Simmons College's renewal application to operate as an out-of-state institution in Maryland in accordance with COMAR 13B.02.01

MARYLAND HIGHER EDUCATION COMMISSION
Application for Renewal Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an *Application for Renewal of Approval* must be submitted for that location.

PREVIOSLY APPROVED LOCATION IN MARYLAND.
Please provide the complete mailing address.
N/A -- Simmons College's online MSN and online MS - LIS programs are delivered 100% online. There are no physical locations in Maryland. Online students are required to participate in a internship/practicum near their residential locations.

PROPOSED START DATE OF CONTINUED OPERATION. August 2015
Applications should be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSITUTION APPLYING FOR APPROVAL.

Name of Institution:	Simmons College
Web Address:	www.simmons.edu
OPEID Code:	00220800

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer:	President Helen Drinan
Mailing Address:	300 The Fenway, Boston, MA 02115
Telephone:	(617) 521-2000
Email:	phil.chong@simmons.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

Name: Phil Chong
Title: Director, Simmons Online
Mailing Address:
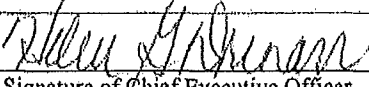P108C - Palace Road Building
Simmons College
300 The Fenway
Boston, MA 02115

Telephone: (617) 521-2640

Email: phil.chong@simmons.edu

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

April 6, 2015	~Allen A Shinan~
Date	Signature of Chief Executive Officer

Please Submit All Information To:

> Maryland Higher Education Commission
> Division of Planning and Academic Affairs
> 6 N. Liberty Street, 10th Floor
> Baltimore, MD 21201
> 410-767-3268
> acadprop@mhec.state.md.us

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

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I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during of after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

> If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years?
> ☐ Yes, we wish to be approved for _____ years.

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each approved location, the following Supporting Documentation needs to be included only once for each entire package of applications. **CHECK EACH ITEM AS ATTACHED.**

☒ Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

> Have your catalogs, other institutional publications, or awards changed since they were last submitted? ☐ Yes ☒ No If yes, please submit new copies.

☒ Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

> **Have your catalogs, other institutional publications, or awards changed since they were last submitted?** ☐ **Yes** ☒ **No If yes, please submit new copies.**

☒ Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

    The institution shall submit a non-refundable application fee in the amount of (a) $7,500 for up to two degree programs and (b) an additional $850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

☒ Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g)

    Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

☒ Registration as an Out-of-State Corporation. (Must accompany all renewals)
    COMAR 13B.02.01.08B(4)(f)

    To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: www.dat.state.md.us. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

☒ Certificate of Compliance With Fire and Safety Codes (Must accompany all renewals)
    COMAR 13B.02.01.08B(4)(o)

    Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

☒ Board of Trustees Resolution of Financial Solvency (Must accompany all renewals)
    COMAR 13B.02.01.08B(4)(e)

    Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

☒ Advertisements   COMAR 13B.02.01.07D(3)(p)

> **Are there new advertisements in print format related to your programs in Maryland?**
> ☒ **Yes** ☐ **No If yes, please provide copies of the new advertisements.**

☒ Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals)
    COMAR 13B.02.01.08B(4)(q)
    Please provide the information requested on the **Student Enrollment Data Form** found at the end of this application.

☒ <u>Teach-out Plan</u>   (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

II. <u>APPLICATION QUESTIONAIRE</u>

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. <u>It must be completed for each proposed location.</u>

1. <u>Programs.</u>

   ➤ **CURRENTLY OFFERED PROGRAMS.**

INSTRUCTIONS. Please enter the requested information on your CURRENTLY OFFERED PROGRAMS in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

(a) Provide a list of your <u>currently offered programs at this location</u>. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
Example: Organizational Management	*M.S.*	*Classroom*	*36 sem*	*Yes*
Example: Business Administration	*B.S.B*	*Distance Ed.*	*120 sem*	*Yes*

   ➤ **NEW PROGRAMS**

INSTRUCTIONS. Is the institution proposing any new programs at this location? ☒ Yes ☐ No

> **If yes,** please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following <u>for each new program</u>:

(a) Provide a list of the <u>new programs at this location</u>. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
Example: Organizational Management	*M.S.*	*Classroom*	*36 sem*	*Yes*
Example: Business Administration	*B.S.B*	*Distance Ed.*	*120 sem*	*Yes*
Master of Science in Library and Information Science - with concentrations in :	M.S.L.I.S	Distance Ed.	36 sem	Yes
Archives management and Information Science + Tech				
Archives management certificate				
Digital Stewardship certificate				

(b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

> See Attachment A-1b: New Programs

(c) Please provide a brief description of the student population to be served by the proposed new programs.

> The Master of Science in Library and Information Science online program is a curriculum designed for students who currently hold a Bachelor's degree and wish to obtain a graduate degree in Library and Information Science with a focus on either Archives Management or Information Science and Technology.

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

Please see Attachment A-2: Educational Need

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

Please see Attachment A-2: Educational Need

(b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

Please see Attachment A-2: Educational Need

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

☐ Yes ☒ No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

3. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

Not Applicable - Please see Attachment A-3a: Administrative Staff for an explanation.

