/her academic plan/course of study. Advisors use this plan to encourage their advisees to enroll in particular courses based upon the semester schedules. Students are encouraged to review their academic plan/course of study with their advisor at the beginning of each semester. Advisors send out standard reminders each semester to their advisees and encourage them to set up a meeting to discuss their progress. Advisors track their advisees’ progress through the program and provide guidance, assistance and recommendations as necessary and/or as opportunities occur.

15. Practicum, LSC 906: In LSC 906 the libraries and on-site mentors are chosen from a list of organizations approved by the Practicum Coordinator. Each mentor is given a copy of the student requirements and an activities checklist. After the SLIS student has completed their time at the mentor’s library, the mentor evaluates the student in the following areas: Use of Information and Ideas, Teaching and Learning, Collaboration and Leadership, Program Administration, and an overall evaluation. The mentor uses a scale to evaluate the student’s performance in Practicum of 0=standard not met, 1=standard partially met, 2=standard met
16. Practicum Observation and Reflective Journal: Both the Reflective Journal and the Practicum Coordinator observation ask the student to reflect on his or her performance. In the Reflective Journal, students are asked to evaluate their experience versus their expectations. When the student is formally observed, there is a meeting that takes place after the observation with the student and the Practicum Coordinator. During the meeting, the student is asked the question, “How do you think you did?” The coordinator and the student then discuss any discrepancies in the observation. In addition, the Practicum Coordinator completes a evaluation of the student using a scale of 0=standard not met, 1=standard partially met, and 2=standard met.

17. Review of Practicum Portfolios: After completing a total of 120 hours in an approved library, all LSC 906 students turn in the variety of assignments that compromise their portfolio. The assignments are as follows: a reflective journal of daily activities, an observation by the CUA SLIS Practicum Coordinator, a project that benefits the library, a visit to and write-up of a visit to a third library, a write-up of a professional meeting, and an evaluation by the site supervising librarian. Though the entire course is graded Pass/Fail, where applicable, there are rubrics for these assignments which have a rating scale of 0, 1, or 2 (0=did not meet expectations, 1=met expectations, 2=exceeded expectations).

18. Comprehensive examination: At the end of the program, typically the semester when students complete their coursework, or the following semester, students take the comprehensive examination. The examination is a proctored examination that is held on the CUA campus in fall, spring, and summer semesters. The examination questions are devised by a faculty committee and edited and finalized by the entire SLIS faculty. Members of the faculty rotate the responsibility for developing and editing the examination questions and proctoring the two-day examination. The examination process is managed by the Assistant Dean and the Administrative Assistant for Student Affairs. Students register for the comprehensive examination as they would for a course. The examination is held on the two days set aside on the University’s academic calendar for having comprehensive examinations. The examination is entirely a written examination and there are five questions each day of which a student selects two. The examination is held from 10-1 each day and students who need accommodation may have until 5:00 p.m. each day. The Dean distributes the answers to the questions among the faculty based on faculty expertise and the number of answers each faculty member is responsible for grading. Two faculty grade each question. If there is a decision between the two faculty that the student’s answer does not pass on the first reading, a second round of reading occurs during which the marginal answers are reviewed by the entire faculty and there is a vote after discussion of the answer. The Dean ensures the review and voting process is fair and legal. Students who do not pass the examination have one more opportunity to retake the examination. A failing student must retake the entire examination. Students may take the examination twice. If the student fails the second time, the student does not receive the degree.

19. Course evaluations: Every SLIS course is evaluated each semester. If the course is offered online, the evaluation is done online. If the course is offered in a classroom, the evaluation is done on paper during the time frame specified by the University for distributing the course evaluation. Each faculty member designates a student to be responsible for collecting the evaluations and submitting them for analysis by the Director of Outcomes Assessment. The faculty member excuses him/herself during the evaluation process.
20. **Student self-evaluations:** Students conduct self evaluations when they complete either LSC 906: Practicum or LSC 908: School Library Media Practicum. The specifics of the review process for LSC 908 are detailed in the section of this report that covers the School Library Media track.

21. **SLIS Student Surveys:** The M.S.L.S. program conducts a survey of current students every three years to gather their feedback on program strengths and areas in need of improvement. The survey also affords students an opportunity to express their opinions on other issues related to the evaluation process they might wish to address. This survey examines the extent to which students perceive they have mastered the program’s objectives. The SLIS Faculty Evaluation Committee analyzes the results and forwards them to the Curriculum Committee for tracking, trend analysis, and action.

22. **Alumni surveys:** The M.S.L.S. program conducts a survey of program alumni every three years that in part repeats the questions asked in the student survey to promote comparison trending. It asks alumni about their satisfaction with the program and their mastery of its student learning outcomes, their employment status, the level of preparedness they had achieved for their first position post-master’s, and the quality of the education they received while studying at SLIS.

**IV. Use of Results to Improve Student Learning**

Student learning outcome assessment is managed within the respective School. There is no joint student assessment for the joint M.S./M.S.L.S in Library and Information Science currently.
I. Program Description

The School of Library and Information Science and the Benjamin T. Rome School of Music offer a joint-degree program in music librarianship in which students take 30 semester hours of graduate credit in library and information science and 24 hours in the graduate program in musicology.

The Benjamin T. Rome School of Music at The Catholic University of America offers a Master of Arts in Musicology that in 30 credit hours combines a core study of period courses in music history with advanced, research-based seminars. M.A. students are also required to fulfill a foreign language requirement in either French or German, pass comprehensive examinations built around courses in their program of study and complete a thesis demonstrating independent research as well as excellent writing and organizational skills. This program offers students the opportunity to gain an in-depth understanding of all periods of music history and develop the skills to conduct scholarly research and present it in well-organized written and oral presentations. A number of M.A. students also elect to continue intensive performance studies in voice or an instrument of their choosing and participate in various musical ensembles.

There are six required classes in the MA program. Each student must complete Research Methodology MUS 731, which includes an overview of various kinds of scholarship in musicology, ethnomusicology, music theory, and some related disciplines. Students examine the basic tools of research, both print and online sources, and each completes an extensive independent project, analyzing the secondary literature in a topic of his/her choosing. The course also emphasizes organization and writing. Students must complete two "period courses", 500-level classes (e.g., MUS 558, Twentieth-Century Music) that each focuses on a different epoch in music history. These courses emphasize knowledge of important composers and works and also require that students undertake their own research projects. Also requisite are two Seminars (MUS 720) in which topics rotate based on the research interests of the faculty. The classes are built around research; they require students to engage with original source materials (manuscripts or documents) or perform intensive analytical research in the music featured in class. Each student must complete one of the two Analytical Techniques classes offered by the Theory area. In all their advanced classes, M.A. students gain appropriate research and presentation skills through assignments that examine music in a historical or analytical context or as part of a repertory associated with a specific performance medium.

The research orientation of course work prepares M.A. students for the thesis, a significant scholarly project completed under the direction of one of the members of the Music History faculty. Thesis topics typically develop from the student's course work; indeed, they might grow out of a particular assignment or paper. Students give oral presentations of their theses. They must also pass M.A. comprehensive examinations.

The School of Music offers internship opportunities with a number of area arts organizations and libraries, such as the Library of Congress, Music Division; The Folger Library; and Washington...
National Opera. The faculty encourages involvement in such projects in each student’s program of study.

The skills that majors develop in this program prepare them for a wide array of post-graduation options, including Ph.D. study in musicology, music theory, or other disciplines of music, or advanced study in a number of other fields in the humanities or professions, such as library and information science or law. In recent years, all of the graduates from this program have gone on to Ph.D. studies in musicology either at CUA or other top-ranked universities. Earlier students from this program have also gone on to diverse careers in the arts, as well as in Church service and business.

The School of Library and Information Science (SLIS) provides professional education and supports lifelong learning in the CUA tradition. Characteristic of the education SLIS provides is a strong grounding in the theory and practice of the LIS field, engagement with the rich cultural and human resources of the Washington metropolitan area, and the creative use of information technology. SLIS is committed to applying the principles of library and information science toward the betterment of the individual, communities, and society.