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

Not Applicable - Please see Attachment A-3a: Administrative Staff for an explanation

4. Faculty

INSTRUCTIONS: Has any previously reported Faculty information changed since your last approval at this location? ☒ Yes ☐ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with **any changes** to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

   (1) the course(s) the faculty might soon teach;

   (2) the degrees the individual holds

   (3) the degrees areas of specialization; and

   (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

Faculty included for the new Master of Library and Information Science. See attachment A-4a: Faculty Changes

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

5. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Has any previously reported library information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

> Please see Attachment 5A: Library Resources (for new program)

6. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

> **INSTRUCTIONS:** Has any previously reported Student Services information changed since your last approval at this location? ☐ **Yes** ☒ **No**
>
> **If yes,** please enter the requested information in the spaces provided below, or create an attachment (labeled **"A-6: Student Services"**) to this application with **any changes to the following questions.**

(a) How do you plan to implement the requirements for Student Services cited above?

> See Attachment A-6a: Student Rights and Responsibilities Statement (for new program)

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

> See Attachment A-6b: Privacy of Student Records (for new program)

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?
☒ **Yes** ☐ **No** How will it make this available to its students at the proposed instructional site?_____
If this statement is in the Catalog you submitted with the application, please indicate the page number:_____
If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? ☒ **Yes** ☐ **No** If this procedure is in the Catalog you submitted with the application, please indicate the page number _____. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. Facilities. (See COMAR 13B.02.01.19).

> **INSTRUCTIONS:** Has any previously reported Student Services information changed since your last approval at this location? ☐ Yes ☒ No
>
> **If yes to either question,** please enter the requested information in the spaces provided below, or create an attachment (labeled **"A-7: Facilities"**) to this application with **any changes** to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety? ☐ Yes ☒ No

    (1) **If yes,** please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

N/A - Simmons College will not have a physical location in Maryland. The current MSN@Simmons and proposed online MS-LIS programs are offered 100% online.

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

N/A - Simmons College will not have a physical location in Maryland. The current MSN@Simmons and proposed online MS-LIS programs are offered 100% online.

(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

N/A - Simmons College will not have a physical location in Maryland. The current MSN@Simmons and proposed online MS-LIS programs are offered 100% online.

8. Distance Education. "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? ☐ Yes ☒ No
If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled "A-8: Distance Education") to this application

Accreditation

New England Association of Schools and Colleges
Commission on Institutions of Higher Education (CIHE)

[   ] [SEARCH]

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About Our Institutions

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  ▶ **Simmons College**

:: **Recent Commission Actions**

:: **Upcoming Comprehensive Evaluations**

Quick Links

→ *2011 Standards for Accreditation*

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→ *Upcoming Evaluations*

→ *Policies & Procedures*

→ *Institutional Data Forms*

→ *Comments and Complaints*

→ *Expense Reimbursement Voucher (.xls)*

→ *Annual Meeting and Conference*

Simmons College

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An institution may have several locations included in its accreditation. The main campus address is listed below. Questions about other locations may be directed to the Commission at cihe@neasc.org.

* Probation is indicated by an asterisk preceding the name of the institution. A public statement about any institution on probation is published on this website under Recent Commission Actions.

+ A Program of Special Monitoring, indicated by a plus sign, is implemented when an institution has undergone a change of ownership or control. Further information about the Program of Special Monitoring can be foundhere.

@ Indicates a Special Public Statement about an institution.

Institution:	Simmons College
Status:	Member
CEO Name:	Helen G. Drinan
CEO Title:	President
Address:	300 The Fenway, Boston, Massachusetts, 02115-5898
Degrees Awarded:	Bachelor's, Master's, Doctorate
Website:	http://www.simmons.edu
Phone:	617-521-2000
Fax:	617-521-3199
Initial Accreditation:	1929
Last Review:	2010
Next Review:	Fall 2020

Instructional Locations:

Amherst, MA (Eric Carle Museum of Picturebook Art, 125 West Bay Road)
Boston, MA (City on a Hill Charter School, 320 Huntington Ave.)
Boston, MA (Beth Israel Deaconess Medical Center, 330 Brookline Ave)
Dedham, MA (Dedham Technology Collaborative, 1112 High Street)
Natick, MA (RCS Learning Center, 6 Strathmore Rd.)
Prides Crossing, MA (Landmark, 412 Hale Street)
South Weymouth, MA (South Shore Hospital, 55 Fogg Road)
Southborough, MA (New England Center for Children, 33 Turnpike Road)
Swansea, MA (Southcoast Collaborative, 2201 G.A.R. Highway)
Westford, MA (Westford Public Schools, 23 Depot Street)
Williamstown, MA (The Reading Institute, 430 Main Street)
Winchester, MA (Winchester Hospital, 41 Highland Ave)

Branch Campuses:

South Hadley, MA (Mount Holyoke College Satellite Campus, 50 College Street)

CIHE Home | Contact Us

CIHE | NEASC | 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514 | P: 855-88-NEASC or 855-886-3272 | F: 781/425-1001

https://cihe.neasc.org/about-our-institutions/roster/simmons-college

1/1

ALA American Library Association

Committees Divisions Offices Publications Related Round Tables

Searchable DB of ALA accredited programs
LIS Listing

SIMMONS COLLEGE

Eileen Abels, Dean

School of Library and Information Science

300 The Fenway

Boston, MA 02115

Phone: (617) 521-2800

Web: http://www.simmons.edu/gslis

Fax: (617) 521-3192

Email:
gslis@simmons.edu

Admissions Contact: Sarah Petrakos, Assistant Dean for Admission & Recruitment

Admissions Email:	Admissions Phone:
gslisadm@simmons.edu	(617) 521-2868

Financial Aid Contact: Daniel Forster

Financial Aid Email:	Financial Aid Phone:
sfs@simmons.edu	(617) 521-2001

Degrees accredited by the American Library Association
Master of Science (Next Review: 2017)

Distance education options for ALA-Accredited program(s)
Face-to-face courses at other locations
Primarily face-to-face with select online courses offered

Areas of concentration/career pathways within ALA-accredited programs
Academic Librarianship
Archival Studies
Children's Services
Cultural Heritage Information Management
Digital Libraries
Health Sciences Librarianship/Health Informatics
Information Systems Design/Analysis
Law Librarianship/Legal Information Services
Management and Administration
Music Librarianship
Organization of Information
Public Librarianship
Records Management
Reference and User Services
School Librarianship
Science Librarianship
Special Collections
Special/Corporate Librarianship
Young Adult Services
Other: Preservation Management; Dual degrees: Archives/History and LIS/Children's Literature.

Other degrees/educational opportunities
Continuing Education (non-degree)
Dual/Joint Degree
Other Master's Degree
PhD
Post-Master's Certifications

Attachment #3: CCNE Accreditation

CCNE COMMISSION ON COLLEGIATE NURSING EDUCATION

CCNE-Accredited Master's Nursing Degree Programs

Back to Accreditation Search

MASSACHUSETTS

American International College

Division of Nursing
1000 State Street
Springfield, MA 01109
Link to Website

Chief Nurse Administrator: Karen S. Rousseau, MS, RN
Title: Director
E-Mail: karen.rousseau@aic.edu
Phone: 413-205-3519
Fax: 413-654-1430

	Master's Accreditation
Initial Accreditation Date:	November 5, 2008
Most Recent Accreditation Date:	October 30, 2013
Accreditation Term Expires:	June 30, 2019
Last On-Site Evaluation:	October 2013
Next On-Site Evaluation:	Fall 2018

Boston College

William F. Connell School of Nursing
Cushing Hall, 140 Commonwealth Avenue
Chestnut Hill, MA 02467
Link to Website

Chief Nurse Administrator: Susan Gennaro, DSN, FAAN, FACCE
Title: Dean and Professor
E-Mail: susan.gennaro@bc.edu
Phone: 617-552-1710
Fax: 617-552-0931

	Master's Accreditation
Initial Accreditation Date:	October 3, 2003
Most Recent Accreditation Date:	September 27, 2008
Accreditation Term Expires:	December 31, 2018
Last On-Site Evaluation:	April 2008
Next On-Site Evaluation:	Spring 2018

Curry College

Division of Nursing
1071 Blue Hill Avenue
Milton, MA 02186
Link to Website

Chief Nurse Administrator: Maureen Murphy, PhD, RN, CNM
Title: Chair
E-Mail: mmurphy0106@curry.edu
Phone: 617-333-2932
Fax: 617-333-2335

Northeastern University

School of Nursing
360 Huntington Avenue, 102 Robinson Hall
Boston, MA 02115-5096
Link to Website

Chief Nurse Administrator: Pamela J. Burke, PhD, RN, FNP-BC, PPCNP-BC, FSAHM, FAAN
Title: Interim Dean and Associate Professor
E-Mail: pj.burke@neu.edu
Phone: 617-373-3649
Fax: 617-373-7195

Master's Accreditation

Initial Accreditation Date:	October 9, 2004
Most Recent Accreditation Date:	March 26, 2014
Accreditation Term Expires:	December 31, 2024
Last On-Site Evaluation:	March 2014
Next On-Site Evaluation:	Spring 2024

Salem State University

School of Nursing
352 Lafayette Street, South Campus
Salem, MA 01970
Link to Website

Chief Nurse Administrator: Victoria J. Morrison, PhD, RN, CIC, CNE
Title: Interim Associate Dean
E-Mail: vmorrison@salemstate.edu
Phone: 978-542-7149
Fax: 978-542-2016

Master's Accreditation

Initial Accreditation Date:	May 3, 2003
Most Recent Accreditation Date:	September 26, 2012
Accreditation Term Expires:	June 30, 2023
Last On-Site Evaluation:	September 2012
Next On-Site Evaluation:	Fall 2022

Simmons College

School of Nursing and Health Sciences
300 The Fenway
Boston, MA 02115
Link to Website

Chief Nurse Administrator: Judy A. Beal, DNSc, RN
Title: Dean
E-Mail: judy.beal@simmons.edu
Phone: 617-521-2139
Fax: 617-521-3045

Master's Accreditation

Initial Accreditation Date:	April 21, 2004
Most Recent Accreditation Date:	November 3, 2008
Accreditation Term Expires:	June 30, 2019
Last On-Site Evaluation:	November 2008
Next On-Site Evaluation:	Fall 2018