The faculty members of the department of musicology and the School of Library and Information Science have developed a specialized degree program for every student pursuing a joint degree in library science and musicology. All students interested in the joint degree must meet the admission requirements of each department separately and students interested in acceptance in the Benjamin T. Rome School of Music must meet the specialized music admission requirement also. Students pursuing the joint degree are expected to complete the four, core courses offered in SLIS:

1. LSC 551: Organization of Information (3)
2. LSC 553: Information Sources & Services (3)
3. LSC 555: Information Systems in Libraries & Information Centers (3) and,
4. LSC 557: Libraries & Information in Society (3)

Once the four, core courses are completed, there are specialized courses within the SLIS curriculum for students in the joint program in music librarianship, they are:

LSC_831 Music Bibliography (3)
LSC_833 Music Librarianship (3)
LSC 906: Practicum (in an information organization specializing in music librarianship) (3)

Once the required music librarianship courses and Practicum are complete, students pursuing the specialization in music librarianship take three Library Science elective courses after consultation with his/her advisor in the Department of Musicology and SLIS.

In addition to the courses taken in the SLIS program, students seeking the joint degree are expected to complete 24 credit hours in musicology. There are six required classes in the MA program. Each student must complete Research Methodology MUS 731, which includes an overview of various kinds of scholarship in musicology, ethnomusicology, music theory, and
Some related disciplines. Once the joint degree student completes the required 18 credits, s/he is expected to complete two "period courses", 500-level classes (e.g., MUS 558, Twentieth-Century Music). The students are also expected to complete at least one of the research seminars required for the master's level student seeking the degree in musicology.

Each student pursuing the musicology degree must

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<th>II. Goals for Student Learning</th>
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Students who graduate with a Master of Arts in Musicology will:

1. Demonstrate mastery of the fundamental body of knowledge of music history and important composers, trends or "schools", and musical works; students must demonstrate knowledge of the important musical works in a variety of style periods.
2. Conduct independent research on music with broad knowledge of the standard academic and musicological/musical theoretical tools;
3. Communicate effectively in written and oral forms and demonstrate the ability to discuss music in a professional manner;
4. Demonstrate an understanding of the expectations of musicology as a research discipline, and
5. Demonstrate a reading knowledge of French or German.

and,

Students who graduate with a Master’s of Science in Library and Information Science will:

1. Demonstrate skill in organizing, disseminating, managing, preserving information;
2. Display skill in the use of information technologies and articulate the role of information technology in facilitating information management;
3. Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;
4. Demonstrate capability in serving information seekers in a global society;
5. Display appreciation for education and service as integral to the role of the information professional in society;
6. Display the ability to interpret and apply research results from library and information science and related fields;
7. Articulate the economic, political, cultural, and social importance of the information profession;
8. Display dedication to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

III. Student Assessment Outcomes Measures

For Musicology:

1. **For Admission**, students must completed an undergraduate degree in music with a significant study of music history and theory or have completed courses to demonstrate this level of study. Students must demonstrate competence in writing as evidenced by writing samples.

2. **Course work**: Individual professors of all of the classes described above evaluate each M.A. student. These evaluations focus on a student’s synthesis of the appropriate required knowledge in music history and effective written and verbal communication. Faculty members inform each student of his/her progress in the program, primarily through written comments and grades on exams and assignments but also frequently in individual face-to-face consultations.

3. **Advising**: Professors of individual courses also communicate any concerns they might have about a student’s performance to his/her academic adviser, who meets frequently with the student and closely monitors his/her progress in the program.

4. **Course evaluations**: Each student completes course evaluations for every class.

5. **Language requirement**: To fulfill the foreign language requirement, each student either successfully completes an advanced reading course in French or German or passes a language examination given by the appropriate department at CUA.

6. **Comprehensive Examinations**: Each student must pass M.A. comprehensive examinations, which are built around his/her choice of four classes undertaken in the program with advice from faculty. Three faculty members develop broad essay questions related to these four courses. The MA exams cover one four-hour test period.

For SLIS:

7. **Admission**: The GRE is optional for applicants with an undergraduate GPA of 3.0 or higher. All other applicants must submit GRE scores to be eligible for admission. The minimum GRE score that SLIS deems acceptable is a score of 1000 or better. Students who do not have any degrees from a US academic must submit TOEFL scores with their other application materials. The TOEFL score that SLIS deems an acceptable minimum score or range is: paper-based: 580; computer-based: 237; Internet-based: 92. On the International English Language Testing System (IELTS) an overall band score of 6.5 or higher is required. SLIS does not accept students on conditional or provisional status; however, it does admit non-degree-seeking students. Applicants are not required to interview. The admissions decision is made by a vote of the three-member SLIS Admission Committee. In the case of a tie, the Dean makes the final decision.

8. **Course Work**: SLIS requires that current students maintain a GPA of 3.00 or better. The University’s policy states that “a graduate student who incurs two or more failing grades in formal coursework after being admitted to graduate study is subject to academic dismissal.” Further, SLIS’ policy regarding academic performance states: “Students are cautioned that
any grade below a full B (3.0) is considered marginal in the School of Library and Information Science, and grades of C are viewed with grave concern. Students receiving two grades of C or a single grade of F will be dismissed from the program. Students receiving low grades should consult with instructors and advisers immediately about ways of improving their academic performance. The Dean’s office notifies a student’s advisor if s/he receives a grade of “C.” The advisor is expected to meet with the student and develop a formal plan for improving academic performance. In addition, the Dean’s Office has a standard letter that is sent to any student who has a C outlining the School’s policy and recommending that the student meet with his/her advisor to discuss steps to ensure the student’s academic performance improves.

9. Academic Advising: New students are assigned advisors by the Assistant Dean at the point of acceptance into the SLIS program based on the specific expertise of the members of the advisor pool and the stated interests of the applicant. Advisors are encouraged to make initial contact with their new advisees, personally re-welcoming them into the SLIS program, and encouraging them to submit their enrollment deposit to make it possible for the advisor to meet with student. Following the student’s payment of the enrollment deposit to the university, advisors meet with their advisees personally to develop the student’s degree program. The advisor and the student agree on the degree program and further, they remain in contact with their advisees via email, phone, and schedule/unscheduled meetings to determine and, when necessary/appropriate, help the student to refine, update or change his/her academic plan/course of study. Advisors use this plan to encourage their advisees to enroll in particular courses based upon the semester schedules. Students are encouraged to review their academic plan/course of study with their advisor at the beginning of each semester. Advisors send out standard reminders each semester to their advisees and encourage them to set up a meeting to discuss their progress. Advisors track their advisees’ progress through the program and provide guidance, assistance and recommendations as necessary and/or as opportunities occur.

10. Practicum, LSC 906: In LSC 906 the libraries and on-site mentors are chosen from a list of organizations approved by the Practicum Coordinator. Each mentor is given a copy of the student requirements and an activities checklist. After the SLIS student has completed their time at the mentor’s library, the mentor evaluates the student in the following areas: Use of Information and Ideas, Teaching and Learning, Collaboration and Leadership, Program Administration, and an overall evaluation. The mentor uses a scale to evaluate the student’s performance in Practicum of 0=standard not met, 1=standard partially met, 2=standard met and N=no opportunity to observe.

11. Practicum Observation and Reflective Journal: Both the Reflective Journal and the Practicum Coordinator observation ask the student to reflect on his or her performance. In the Reflective Journal, students are asked to evaluate their experience versus their expectations. When the student is formally observed, there is a meeting that takes place after the observation with the student and the Practicum Coordinator. During the meeting, the student is asked the question, “How do you think you did?” The coordinator and the student then discuss any discrepancies in the observation. In addition, the Practicum Coordinator completes a evaluation of the student using a scale of 0=standard not met, 1=standard partially met, and 2=standard met.

12. Review of Practicum Portfolios: After completing a total of 120 hours in an approved library, all LSC 906 students turn in the variety of assignments that compromise their
portfolio. The assignments are as follows: a reflective journal of daily activities, an observation by the CUA SLIS Practicum Coordinator, a project that benefits the library, a visit to and write-up of a visit to a third library, a write-up of a professional meeting, and an evaluation by the site supervising librarian. Though the entire course is graded Pass/Fail, where applicable, there are rubrics for these assignments which have a rating scale of 0, 1, or 2 (0=did not meet expectations, 1=met expectations, 2=exceeded expectations).