University of Massachusetts Amherst

School of Nursing
651 North Pleasant Street, 234 Skinner Building
Amherst, MA 01003-9299
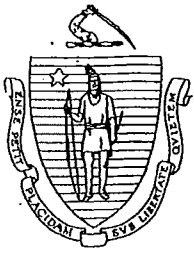
Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Public Health
Division of Health Professions Licensure
Board of Registration in Nursing
239 Causeway Street, Suite 500, 5th Floor, Boston, MA 02114
617-973-0900
www.mass.gov/dph/boards/rn

DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

JOHN W. POLANOWICZ
SECRETARY

LAUREN A. SMITH, MD, MPH
INTERIM COMMISSIONER

RULA HARB
EXECUTIVE DIRECTOR

February 14, 2013

Helen G. Drinan
President
Simmons College
300 The Fenway
Boston, MA 02115

The Massachusetts Board of Registration in Nursing does not regulate post licensure nursing programs. Simmons College's pre-licensure programs are approved by the Massachusetts Board of Registration in Nursing.

Dear Ms. Drinan:

The Massachusetts Board of Registration in Nursing (Board), at their meeting of February 13, 2013, has continued the Full Approval status of the Simmons College Baccalaureate Degree and Direct Entry Masters Degree in Nursing Program (Program). This approval status represents legal recognition by the Board that this Program has provided satisfactory evidence of its ongoing compliance with Board regulations, *244 CMR 6.04: Standards for Nursing Education Program Approval,* and is based on the Board's review of the Program's 2012 Annual Report to the Board for the 2011/2012 academic year (September 1, 2011 to August 31, 2012). Annual continuation of the Program's Full Approval status is contingent on the Board's finding of compliance with 244 CMR 6.04 by the Program, and will be based on the Board's review of the Program's 2013 Annual Report to the Board, due November 1, 2013.

Board members commend you and your nursing faculty for your efforts to promote safe nursing practice. Please feel free to contact me at (617) 973-0922 or at Judith.Pelletier@state.ma.us if you have any questions regarding this matter.
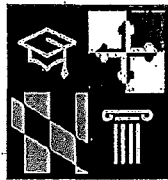
Sincerely,

Judith M. Pelletier, MSN, RN
Nursing Education Coordinator

c: Judy A. Beal, DNSc, RN
       Dean, School of Nursing & Health Science

I:\JMP restore\Annual Report surveys by year\2012 SON Approval Letter 14Feb13.doc

Recent Approval Letter

June 19, 2015

Dr. Helen Drinan
President
Simmons College
P108 Palace Road Building
300 The Fenway
Boston, MA 02115

Dear President Drinan:

The Maryland Higher Education Commission has received a renewal application from Simmons College to renew approval to offer its online Master of Science in Nursing with an area of concentration on Family Nurse Practioner, and to offer two (2) online programs that include experiential learning components as a required part of the curriculum. I am pleased to inform you that Simmons College is authorized to offer the programs listed below until August 31, 2016. Please note that there are conditions placed on these program approvals.

Approved programs:

 I.   Master of Science in Nursing (M.S.N.) with an Area of Concentration in Family Nurse Practitioner
 II. Master of Social Work

The program listed above is approved with the following conditions:

 (i)   Simmons College shall work directly with students enrolled to secure practica opportunities, where those practica will take place in Maryland.

 (ii)   Upon renewal of its certificate of approval to operate in Maryland, Simmons College shall submit a list of its practica sites by program, as well as the number of students placed at those sites during the preceding year. The Commission may review placement sites, as well as monitor the number of students placed at those sites, in order to make future determinations regarding the use of those sites.

 (iii) Additionally, field placements for the Master of Social Work must be targeted toward counties which are not currently served by existing M.S.W. programs, or are underserved by such programs. More specifically, M.S.W. field placements shall not occur in Baltimore City, Anne Arundel, Baltimore, Harford, Howard, Montgomery, Prince George, Caroline, Dorchester, Somerset, Talbot, Wicomico or Worchester counties unless placement sites submit documentation to the

Commission which states that their needs for trained social work students are not being adequately met by approved programs in their vicinity.
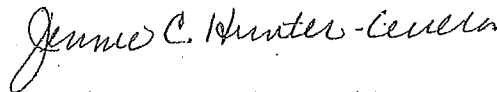
The unreasonable duplication of programs as well as capacity for additional enrollments at Maryland institutions to meet unmet demand warrants the recommendation for denial of the following program:

- Bachelor of Science in Nursing

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at www.mhec.state.md.us. In order to operate at the approved locations after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2016-2017. If applicable, the use of VA benefits for these programs should be coordinated through Ms. Trish Gordon-McCown, Veterans Affairs Coordinator. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offerings in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,

Jennie C. Hunter-Cevera

Jennie C. Hunter-Cevera, Ph.D.
Acting Secretary of Higher Education

JCHC:SAB:jmc

Cc: Mr. Phil Chong, Director, Simmons Online, Simmons College

New Proposed Programs

MS-LIS Archives Management Concentration

Online Master of Science Program

<u>Program description:</u>

The Archives Management Concentration within the M.S. in Library & Information Science program will provide knowledge in collecting, appraising and preserving documents and materials found in manuscripts, moving images and photographs, oral-history recordings, multimedia, government records and literary correspondence.