13. **Comprehensive examination:** At the end of the program, typically the semester when students complete their coursework, or the following semester, students take the comprehensive examination. The examination is a proctored examination that is held on the CUA campus in fall, spring, and summer semesters. The examination questions are devised by a faculty committee and edited and finalized by the entire SLIS faculty. Members of the faculty rotate the responsibility for developing and editing the examination questions and proctoring the two-day examination. The examination process is managed by the Assistant Dean and the Administrative Assistant for Student Affairs. Students register for the comprehensive examination as they would for a course. The examination is held on the two days set aside on the University’s academic calendar for having comprehensive examinations. The examination is entirely a written examination and there are five questions each day of which a student selects two. The examination is held from 10-1 each day and students who need accommodation may have until 5:00 p.m. each day. The Dean distributes the answers to the questions among the faculty based on faculty expertise and the number of answers each faculty member is responsible for grading. Two faculty grade each question. If there is a decision between the two faculty that the student’s answer does not pass on the first reading, a second round of reading occurs during which the marginal answers are reviewed by the entire faculty and there is a vote after discussion of the answer. The Dean ensures the review and voting process is fair and legal. Students who do not pass the examination have one more opportunity to retake the examination. A failing student must retake the entire examination. Students may take the examination twice. If the student fails the second time, the student does not receive the degree.

14. **Course evaluations:** Every SLIS course is evaluated each semester. If the course is offered online, the evaluation is done online. If the course is offered in a classroom, the evaluation is done on paper during the time frame specified by the University for distributing the course evaluation. Each faculty member designates a student to be responsible for collecting the evaluations and submitting them for analysis by the Director of Outcomes Assessment. The faculty member excuses him/herself during the evaluation process.

15. **Student self-evaluations:** Students conduct self evaluations when they complete either LSC 906: Practicum or LSC 908: School Library Media Practicum. The specifics of the review process for LSC 908 are detailed in the section of this report that covers the School Library Media track.

16. **SLIS Student Surveys:** The M.S.L.S. program conducts a survey of current students every three years to gather their feedback on program strengths and areas in need of improvement. The survey also affords students an opportunity to express their opinions on other issues related to the evaluation process they might wish to address. This survey examines the extent to which students perceive they have mastered the program’s objectives. The SLIS Faculty Evaluation Committee analyzes the results and forwards them to the Curriculum Committee for tracking, trend analysis, and action.

17. **Alumni surveys:** The M.S.L.S. program conducts a survey of program alumni every three
years that in part repeats the questions asked in the student survey to promote comparison trending. It asks alumni about their satisfaction with the program and their mastery of its student learning outcomes, their employment status, the level of preparedness they had achieved for their first position post-master’s, and the quality of the education they received while studying at SLIS.

IV. Use of Results to Improve Student Learning

Student learning outcome assessment is managed within the respective School. There is no joint student assessment for the joint M.A in Musicology./M.S.L.S in Library and Information Science currently.
Master’s of Arts in Religious Studies and Master’s of Science in Library Science

I. Program Description

The School of Library and Information Science and the School of Religious Studies offer a joint degree requiring a total of 51 graduate semester hours, 27 in library and information science and 24 in religious studies. Two specializations are available: Religious Studies and Archival Management, and Librarianship and Religious Studies.

The School of Library and Information Science (SLIS) provides professional education and supports lifelong learning in the CUA tradition. Characteristic of the education SLIS provides is a strong grounding in the theory and practice of the LIS field, engagement with the rich cultural and human resources of the Washington metropolitan area, and the creative use of information technology. SLIS is committed to applying the principles of library and information science toward the betterment of the individual, communities, and society.

The School of Theology and Religious Studies is one of the largest theological faculties in the United States and sustains a correspondingly large number of graduate programs, including ecclesiastical, civil and pastoral degrees in theology and religious studies as well as further certificate or collaborative degree programs. The School is able to offer ecclesiastical degrees—graduate degrees in theology recognized as having canonical effects—in virtue of its status as a pontifical faculty accredited by the Holy See. Of these degrees—S.T.B., S.T.L., and S.T.D.—the latter two are offered with specializations in the fields of biblical theology, liturgical studies/sacramental theology, moral theology, historical theology, and systematic theology. The School offers the civil degrees of M.A. and Ph.D. in the fields of biblical studies, church history, historical theology, liturgical studies/sacramental theology, moral theology/ethics, religious education/catechetics, religion and culture, spirituality, and systematic theology. It has developed pastoral degrees in the fields of religious education/catechetics (M.R.E.), Catholic theology and Hispanic ministry (M.Div.), and adult spiritual formation, liturgical studies/sacramental theology, and pastoral care and counseling (D.Min.). Certificates are offered in the fields of Hispanic pastoral leadership and pastoral studies. Collaborative degrees available in STRS include an M.A. in Catholic educational leadership administered in conjunction with the Department of Education in the School of Arts and Sciences; an M.A. in the history of religions (especially Hinduism) offered in conjunction with the Washington Consortium of Universities; and an M.A./M.S.L.S. is provided jointly with the School of Library and Information Science. The School is accredited by the Association of Theological Schools (A.T.S.) and recently underwent a reaccreditation process with that body.

STRS M.A. programs generally require 30 credit hours of coursework, as a rule at the 600 level and above. Six of these hours must be devoted to satisfying a research requirement in the form of either (1) two article-length seminar papers that aspire to be of publishable quality or (2) a master’s thesis. Master’s students must also participate in several pro-seminar workshops introducing them to academic writing style and research methodologies. All programs require at least one research language and administer comprehensive exams.
The M.A./M.S. in L.S., with specializations in either Religious Studies and Archival Management or General Librarianship and Religious Studies, requires 27 or 24 credits in Theology and Religious Studies respectively, with the distribution of credits roughly conforming to the requirements of the academic area within STRS in which the student is accepted.

| II. Goals for Student Learning |

Students who graduate with a Master of Arts in Theology and Religious Studies will:

1. Have a foundation of knowledge and an acquaintance with basic methodological issues in their area of specialization;

2. Have attained a degree of critical literacy in their field, including the ability to exercise sound judgments involving analysis, comparison and/or criticism; and to draw appropriate and accurate conclusions;

3. Have developed understanding of and insight into the complexities of the dialogue between theology and religious studies; and

4. Be prepared to continue on to doctoral work in their area of specialization.

In addition, students who graduate with a Master’s of Science in Library and Information Science with have the additional learning goals:

- Are skilled in organizing, disseminating, managing, preserving information;

- Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;

- Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;

- Are capable of serving information seekers in a global society;

- Appreciate education and service as integral to the role of the information professional in society;

- Interpret and apply research results from library and information science and related fields;

- Articulate the economic, political, cultural, and social importance of the information profession;
• Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

III. Student Assessment Outcomes Measures

18. Admission: The GRE is optional for applicants with an undergraduate GPA of 3.0 or higher. All other applicants must submit GRE scores to be eligible for admission. The minimum GRE score that SLIS deems acceptable is a score of 1000 or better. Students who do not have any degrees from a US academic must submit TOEFL scores with their other application materials. The TOEFL score that SLIS deems an acceptable minimum score or range is: paper-based: 580; computer-based: 237; Internet-based: 92. On the International English Language Testing System (IELTS) an overall band score of 6.5 or higher is required. SLIS does not accept students on conditional or provisional status; however, it does admit non-degree-seeking students. Applicants are not required to interview. The admissions decision is made by a vote of the three-member SLIS Admission Committee. In the case of a tie, the Dean makes the final decision.

19. Course Work: SLIS requires that current students maintain a GPA of 3.00 or better. The University’s policy states that “a graduate student who incurs two or more failing grades in formal coursework after being admitted to graduate study is subject to academic dismissal.” Further, SLIS’ policy regarding academic performance states: “Students are cautioned that any grade below a full B (3.0) is considered marginal in the School of Library and Information Science, and grades of C are viewed with grave concern. Students receiving two grades of C or a single grade of F will be dismissed from the program. Students receiving low grades should consult with instructors and advisers immediately about ways of improving their academic performance.” The Dean’s office notifies a student’s advisor if s/he receives a grade of “C.” The advisor is expected to meet with the student and develop a formal plan for improving academic performance. In addition, the Dean’s Office has a standard letter that is sent to any student who has a C outlining the School’s policy and recommending that the student meet with his/her advisor to discuss steps to ensure the student’s academic performance improves.

20. Academic Advising: New students are assigned advisors by the Assistant Dean at the point of acceptance into the SLIS program based on the specific expertise of the members of the advisor pool and the stated interests of the applicant. Advisors are encouraged to make initial contact with their new advisees, personally re-welcoming them into the SLIS program, and encouraging them to submit their enrollment deposit to make it possible for the advisor to meet with student. Following the student’s payment of the enrollment deposit to the university, advisors meet with their advisees personally to develop the student’s degree program. The advisor and the student agree on the degree program and further, they remain in contact with their advisees via email, phone, and schedule/unscheduled meetings to determine and, when necessary/appropriate, help the student to refine, update or change his/her academic plan/course of study. Advisors use this plan to encourage their advisees to enroll in particular courses based upon the semester schedules. Students are encouraged to review their academic plan/course of study with their advisor at the beginning of each semester. Advisors send out standard reminders each semester to their advisees and encourage them to set up a meeting to discuss their progress. Advisors track their advisees’
progress through the program and provide guidance, assistance and recommendations as necessary and/or as opportunities occur.

21. **Practicum, LSC 906:** In LSC 906 the libraries and on-site mentors are chosen from a list of organizations approved by the Practicum Coordinator. Each mentor is given a copy of the student requirements and an activities checklist. After the SLIS student has completed their time at the mentor’s library, the mentor evaluates the student in the following areas: Use of Information and Ideas, Teaching and Learning, Collaboration and Leadership, Program Administration, and an overall evaluation. The mentor uses a scale to evaluate the student’s performance in Practicum of 0=standard not met, 1=standard partially met, 2=standard met and N=no opportunity to observe.

22. **Practicum Observation and Reflective Journal:** Both the Reflective Journal and the Practicum Coordinator observation ask the student to reflect on his or her performance. In the Reflective Journal, students are asked to evaluate their experience versus their expectations. When the student is formally observed, there is a meeting that takes place after the observation with the student and the Practicum Coordinator. During the meeting, the student is asked the question, “How do you think you did?” The coordinator and the student then discuss any discrepancies in the observation. In addition, the Practicum Coordinator completes a evaluation of the student using a scale of 0=standard not met, 1=standard partially met, and 2=standard met.

23. **Review of Practicum Portfolios:** After completing a total of 120 hours in an approved library, all LSC 906 students turn in the variety of assignments that compromise their portfolio. The assignments are as follows: a reflective journal of daily activities, an observation by the CUA SLIS Practicum Coordinator, a project that benefits the library, a visit to and write-up of a visit to a third library, a write-up of a professional meeting, and an evaluation by the site supervising librarian. Though the entire course is graded Pass/Fail, where applicable, there are rubrics for these assignments which have a rating scale of 0,1, or 2 (0=did not meet expectations, 1=met expectations, 2=exceeded expectations).

24. **Comprehensive examination:** At the end of the program, typically the semester when students complete their coursework, or the following semester, students take the comprehensive examination. The examination is a proctored examination that is held on the CUA campus in fall, spring, and summer semesters. The examination questions are devised by a faculty committee and edited and finalized by the entire SLIS faculty. Members of the faculty rotate the responsibility for developing and editing the examination questions and proctoring the two-day examination. The examination process is managed by the Assistant Dean and the Administrative Assistant for Student Affairs. Students register for the comprehensive examination as they would for a course. The examination is held on the two days set aside on the University’s academic calendar for having comprehensive examinations. The examination is entirely a written examination and there are five questions each day of which a student selects two. The examination is held from 10-1 each day and students who need accommodation may have until 5:00 p.m. each day. The Dean distributes the answers to the questions among the faculty based on faculty expertise and the number of answers each faculty member is responsible for grading. Two faculty grade each question. If there is a decision between the two faculty that the student’s answer does not pass on the first reading, a second round of reading occurs during which the marginal answers are reviewed by the entire faculty and there is a vote after discussion of the answer. The Dean ensures the review and voting process is fair and legal. Students who do not pass the examination have
one more opportunity to retake the examination. A failing student must retake the entire examination. Students may take the examination twice. If the student fails the second time, the student does not receive the degree.

25. **Course evaluations:** Every SLIS course is evaluated each semester. If the course is offered online, the evaluation is done online. If the course is offered in a classroom, the evaluation is done on paper during the time frame specified by the University for distributing the course evaluation. Each faculty member designates a student to be responsible for collecting the evaluations and submitting them for analysis by the Director of Outcomes Assessment. The faculty member excuses him/herself during the evaluation process.

26. **Student self-evaluations:** Students conduct self evaluations when they complete either LSC 906: Practicum or LSC 908: School Library Media Practicum. The specifics of the review process for LSC 908 are detailed in the section of this report that covers the School Library Media track.

27. **SLIS Student Surveys:** The M.S.L.S. program conducts a survey of current students every three years to gather their feedback on program strengths and areas in need of improvement. The survey also affords students an opportunity to express their opinions on other issues related to the evaluation process they might wish to address. This survey examines the extent to which students perceive they have mastered the program’s objectives. The SLIS Faculty Evaluation Committee analyzes the results and forwards them to the Curriculum Committee for tracking, trend analysis, and action.

28. **Alumni surveys:** The M.S.L.S. program conducts a survey of program alumni every three years that in part repeats the questions asked in the student survey to promote comparison trending. It asks alumni about their satisfaction with the program and their mastery of its student learning outcomes, their employment status, the level of preparedness they had achieved for their first position post-master’s, and the quality of the education they received while studying at SLIS.

For the Master’s of Arts in Theology and Religious Studies students must:

1. Maintain a G.P.A. of 3.0 in order to remain in good standing, and a G.P.A. of 3.3 in order to qualify for advancement to the doctoral level.
2. Submit in the course of their coursework two term papers in fulfillment of the research requirement. Such papers must be 25-35 pages long and aspire to be of publishable quality.
3. Demonstrate competency in a foreign language.
4. Academic area directors generally maintain tracking sheets to oversee student progress toward the degree.
5. Take an M.A. comprehensive exams normally in the final semester of coursework and once they have completed all language requirements. The exams are administered in two parts on separate days; the structure of the exams is fixed by the academic area.

| IV. Use of Results to Improve Student Learning |

Student learning outcome assessment is managed within the respective School. There is no joint student assessment for the joint M.A in Theology and Religious Studies./M.S.L.S in Library and Information Science currently.
Master’s in English and Master’s of Science in Library Science

I. Program Description

The School of Library and Information Science and the Department of English in the School of Arts and Sciences offer a joint-degree program that enables students to have careers as editors in publishing, humanities librarians, or antiquarian booksellers. The program requires 54 semester hours, 30 hours in library science and 24 in English.

The School of Library and Information Science (SLIS) provides professional education and supports lifelong learning in the CUA tradition. Characteristic of the education SLIS provides is a strong grounding in the theory and practice of the LIS field, engagement with the rich cultural and human resources of the Washington metropolitan area, and the creative use of information technology. SLIS is committed to applying the principles of library and information science toward the betterment of the individual, communities, and society.

The Department of English of the Catholic University of America offers the Master of Arts degree in English and American Literature. The faculty specializes in literary history and aesthetics and has designed programs to reflect these emphases. The Department’s trademark is an unapologetic emphasis on literature: teaching its history and searching its aesthetic depths. At the same time, the Department engages theoretical issues, both those now being debated and those that have exercised readers and critics since the Greeks. Educated at leading universities in this country and abroad, the faculty is prepared to offer work in all major historical periods of British and American literature.

The Master of Arts in English and American Literature degree requires 30 hours of course work, including two research seminars, and a comprehensive examination. By petition to the department, in rare cases a student may substitute a M.A. thesis for the research seminars. Students in the M.A. program must take required courses in Linguistics (ENG 625), Literary Theory, Bibliography and Methods (ENG 721) and Modern Critical Movements (CLIT 702), each during the first semester of their graduate study in which the course is offered. Students must also demonstrate a reading knowledge of one foreign language and pass a written comprehensive examination after completing their course work to earn the degree. Students who receive two grades of C+ or below are subject to dismissal.