The archival profession has been growing steadily as the number of records and the knowledge and social consciousness about saving them have increased. Students will acquire skills in establishing and maintaining proper repositories in public and private organizations — such as public archives, colleges and universities, museums and cultural heritage sites, photographic and film collections, public libraries, foundations, government agencies and corporations. Students complete 36 semester course credits.

An internship is required as part of LIS 438. Students are also required to take LIS 502, which is a 130 hour internship plus three in-class meetings. The fully online cohorts follow the same curriculum as the on-the-ground students. However, due to the cohort-based nature of the online program, the courses are set out in a more structured way, with two courses planned for each semester. Current standards in the archival profession require knowledge of the practices and theories taught in the core curriculum.

MS-LIS: Information Science and Technology Concentration

The Information Science & Technology Concentration is part of the larger effort at Simmons to integrate information science, computer science, and related fields interested in creating, testing, deploying, and studying computer-based technologies. The program of study combines theory, hands-on competencies, and understanding of industry- and professional practices, to expose students to the kinds of knowledge they'll be expected to know as a Master of Science. The curriculum includes modeling data, programming, building ontologies and using relational databases and XML. The focus is on creating or working in digital environments with information systems, digital libraries, working in informatics on the aesthetic experience of information visualization, web design, and studying the efficiency of information systems through management and the user experience. Graduates will be qualified to enter professional roles in libraries, museums, archives, management of information systems and also data-rich businesses and research settings.

SIMMONS | 300 The Fenway, Boston, Massachusetts 02115-5898 | T 617-521-2000
www.simmons.edu

Attachment A-1b: New Program

Simmons College School of Library and Information Science

Master of Science in Library and Information Science (MS-LIS)

Online MS-LIS Archives Management Concentration Curriculum (36 Credits):
Course requirements include: Introduction to Archival Methods and Services (LIS 438), Archival Access and Use (LIS 440), Managing Records in Electronic Environments (LIS 456), and a Field Study (LIS 502). A major component of the Simmons SLIS Archives Management concentration is the internships that occur at two times during the program of study. The first of these is a 60-hour internship that will be completed during students' second semester as part of LIS 438; the second is a 130-hour field study that will be completed during students' last semester (this is the major component of LIS 502). Simmons is committed to working with online students to find sites in their local areas, and will begin working with students on this process once their first semester's classes are underway.

Fall 2014 Course Schedule

Semester	Course 1	Course 2
Fall 2014	LIS 401: Foundations to LIS	LIS 415: Information Org
Spring 2015	LIS 407: Ref/Info Services	LIS 438: Intro to Archives
Summer 2015	LIS 440: Archival Access	LIS 488: Technology for Information Professionals
Fall 2015	LIS 442: Est. Archives & Manuscript Programs	LIS 439: Preservation Mgmnt OR LIS 448: Dig. Stewardship
Spring 2016	LIS 456: Records Mgmnt	Elective 1
Summer 2016	LIS 502: Archives Field Study	Elective 2

Online MS-LIS: Information Science and Technology Concentration Curriculum (36 Credits)

Students pursue their interests in four elective areas: Users & Use, Data Organization, Information Systems, and Information Technology.

Semester	Course 1	Course 2
Fall 2014	LIS 401: Foundations to LIS	LIS 415: Information Org
Spring 2015	LIS 407: Ref/Info Services	LIS 403: Evaluation (required for Capstone)
Summer 2015	Programming: LIS531J: Introduction to Computer Science or LIS 531z: Data Interoperability	LIS 458: Database Management
Fall 2015	LIS 469: XML	Elective 1
Spring 2016	Elective 2	Elective 3
Summer 2016	Elective 4	Elective 5

School of Library and Information Science Online Certificate Programs

Online Digital Stewardship Certificate (DSC) (15 Credits)
The Digital Stewardship Certificate prepares our students to play leading roles in preserving and ensuring access to society's digital heritage. Active stewardship of digital assets is becoming central to the mission of archives, libraries, and museums, along with public and private organizations responsible for large data collections. With the rise of digital humanities and data-intensive research in the sciences, digital stewardship is becoming a critical factor in advancing knowledge in all disciplines as well as in preserving digital culture for future generations.

To meet the acute need for more professionals with the skills and knowledge needed to manage digital projects and repositories, the School of Library and Information Science at Simmons College has developed an innovative 15 credit (5 courses) curriculum that explores the full range of technical, organizational, and public policy issues involved in

managing digital information across the whole lifecycle, from the point of creation through access and long-term preservation.

Digital stewardship represents an emerging interdisciplinary field of study and practice linking the information disciplines. Today, collaboration is increasingly viewed as a necessary factor in digital stewardship, enabling information professionals and technologists to work together effectively. Collaboration in turn requires professionals to have advanced communication and project management skills along with expertise in working with collections.

Through the Digital Stewardship Certificate program, Simmons is committed to preparing our students for successful careers focused on digital collections and repositories. Our graduates are expected to play a vital role in shaping the information professions as they make the historic transition to the digital age.