II. Goals for Student Learning

Students who graduate with a Master of Arts in English will:

1. Demonstrate depth and breadth of advanced knowledge of the major historical periods in British and American literature;
2. Identify the aesthetic continuities and differences among the periods;
3. Demonstrate depth and breadth of advanced knowledge of the history of literary criticism;
4. Exhibit mastery of knowledge and skills in recent approaches to the study of literature, and
5. Demonstrate reading knowledge of one foreign language.
   In addition, students who graduate with a Master’s of Science in Library and Information Science:

   • Are skilled in organizing, disseminating, managing, preserving information;

   • Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;

   • Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;

   • Are capable of serving information seekers in a global society;

   • Appreciate education and service as integral to the role of the information professional in society;

   • Interpret and apply research results from library and information science and related fields;

   • Articulate the economic, political, cultural, and social importance of the information profession;

   • Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

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### III. Student Assessment Outcomes Measures

29. **Admission:** The GRE is optional for applicants with an undergraduate GPA of 3.0 or higher. All other applicants must submit GRE scores to be eligible for admission. The minimum GRE score that SLIS deems acceptable is a score of 1000 or better. Students who do not have any degrees from a US academic must submit TOEFL scores with their other application materials. The TOEFL score that SLIS deems an acceptable minimum score or range is: paper-based: 580; computer-based: 237; Internet-based: 92. On the International English Language Testing System (IELTS) an overall band score of 6.5 or higher is required. SLIS does not accept students on conditional or provisional status; however, it does admit non-degree-seeking students. Applicants are not required to interview. The admissions decision is made by a vote of the three-member SLIS Admission Committee. In the case of a tie, the Dean makes the final decision.

30. **Course Work:** SLIS requires that current students maintain a GPA of 3.00 or better. The University’s policy states that “a graduate student who incurs two or more failing grades in formal coursework after being admitted to graduate study is subject to academic dismissal.” Further, SLIS’ policy regarding academic performance states: “Students are cautioned that any grade below a full B (3.0) is considered marginal in the School of Library and Information Science.”
Information Science, and grades of C are viewed with grave concern. Students receiving two grades of C or a single grade of F will be dismissed from the program. Students receiving low grades should consult with instructors and advisers immediately about ways of improving their academic performance.” The Dean’s office notifies a student’s advisor if s/he receives a grade of “C.” The advisor is expected to meet with the student and develop a formal plan for improving academic performance. In addition, the Dean’s Office has a standard letter that is sent to any student who has a C outlining the School’s policy and recommending that the student meet with his/her advisor to discuss steps to ensure the student’s academic performance improves.

31. **Academic Advising:** New students are assigned advisors by the Assistant Dean at the point of acceptance into the SLIS program based on the specific expertise of the members of the advisor pool and the stated interests of the applicant. Advisors are encouraged to make initial contact with their new advisees, personally re-welcoming them into the SLIS program, and encouraging them to submit their enrollment deposit to make it possible for the advisor to meet with student. Following the student’s payment of the enrollment deposit to the university, advisors meet with their advisees personally to develop the student’s degree program. The advisor and the student agree on the degree program and further, they remain in contact with their advisees via email, phone, and schedule/unscheduled meetings to determine and, when necessary/appropriate, help the student to refine, update or change his/her academic plan/course of study. Advisors use this plan to encourage their advisees to enroll in particular courses based upon the semester schedules. Students are encouraged to review their academic plan/course of study with their advisor at the beginning of each semester. Advisors send out standard reminders each semester to their advisees and encourage them to set up a meeting to discuss their progress. Advisors track their advisees’ progress through the program and provide guidance, assistance and recommendations as necessary and/or as opportunities occur.

32. **Practicum, LSC 906:** In LSC 906 the libraries and on-site mentors are chosen from a list of organizations approved by the Practicum Coordinator. Each mentor is given a copy of the student requirements and an activities checklist. After the SLIS student has completed their time at the mentor’s library, the mentor evaluates the student in the following areas: Use of Information and Ideas, Teaching and Learning, Collaboration and Leadership, Program Administration, and an overall evaluation. The mentor uses a scale to evaluate the student’s performance in Practicum of 0=standard not met, 1=standard partially met, 2=standard met and N=no opportunity to observe.

33. **Practicum Observation and Reflective Journal:** Both the Reflective Journal and the Practicum Coordinator observation ask the student to reflect on his or her performance. In the Reflective Journal, students are asked to evaluate their experience versus their expectations. When the student is formally observed, there is a meeting that takes place after the observation with the student and the Practicum Coordinator. During the meeting, the student is asked the question,” How do you think you did?” The coordinator and the student then discuss any discrepancies in the observation. In addition, the Practicum Coordinator completes a evaluation of the student using a scale of 0=standard not met, 1=standard partially met, and 2=standard met.

34. **Review of Practicum Portfolios:** After completing a total of 120 hours in an approved library, all LSC 906 students turn in the variety of assignments that compromise their portfolio. The assignments are as follows: a reflective journal of daily activities, an
observation by the CUA SLIS Practicum Coordinator, a project that benefits the library, a visit to and write-up of a visit to a third library, a write-up of a professional meeting, and an evaluation by the site supervising librarian. Though the entire course is graded Pass/Fail, where applicable, there are rubrics for these assignments which have a rating scale of 0, 1, or 2 (0=did not meet expectations, 1=met expectations, 2=exceeded expectations).

35. **Comprehensive examination:** At the end of the program, typically the semester when students complete their coursework, or the following semester, students take the comprehensive examination. The examination is a proctored examination that is held on the CUA campus in fall, spring, and summer semesters. The examination questions are devised by a faculty committee and edited and finalized by the entire SLIS faculty. Members of the faculty rotate the responsibility for developing and editing the examination questions and proctoring the two-day examination. The examination process is managed by the Assistant Dean and the Administrative Assistant for Student Affairs. Students register for the comprehensive examination as they would for a course. The examination is held on the two days set aside on the University’s academic calendar for having comprehensive examinations. The examination is entirely a written examination and there are five questions each day of which a student selects two. The examination is held from 10-1 each day and students who need accommodation may have until 5:00 p.m. each day. The Dean distributes the answers to the questions among the faculty based on faculty expertise and the number of answers each faculty member is responsible for grading. Two faculty grade each question. If there is a decision between the two faculty that the student’s answer does not pass on the first reading, a second round of reading occurs during which the marginal answers are reviewed by the entire faculty and there is a vote after discussion of the answer. The Dean ensures the review and voting process is fair and legal. Students who do not pass the examination have one more opportunity to retake the examination. A failing student must retake the entire examination. Students may take the examination twice. If the student fails the second time, the student does not receive the degree.

36. **Course evaluations:** Every SLIS course is evaluated each semester. If the course is offered online, the evaluation is done online. If the course is offered in a classroom, the evaluation is done on paper during the time frame specified by the University for distributing the course evaluation. Each faculty member designates a student to be responsible for collecting the evaluations and submitting them for analysis by the Director of Outcomes Assessment. The faculty member excuses him/herself during the evaluation process.

37. **Student self-evaluations:** Students conduct self evaluations when they complete either LSC 906: Practicum or LSC 908: School Library Media Practicum. The specifics of the review process for LSC 908 are detailed in the section of this report that covers the School Library Media track.

38. **SLIS Student Surveys:** The M.S.L.S. program conducts a survey of current students every three years to gather their feedback on program strengths and areas in need of improvement. The survey also affords students an opportunity to express their opinions on other issues related to the evaluation process they might wish to address. This survey examines the extent to which students perceive they have mastered the program’s objectives. The SLIS Faculty Evaluation Committee analyzes the results and forwards them to the Curriculum Committee for tracking, trend analysis, and action.

39. **Alumni surveys:** The M.S.L.S. program conducts a survey of program alumni every three years that in part repeats the questions asked in the student survey to promote comparison
trending. It asks alumni about their satisfaction with the program and their mastery of its student learning outcomes, their employment status, the level of preparedness they had achieved for their first position post-master’s, and the quality of the education they received while studying at SLIS.

For the Master’s of Arts in English:

1. Admission to the M.A. program.
2. Students must successfully complete courses in various literary periods.
3. Students must successfully complete two research seminars, which each include writing one article-length seminar paper that evidences original research.
4. Students must successfully complete courses in literary theory and research methods.
5. After completing their coursework, students must pass a comprehensive examination that focuses on literary history, aesthetics, and criticism, which several faculty members grade.
6. Student evaluations.
7. Program reviews.
8. Yearly review with the Director of Graduate Studies to track student progress.