DSC Program Requirements
Students must have already attended an Master's degree in the field of Library Science. DSC graduates must complete a 5-course (15 credits) sequence. Three courses are required, and two electives are to be selected from a list of approved courses (see below). Students are also required to complete a one-week, introductory online orientation to the Digital Stewardship program and to online learning at Simmons.

Required Courses
- LIS 448: Digital Stewardship
- LIS 444: Archiving and Preserving Digital Media
- LIS 500: Independent Study

Elective Courses
- LIS 445: Metadata
- LIS 458: Database Management
- LIS 467: Web Development and Information Architecture
- LIS 469: XML-eXtensible Markup Language
- LIS 532F: Digital Asset Management in Libraries, Archives and Museums

DSC Course Schedule (Samples)

One Course Per Semester:

Fall	LIS 448
Spring	LIS 444
Summer	Elective 1
Fall	Elective 2
Spring	LIS 500

Two Courses Per Semester:

Fall	LIS 448 , LIS 444
Spring	Elective 1, Elective 2
Summer	LIS 500

Archives Management Certificate (15 Credits)
The Archives Management Certificate Program prepares students for careers in both digital and physical archives, as well as special collections and records management. It is specifically designed for students who have already earned a Master's degree from an ALA-accredited library school.

Archives Management Certificate Program Requirements
Students will take four core courses and one elective. Listed below are the course requirements for the Archives Certificate. Individual programs will be determined between the certificate student and the program director depending on student course work already completed during the earned Master's degree. Students who have already taken a core course are not required to repeat it. They would substitute an elective in that case.

One Course Per Semester:

Fall	LIS 438
Spring	LIS 440
Summer	LIS 456
Fall	LIS 439 OR LIS 444 OR LIS 448
Spring	Elective 1

Two Course Per Semester:

Fall	LIS 438, LIS 440
Spring	LIS 456; LIS 439 OR LIS 444 OR LIS 448
Summer	Elective 1

Course descriptions

Library and Information Science Courses

LIS 400 - Technology Orientation Requirement (TOR)

The Technology Orientation Requirement is designed to serve as a self-paced introduction to the technology and resources you will use in the SLIS program. It ensures that all incoming SLIS students are prepared to use the technology required for their SLIS classes, regardless of a specific LIS track to be taken. It was created by a faculty committee who specifically chose the format and content that is most pertinent to the LIS curriculum. For more information about the TOR, please see SLIS.simmons.edu/tor. (0 credits.)

LIS 401 - Foundations of Library and Information Science (formerly LIS531P)

This course is an introduction to the field of library and information science, exploring information professions, services, and institutions, as well as addressing fundamental concepts and theories of information. Topics that will be the subject of discussion and study include settings in which an information professional might work (libraries, information centers, archives, and the information industries); the history of the information professions; the organizational structures of information institutions; the information needs of users and their information-seeking behavior; and information concepts, theories, and practices. The class will engage with current issues and trends affecting the information professions in today's society. Assignments may include presentations, posters, papers, case studies, examinations, and written exercises. Note: This is a core course for students who enter the program in Fall 2013 and thereafter.

LIS 403 - Evaluation of Information Services

The course applies the principles of evaluation research to contemporary information management problems. It covers the fundamentals of identifying and investigating problems relevant to continuous quality enhancement and communicating the results to decision makers.

LIS 404 - Principles of Management

Designed to acquaint students with the basic management functions of planning, organizing, staffing, directing, and controlling. The course is intended to help provide understanding of human interactions in the workplace and develop the practical problem-solving skills needed to handle managerial problems professionally. Approaches to managing, from authoritarian to participative to laissez-faire, are examined. Readings, case studies, critical incidents, simulations, and discussions.

LIS 405 - Special Topics in Children's Literature and Library Science

This co-taught course offers a thematic exploration of children's and young adult literature as viewed through the sometimes complementary, sometimes contradictory disciplinary lenses

of literary criticism and library science. Topics for discussion include the differences and similarities between professional reviewing and literary criticism, literary reception and the reading audience, and the intersections between theory and practice. Required course for Dual Degree in LIS/Children's Literature.

LIS 406 - Management of School Library Media Programs

This course examines the philosophy and management of school library programs, including the roles of the school library teacher and of the pre-K-12 school library program, through the study of teaching and learning, library facility design, integration of instructional technology, electronic access, differentiation of instruction, literacy, 21st century information skills, service to English Language Learners, access, equity, ethical issues, budget, advocacy, strategic planning, and program evaluation. Field-based course work is also required. Prerequisites: LIS 400 and LIS 426.

LIS 407 - Reference/Information Services

Covers reference services, searching, and sources. Introduces reference concepts and services, such as the reference interview, customer service, evaluating the reference collection, management, ethics, reference philosophy, service in different institutional settings and for diverse populations, and the assessment of reference services. Students learn how to search in digital and print sources, including full text information retrieval in subscription services and the freely available web. Students become familiar with over two hundred core, fundamental print and digital sources. Note: This core course for students who enter the program in Fall 2013 and thereafter.

LIS 408 - User Instruction

This course offers an overview of user instruction, including needs assessment, planning, educational strategies, and evaluation of programs in all types of libraries. Students will critically evaluate concepts of information literacy, learning theories, and the goals of user instruction and apply best practices principles in development of user instruction program modules for either oral presentation or online tutorials. Readings, discussion, guest lectures, oral presentations, and a term project may be included. Prerequisite: 12 semester hours.

LIS 409 - Literature of the Social Sciences

Overview of social science information, environment, structure of resources, and users. Emphasis will be given on navigating through an increasingly interdisciplinary and cross-disciplinary body of knowledge. Discussion will include the evolution of the various disciplines, organization of inquiry, and role of research methodologies. Techniques used to evaluate social science information are covered. Typically includes guest speakers and field trips. Prerequisites: LIS 400 and LIS 407.

LIS 410 - Information Services for Diverse Users (formerly LIS 530J)

Given the increasing diversity of information users in the United States, information

professionals need to learn more about specific groups in order provide appropriate services. This course examines the special needs and potential contributions of groups that are traditionally underrepresented in information settings. Through readings, discussion, and guest lectures, students will explore diversity issues that impact information services and develop skills for planning, implementing, and evaluating programs for addressing these issues. Specific diversity issues include race and ethnicity; gender and sexual orientation; social class; national origin; physical, psychological, and learning ability; and age. Students will gain experience in addressing diversity issues in two interrelated projects. The first project will involve writing a paper on a particular group and its needs in terms of collection development, programming, or accessibility issues, etc. For the second project, students will build on the first paper in a service learning project with an information center of their choice. Examples of service learning projects include constructing a detailed program or service activity for a specific group; compiling an annotated bibliography of best current materials and digital sources for a specific group; implementing a mentoring program for a specific group; evaluating diversity programs which are already in place; or writing a staff training proposal.

LIS 411 - Information Sources for Children

This course introduces criteria and professional tools for evaluating and selecting nonfiction books, reference materials, periodicals, nonprint materials, and electronic resources to serve the varied needs and interests of children in public libraries and school library/media centers. This course considers changing forms of material and aspects of how content is influenced by format and examines the usefulness of library catalogs and other access tools in guiding children to appropriate information. Attention is given to theories of critical thinking and information literacy to expand understanding of children as users of information.

LIS 412 - Library Programs and Services for Young Adults

This course examines the planning and delivery of information and recreational services to meet the diverse needs of young people between the ages of 12 and 18 in public libraries and school library/media centers. Examination of the developmental tasks of adolescents and relevant social, education, and demographic trends. Emphasis on the development of library policies and collaboration with youth serving community agencies. Attention to communication and program skills and the promoting, funding, and evaluating of library programs and services for teenagers.

LIS 413 - Literature of the Humanities

The purpose of this course is to introduce students to the numerous types of standard and current works, reference materials, bibliographic sources, and Web portals in the humanities. In addition, the course emphasizes various approaches to searching for information and to the bibliographic structure of disciplines. Students will evaluate sources, search for information, and investigate topics in the humanities. Prerequisites: LIS 400 and LIS 407.

LIS 414 - Organization and Management of Corporate Libraries

This course examines the history, types of libraries, staffing, development, and future of company libraries in the United States. Specific attention will be given to examples of highly successful models, as well as those corporate information centers that have encountered problems. Recent research on the value of information professionals and the perceived value of corporate libraries will be examined in detail. Methodologies to evaluate the company library will be discussed. Comparative data on corporate libraries in the U.S., Europe, and Japan will be included in this course.

LIS 415 - Information Organization

The phenomena, activities, and issues surrounding the organization of information in service of users and user communities. Topics include resource types and formats, information service institutions, markup, descriptive metadata, content standards, subject analysis and classification, and the information life cycle. Readings, discussions, examinations, and oral and written exercises. Note: This is a core course for students who enter the program in Fall 2013 and thereafter.

LIS 416 - Introduction to Cataloging and Classification (formerly LIS 532A)

This course covers the principles and practices of bibliographic description, subject cataloging, and classification. It covers basic descriptive cataloging of books, including: the elements of bibliographic description; the choice of descriptive detail; authority control; the choice and form of access points; and the application of MARC21. It covers basic subject cataloging and classification processes, including the application of subject headings to information resources and the creation of call numbers in Dewey Decimal and Library of Congress classifications. May include readings, discussions, presentations, exams, exercises, and individual or group projects.Prerequisites: LIS 400 and LIS 415.

LIS 417 - Advanced Subject Cataloging and Classification

This course addresses the theories, principles, and practices of subject cataloging and classification. It covers the application of national standards to the creation of bibliographic records and to the construction of catalogs in libraries and other information environments. It teaches the concepts of subject cataloging including: understanding the various approaches to and pitfalls in determining aboutness; the theoretical foundations, structure, and the application of LCSH in subject cataloging; the application of the policies in the LC Subject Heading Manual; and complex number building in Dewey Decimal Classification and Library of Congress Classification. The course also includes examinations of the history and theoretical foundations of subject cataloging and classification and explores other subject access systems from around the world (e.g., UDC, Colon, Bliss, Expansive classification, PRECIS, AAT, and MeSH). May include readings, discussions, presentations, exams, exercises, and individual or group projects.Prerequisites: LIS 400, LIS 415; LIS 416 is not required, but it is recommended.