### IV. Use of Results to Improve Student Learning

Student learning outcome assessment is managed within the respective School. There is no joint student assessment for the joint M.A in English/M.S.L.S in Library and Information Science.
The School of Library and Information Science (SLIS) was founded at The Catholic University of America (CUA) in 1939 as the Department of Library Science within the School of Arts and Sciences. In 1974, the term “information science” was incorporated into the program name in recognition of the increasing importance of its role. On January 1, 1981, the University elevated the program to school status. The School has held accreditation from the American Library Association (ALA) continuously since 1948. ALA accreditation means that SLIS undergoes a comprehensive professional review every seven years.

The school library media track is embedded into the standard master’s level curriculum within the master’s of science in library science offered by SLIS. The course sequence is based on the same four, core courses SLIS requires of all incoming students. The degree is complete when student’s complete the required 36 credit hours.

I. Program Description

Students take a total of 36 semester hours of graduate credit to earn the master’s degree, 30 of those must be taken within SLIS. Students who already hold one or more graduate degrees from accredited institutions, when admitted to the School, are automatically exempt from six of these semester credit hours, however, they must take all remaining credits within SLIS. The curriculum sequence includes four core courses that represent 12 credit hours toward the degree.

The required courses in the SLIS curriculum are as follows:

5. LSC 551: Organization of Information
6. LSC 553: Information Sources and Services
7. LSC 555: Information Systems in Libraries and Information Centers

The school library media program is selected by students who wish to work in school libraries of public and private K-12 institutions. The Catholic University of America program is recognized by the states of Virginia, Maryland and the District of Columbia.

The course of study listed below has program accreditation by the National Council for Accreditation of Teacher Education (NCATE) and by the American Library Association (ALA).

The CUA School of Library and Information Science offers a variety of courses that focus on school library media services. Each student is required to take the four required core courses along with appropriate mid-level and advanced courses.

**Required core courses for all SLIS students are:**

- LSC 551 Organization of Information
Students interested in receiving the school library certification are required to take the following electives:

- LSC 603 Technical Services
- LSC 606 Cataloging and Classification
- LSC 772 Media Services in Libraries
- LSC 776 Design and Production of Audiovisual Materials
- LSC 813 The School Library Media Center
- LSC 854 Media for Children
- LSC 855 Media for Adolescents
- LSC 908 Practicum

**LSC 908:**

The school library media practicum is a required course in the school library media track that provides students interested in a career in K-12 librarianship to gain professional experience in a school library. Students earn three graduate credits by working 120 hours under the supervision of professional librarians who are certified. Placements for the practicum are arranged after consultation with the student, professional librarians, and the practicum coordinator. Students must complete 120 hours in at least two library settings. No less than 40 hours must be completed at each of the two levels, K-6 and 7-12. The practicum is graded Pass/Fail. Prerequisites include 551, 553, 555, 557, 813 and permission of the practicum coordinator.

**National Recognition:**

SLIS is currently renewing its national recognition from The American Association of School Librarians (AASL), the representative body for The National Council for Accreditation of Teacher Education (NCATE) that provides an additional level of certification, entirely voluntary, for master’s programs offering a school library media track that leads to certification.

In order to achieve recognition, a master’s degree programs offering a specialization in school library media must demonstrate adherence to the AASL standards which are:

**Standard 1:** Use of Information and Ideas
- Efficient and Ethical Information-Seeking Behavior
- Literacy and Reading
- Access to Information
- Stimulating Learning Environment

**Standard 2:** Teaching and Learning
- Knowledge of Learners and Learning
- Effective and Knowledgeable Teacher
• Information Literacy Curriculum

Standard 3: Collaboration and Leadership
• Connection with the Library Community
• Instructional Partner
• Educational Leader

Standard 4: Program Administration
• Managing Information resources: Selecting, Organizing, Using
• Managing Program Resources: Human, Financial, Physical
• Comprehensive and Collaborative Strategic Planning and Assessment

The Program Objectives developed by the AASL are as follows:

The AASL Program objectives are derived from the national charge for school library professionals, that is found in Information Power and are as follows:

1) to provide intellectual access to information through systematic learning activities
2) to provide physical access to information
3) to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information
to provide leadership, instruction and collaboration in the use of instructional and informational technology
4) to provide resources and activities that contribute to lifelong learning, while accommodating a wide range of differences in teaching and learning styles and in instructional methods, interests and capacities
5) to provide resources and learning activities that represent a diversity of experiences, opinions, social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.

In addition to achieving the Program Objectives set forth for the SLIS program, SLIS is also working to demonstrate success in achieving the AASL standards for those students who specialize in the school library media track while pursuing the master’s of science in library science.

II. Goals for Student Learning

SLIS has two sets of goals for student learning outcomes for school library media students pursuing the master’s of science in library science. The two goal sets are: 1) the Program Objectives for the SLIS program and, 2) the Program Objectives for AASL.

The first set of goals for student learning are applicable to all SLIS students and are as follows:
Students who graduate with a Master of Science in Library Science:

• Are skilled in organizing, disseminating, managing, preserving information;

• Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;

• Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;

• Are capable of serving information seekers in a global society;

• Appreciate education and service as integral to the role of the information professional in society;

• Interpret and apply research results from library and information science and related fields;

• Articulate the economic, political, cultural, and social importance of the information profession;

• Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

In addition, SLIS also has goals for students in the school library media track which are the goals from AASL as follows:

1) to provide intellectual access to information through systematic learning activities
2) to provide physical access to information
3) to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information
4) to provide leadership, instruction and collaboration in the use of instructional and informational technology
5) to provide resources and activities that contribute to lifelong learning, while accommodating a wide range of differences in teaching and learning styles and in instructional methods, interests and capacities
6) to provide resources and learning activities that represent a diversity of experiences, opinions, social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.

III. Student Assessment Outcomes Measures

1. Admission: The GRE is optional for applicants with an undergraduate GPA of 3.0 or higher. All other applicants must submit GRE scores to be eligible for admission. The minimum GRE score that SLIS deems acceptable is a score of 1000 or better. Students who do not have any degrees from a US academic must submit TOEFL scores with their
other application materials. The TOEFL score that SLIS deems an acceptable minimum score or range is: paper-based: 580; computer-based: 237; Internet-based: 92. On the International English Language Testing System (IELTS) an overall band score of 6.5 or higher is required. SLIS does not accept students on conditional or provisional status; however, it does admit non-degree-seeking students. Applicants are not required to interview. The admissions decision is made by a vote of the three-member SLIS Admission Committee. In the case of a tie, the Dean makes the final decision.

2. Course Work: SLIS requires that current students maintain a GPA of 3.00 or better. The University’s policy states that “a graduate student who incurs two or more failing grades in formal coursework after being admitted to graduate study is subject to academic dismissal.” Further, SLIS’ policy regarding academic performance states: “Students are cautioned that any grade below a full B (3.0) is considered marginal in the School of Library and Information Science, and grades of C are viewed with grave concern. Students receiving two grades of C or a single grade of F will be dismissed from the program. Students receiving low grades should consult with instructors and advisers immediately about ways of improving their academic performance.” The Dean’s office notifies a student’s advisor if s/he receives a grade of “C.” The advisor is expected to meet with the student and develop a formal plan for improving academic performance. In addition, the Dean’s Office has a standard letter that is sent to any student who has a C outlining the School’s policy and recommending that the student meet with his/her advisor to discuss steps to ensure the student’s academic performance improves.

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4. Review of Practicum Portfolios: After completing a total of 120 hours in an elementary and a secondary school library, all LSC 908 students turn in the variety of assignments
that compromise their portfolio. The assignments are as follows: a reflective journal of daily activities, an observation by the CUA SLIS Practicum Coordinator, a project that benefits the school library, a visit to and write-up of a visit to a third school library, a write-up of a professional meeting, and evaluations by both site supervising librarians, one for the K-6 experience and one for the 7-12 experience. Though the entire course is graded Pass/Fail, where applicable, there are rubrics for these assignments which have a rating scale of 0, 1, or 2 (0=did not meet expectations, 1=met expectations, 2=exceeded expectations).

5. Practicum, LSC 908: In LSC 908 the mentors are certified librarians chosen by the CUA SLIS student, the Practicum Coordinator, or the district supervisors. Each mentor is given a copy of the student requirements and an activities checklist. After the SLIS student has completed their time at the mentor’s library, the mentor evaluates the student in the following areas: Use of Information and Ideas, Teaching and Learning, Collaboration and Leadership, Program Administration, and an overall evaluation. The mentor uses a scale to evaluate the student’s performance in Practicum of 0=standard not met, 1=standard partially met, 2=standard met and N=no opportunity to observe.

6. Practicum Observation and Reflective Journal: Both the Reflective Journal and the Practicum Coordinator observation ask the student to reflect on his or her performance. In the Reflective Journal, students are asked to evaluate their experience versus their expectations. When the student is formally observed, there is a meeting that takes place after the observation with the student and the Practicum Coordinator. During the meeting, the student is asked the question,” How do you think you did?” The coordinator and the student then discuss any discrepancies in the observation. In addition, the Practicum Coordinator completes a evaluation of the student using a scale of 0=standard not met, 1=standard partially met, and 2=standard met .

7. Comprehensive examination: At the end of the program, typically the semester when students complete their coursework, or the following semester, students take the comprehensive examination. The examination is a proctored examination that is held on the CUA campus in fall, spring, and summer semesters. The examination questions are devised by a faculty committee and edited and finalized by the entire SLIS faculty. Members of the faculty rotate the responsibility for developing and editing the examination questions and proctoring the two-day examination. The examination process is managed by the Assistant Dean and the Administrative Assistant for Student Affairs. Students register for the comprehensive examination as they would for a course. The examination is held on the two days set aside on the University’s academic calendar for having comprehensive examinations. The examination is entirely a written examination and there are five questions each day of which a student selects two. The examination is held from 10-1 each day and students who need accommodation may have until 5:00 p.m. each day. The Dean distributes the answers to the questions among the faculty based on faculty expertise and the number of answers each faculty member is responsible for grading. Two faculty grade each question. If there is a decision between the two faculty that the student’s answer does not pass on the first reading, a second round of reading occurs during which the marginal answers are reviewed by the entire faculty and there is a vote after discussion of the answer. The Dean ensures the review and voting process is fair and legal. Students who do not pass the examination have one more opportunity to retake the examination. A failing student must retake the entire
examination. Students may take the examination twice. If the student fails the second time, the student does not receive the degree.

8. **Course evaluations:** Every SLIS course is evaluated each semester. If the course is offered online, the evaluation is done online. If the course is offered in a classroom, the evaluation is done on paper during the time frame specified by the University for distributing the course evaluation. Each faculty member designates a student to be responsible for collecting the evaluations and submitting them for analysis by the Director of Outcomes Assessment. The faculty member excuses him/herself during the evaluation process.

9. **Student self-evaluations:** Students conduct self evaluations when they complete LSC 908: School Library Media Practicum. At the end of the course the students rate their performance in the school library media practicum. The Practicum Coordinator reviews the student’s self evaluation and provides her assessment of the student’s performance also. The scale for student self evaluations is 0=standard not met, 1=standard partially met, or 2=standard met.

10. **SLIS Student Surveys:** The M.S.L.S. program conducts a survey of current students every three years to gather their feedback on program strengths and areas in need of improvement. The survey also affords students an opportunity to express their opinions on other issues related to the evaluation process they might wish to address. This survey examines the extent to which students perceive they have mastered the program’s objectives. The SLIS Faculty Evaluation Committee analyzes the results and forwards them to the Curriculum Committee for tracking, trend analysis, and action. There is a specialized survey for school library media students which is administered every three years (the typical cycle for completing the master’s degree program on a part-time basis).

11. **Alumni surveys:** The M.S.L.S. program conducts a survey of program alumni every three years that in part repeats the questions asked in the student survey to promote comparison trending. It asks alumni about their satisfaction with the program and their mastery of its student learning outcomes, their employment status, the level of preparedness they had achieved for their first position post-master’s, and the quality of the education they received while studying at SLIS.

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### IV. Use of Results to Improve Student Learning

1. The SLIS Curriculum Committee serves as the responsible group for evaluating the SLIS curriculum and its effectiveness in achieving student learning outcomes as stated in the SLIS Program Objectives on a systematic, ongoing basis. The curriculum committee establishes the milestones for achieving student learning outcomes and these milestones are detailed in the Working Plan. The Curriculum Committee determines the milestones for the School by reviewing the results from the various outcome measures in use in SLIS. The Working Plan details the areas of focus for student learning outcomes assessment for the curriculum over the next three years. Some of the planned activities include: 1) establishing a course chair for each of the four, core courses to revise the course objectives based on feedback from SLIS stakeholders, 2) developing at least one student learning outcome for assessment either across or within each course and, 3) piloting the newly revised courses for analysis and to
evaluate the changes to determine if the changes were successful in improving student learning outcomes and to what extent.

2. The information obtained through the student surveys, alumni surveys, course evaluations, practica, and comprehensive examinations are reported to the curriculum committee through reports and statistical analyses of these measures for review, discussion, and to determine next steps. As part of the annual planning process, the SLIS faculty review these documents and survey outcomes to decide on changes to the curriculum to respond to any deficiencies identified in student learning outcomes through the various measures. The annual retreat is used as a time to discuss how to address the issues raised by the outcome measures. The Curriculum Committee is tasked with reviewing the ideas generated to identify next steps. Finally, those items deemed to be of the most benefit are reviewed by SLIS stakeholders for inclusion in the SLIS Working Plan. Once the next steps are included in the Working Plan, SLIS proceeds with the steps outlined in the Working Plan to pilot changes in the curriculum and evaluate the success of those efforts toward continuous improvement of student learning outcomes.

3. The Working Plan calls for the SLIS Curriculum Committee to assess the core courses annually and the elective courses on a three year cycle. During the three year time frame outlined in the Working Plan, the faculty continually review the entirety of the SLIS curriculum, identify needed improvements and develop measures to address these needed improvements. As part of the process, the proposed changes are shared with the various stakeholder groups for SLIS for further refinement and feedback (e.g., students, adjuncts, and the SLIS Advisory Committee). Once the changes have been thoroughly vetted, the faculty member responsible for the course/program makes the changes and does an analysis of the success of the changes under the auspices of the Curriculum Committee. The report on the changes and their level of success is reported back to the curriculum committee for final action.
CERTIFICATE PROGRAMS

Post-Master’s Certificate in Library and Information Science

I. Program Description

The Post-Master’s Certificate in Library and Information Science (LIS) provide librarians, archivists and other information specialists the opportunity to update, expand and deepen their professional competencies and skills. It consists of 24 credit hours of study, six of which certificate candidates may take in other disciplines. In this program, students may also chose to register for independent study to investigate a particular program under the direction of a full-time faculty member. Students make arrangements for independent study directly with the faculty member well in advance of registration; they require the consent of the Dean. There is only one certificate program within the SLIS curriculum.

The School of Library and Information Science (SLIS) provides professional education and supports lifelong learning in the CUA tradition. Characteristic of the education SLIS provides is a strong grounding in the theory and practice of the LIS field, engagement with the rich cultural and human resources of the Washington metropolitan area, and the creative use of information technology. SLIS is committed to applying the principles of library and information science toward the betterment of the individual, communities, and society.

II. Goals for Student Learning

Students who graduate with a Post Master’s Certificate in Library and Information Science will:

1. Develop expertise and skills beyond those necessary for entrance into the field.
2. Demonstrate achievement of new knowledge and skills for present-day applications.
3. Achieve expertise in a new area within the field.
4. Appreciate the importance of lifelong learning.
5. Develop new skills to prevent obsolescence.

III. Student Assessment Outcome Measures

40. Admission: The GRE is optional for applicants with an undergraduate GPA of 3.0 or higher. All other applicants must submit GRE scores to be eligible for admission. The minimum GRE score that SLIS deems acceptable is a score of 1000 or better. Students who do not have any degrees from a US academic must submit TOEFL scores with their other application materials. The TOEFL score that SLIS deems an acceptable minimum score or range is: paper-based: 580; computer-based: 237; Internet-based: 92. On the International English Language Testing System (IELTS) an overall band score of 6.5 or higher is required. SLIS does not accept students on conditional or provisional status; however, it does admit non-degree-seeking students. Applicants are not required to interview. The admissions decision is made by a vote of the three-member SLIS Admission Committee. In the case of a tie, the Dean makes the final decision.

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University’s policy states that “a graduate student who incurs two or more failing grades in formal coursework after being admitted to graduate study is subject to academic dismissal.” Further, SLIS’ policy regarding academic performance states: “Students are cautioned that any grade below a full B (3.0) is considered marginal in the School of Library and Information Science, and grades of C are viewed with grave concern. Students receiving two grades of C or a single grade of F will be dismissed from the program. Students receiving low grades should consult with instructors and advisers immediately about ways of improving their academic performance.” The Dean’s office notifies a student’s advisor if s/he receives a grade of “C.” The advisor is expected to meet with the student and develop a formal plan for improving academic performance. In addition, the Dean’s Office has a standard letter that is sent to any student who has a C outlining the School’s policy and recommending that the student meet with his/her advisor to discuss steps to ensure the student’s academic performance improves.

42. **Academic Advising:** New students are assigned advisors by the Assistant Dean at the point of acceptance into the SLIS program based on the specific expertise of the members of the advisor pool and the stated interests of the applicant. Advisors are encouraged to make initial contact with their new advisees, personally re-welcoming them into the SLIS program, and encouraging them to submit their enrollment deposit to make it possible for the advisor to meet with student. Following the student’s payment of the enrollment deposit to the university, advisors meet with their advisees personally to develop the student’s degree program. The advisor and the student agree on the degree program and further, they remain in contact with their advisees via email, phone, and schedule/unscheduled meetings to determine and, when necessary/appropriate, help the student to refine, update or change his/her academic plan/course of study. Advisors use this plan to encourage their advisees to enroll in particular courses based upon the semester schedules. Students are encouraged to review their academic plan/course of study with their advisor at the beginning of each semester. Advisors send out standard reminders each semester to their advisees and encourage them to set up a meeting to discuss their progress. Advisors track their advisees’ progress through the program and provide guidance, assistance and recommendations as necessary and/or as opportunities occur.

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44. **Practicum Observation and Reflective Journal:** Both the Reflective Journal and the Practicum Coordinator observation ask the student to reflect on his or her performance. In the Reflective Journal, students are asked to evaluate their experience versus their expectations. When the student is formally observed, there is a meeting that takes place after the observation with the student and the Practicum Coordinator. During the meeting, the student is asked the question, “How do you think you did?” The coordinator and the student then discuss any discrepancies in the observation. In addition, the Practicum Coordinator completes a evaluation of the student using a scale of 0=standard not met, 1=standard
partially met, and 2=standard met.

45. **Review of Practicum Portfolios:** After completing a total of 120 hours in an approved library, all LSC 906 students turn in the variety of assignments that compromise their portfolio. The assignments are as follows: a reflective journal of daily activities, an observation by the CUA SLIS Practicum Coordinator, a project that benefits the library, a visit to and write-up of a visit to a third library, a write-up of a professional meeting, and an evaluation by the site supervising librarian. Though the entire course is graded Pass/Fail, where applicable, there are rubrics for these assignments which have a rating scale of 0, 1, or 2 (0=did not meet expectations, 1=met expectations, 2=exceeded expectations).

46. **Comprehensive examination:** At the end of the program, typically the semester when students complete their coursework, or the following semester, students take the comprehensive examination. The examination is a proctored examination that is held on the CUA campus in fall, spring, and summer semesters. The examination questions are devised by a faculty committee and edited and finalized by the entire SLIS faculty. Members of the faculty rotate the responsibility for developing and editing the examination questions and proctoring the two-day examination. The examination process is managed by the Assistant Dean and the Administrative Assistant for Student Affairs. Students register for the comprehensive examination as they would for a course. The examination is held on the two days set aside on the University’s academic calendar for having comprehensive examinations. The examination is entirely a written examination and there are five questions each day of which a student selects two. The examination is held from 10-1 each day and students who need accommodation may have until 5:00 p.m. each day. The Dean distributes the answers to the questions among the faculty based on faculty expertise and the number of answers each faculty member is responsible for grading. Two faculty grade each question. If there is a decision between the two faculty that the student’s answer does not pass on the first reading, a second round of reading occurs during which the marginal answers are reviewed by the entire faculty and there is a vote after discussion of the answer. The Dean ensures the review and voting process is fair and legal. Students who do not pass the examination have one more opportunity to retake the examination. A failing student must retake the entire examination. Students may take the examination twice. If the student fails the second time, the student does not receive the degree.

47. **Course evaluations:** Every SLIS course is evaluated each semester. If the course is offered online, the evaluation is done online. If the course is offered in a classroom, the evaluation is done on paper during the time frame specified by the University for distributing the course evaluation. Each faculty member designates a student to be responsible for collecting the evaluations and submitting them for analysis by the Director of Outcomes Assessment. The faculty member excuses him/herself during the evaluation process.

48. **Student self-evaluations:** Students conduct self evaluations when they complete either LSC 906: Practicum or LSC 908: School Library Media Practicum. The specifics of the review process for LSC 908 are detailed in the section of this report that covers the School Library Media track.

49. **SLIS Student Surveys:** The M.S.L.S. program conducts a survey of current students every three years to gather their feedback on program strengths and areas in need of improvement. The survey also affords students an opportunity to express their opinions on other issues related to the evaluation process they might wish to address. This survey examines the extent to which students perceive they have mastered the program’s objectives. The SLIS Faculty
Evaluation Committee analyzes the results and forwards them to the Curriculum Committee for tracking, trend analysis, and action.

50. **Alumni surveys:** The M.S.L.S. program conducts a survey of program alumni every three years that in part repeats the questions asked in the student survey to promote comparison trending. It asks alumni about their satisfaction with the program and their mastery of its student learning outcomes, their employment status, the level of preparedness they had achieved for their first position post-master’s, and the quality of the education they received while studying at SLIS.

### IV. Use of Results to Improve Student Learning

1. The SLIS Curriculum Committee serves as the responsible group for evaluating the SLIS curriculum and its effectiveness in achieving student learning outcomes as stated in the SLIS Program Objectives on a systematic, ongoing basis. The curriculum committee establishes the milestones for achieving student learning outcomes and these milestones are detailed in the *Working Plan*. The Curriculum Committee determines the milestones for the School by reviewing the results from the various outcome measures in use in SLIS. The *Working Plan* details the areas of focus for student learning outcomes assessment for the curriculum over the next three years. Some of the planned activities include: 1) establishing a course chair for each of the four, core courses to revise the course objectives based on feedback from SLIS stakeholders, 2) developing at least one student learning outcome for assessment either across or within each course and, 3) piloting the newly revised courses for analysis and to evaluate the changes to determine if the changes were successful in improving student learning outcomes and to what extent.

2. The information obtained through the student surveys, alumni surveys, course evaluations, and comprehensive examinations are reported to the curriculum committee through reports and statistical analyses of these measures for review, discussion, and to determine next steps. As part of the annual planning process, the SLIS faculty review these documents and survey outcomes to decide on changes to the curriculum to respond to any deficiencies identified in student learning outcomes through the various measures. The annual retreat is used as a time to discuss how to address the issues raised by the outcome measures. The Curriculum Committee is tasked with reviewing the ideas generated to identify next steps. Finally, those items deemed to be of the most benefit are reviewed by SLIS stakeholders for inclusion in the SLIS *Working Plan*. Once the next steps are included in the *Working Plan*, SLIS proceeds with the steps outlined in the *Working Plan* to pilot changes in the curriculum and evaluate the success of those efforts toward continuous improvement of student learning outcomes.

3. The *Working Plan* calls for the SLIS Curriculum Committee to assess the core courses annually and the elective courses on a three year cycle. During the three year time frame outlined in the *Working Plan*, the faculty continually review the entirety of the SLIS curriculum, identify needed improvements and develop measures to address these needed improvements. As part of the process, the proposed changes are shared with the various stakeholder groups for SLIS for further refinement and feedback (e.g., students, adjuncts, and the SLIS Advisory Committee). Once the changes have been thoroughly vetted, the faculty member responsible for the course/program makes the changes and does an analysis of the success of the changes under the auspices of the Curriculum Committee. The report on the
changes and their level of success is reported back to the curriculum committee for final action.