LIS 418 - Technical Services

Organization, administration, and functions of technical services, including selection, acquisition, and management of monographic, serial, print, and electronic resources; management of metadata, cataloging, and preservation functions; commercially available technology and services, including outsourcing and vendor-supplied metadata, to support technical services functions; and consortial purchasing and other cooperative projects. Course may include lecture, readings and discussions on current topics, guest lectures, field trips, papers, and other individual projects.

LIS 419 - Indexing and Thesaurus Construction

Design, evaluation, and improvement of systems providing subject access to information resources. Indexing, classification and taxonomy, indexing language development, abstracting, algorithmic approaches. Subject organization and retrieval in a range of information systems and settings, including Web sites, subject gateways, and digital libraries. Practical exercises, individual or group projects, in-class presentations. Prerequisites: LIS 400, LIS 407, and LIS 415.

LIS 420 - Book Publishing and Librarianship

The course focuses on the book publishing industry and its relationship to the library profession. Students examine all the segments of the publishing process: editorial, design, manufacturing, marketing, and sales. The course explores current issues in the book publishing industry; it helps librarians develop critical skills to evaluate books; it clarifies aspects of copyright as related to printed material; and it provides information about ways libraries can influence what appears in print and can take advantage of current conditions in the publishing marketplace. Also included are guest speakers from the publishing industry, media presentations, and individual research papers.

LIS 421 - Social Informatics

"Social Informatics" refers to the body of research and study that examines social aspects of computerization - including the roles of information technology in social and organizational change and the ways that the social organization of information technologies are influenced by social forces and social practices. This graduate seminar is for students interested in the influence of information technology in the human context, including cultural heritage, professional concerns, and social inequities. The course introduces some of the key concepts of social informatics and situates them into the view of varied perspectives including readers, librarians, computer professionals, authors, educators, publishers, editors, and the institutions that support them.

LIS 422 - Literacy and Services to Underserved Populations: Issues and Responses

This course provides an overview of the social, economic, and political impact of adult functional illiteracy in the United States; it discusses the issue at both the federal and state level with implications for library involvement at the community level. Emphasis will be placed on the analysis of the literacy needs of a community and at the development and

implementation of programs to meet that need. It will introduce advocacy, training, budgeting, staff recruitment, student assessment and instruction, publicity and program evaluation of both traditional and innovative library-based literacy/ESOL programs; it will suggest approaches to serve traditionally underrepresented communities by exploring how to improve equity of access to those populations.

LIS 423 - Storytelling

This course examines cultural origins and contemporary practices of oral storytelling. It explores the psychological and social value of stories and practical and ethical issues in selecting, adapting, and presenting story materials. Students observe and practice storytelling and develop a personal repertoire of stories. Readings, class discussion and exercises, and course assignments will acquaint them with a wide variety of story types, skills of story presentation, and the development of story programs.

LIS 425 - History of the Book

The course will cover a wide variety of topics concerned with the history and development of the book, both as a physical object and as the bearer of intellectual content. Therefore, the lectures/discussions will look at two different kinds of phenomena: the physical properties of the objects that carried written and pictorial texts and the intellectual use to which books have been put. A third area that the course will address picks up the miscellaneous, but important, issues of the world of libraries: the antiquarian and out-of-print book trade; remainders; handling, storing, caring for, repairing, and conserving books; legal considerations of book/text ownership and use; and other areas of book history. Students will be introduced to the extensive vocabulary of the book world. With a mastery of this new vocabulary, the students will have a grasp of a subject of extraordinary breadth, boundless fascination, and endless debate. As Milton said, "A good book is the precious life blood of a master spirit." This course will explain why.

LIS 426 - Curriculum and the School Library Teacher

This course provides a close examination of the organization, structure, and content of theMassachusetts Curriculum Frameworks and of the Common Core. Students will identify elements of the Frameworks that promote student achievement through library activities, projects, and instruction. The central role of curriculum in teaching and learning will be discussed. Emphasis will be on lesson and unit planning, organizing, implementing, and assessing library activities and student projects that support and enhance the Massachusetts Curriculum Frameworks and Common Core topics and bridge to AASL Standards for the 21st-Century Learner, and that result in student achievement. Some key topics will be cross-disciplinary learning, inquiry-based learning, differentiation, literacy, research skills, assessment, and collaboration with classroom and subject area teachers, and developing the role of the school library teacher as a reflective practitioner.

LIS 428 - U.S. Government as Publisher

Within an information policy context, the course examines the life cycle of government information, with particular emphasis on public access issues, the evolution from distribution to dissemination, and the emergence of e-government - a multi-faceted concept. Students learn to navigate through a rich body of current and historical literature.

LIS 430 - Business Information Sources and Services

A survey of print and electronic information sources as well as coverage of basic business concepts is provided. It will include sources basic to business, finance, trade, company and industry reference and be both national and international in scope. The objective will be to familiarize students with source material, including government sources and statistics, industry and trade literature, used for business research. Attention will also be paid to the information needs of business people and researchers as well as the issues and concerns associated with business information gathering and research. Prerequisites: LIS 400 and LIS 407.

LIS 431 - Instructional Strategies for the School Library Teacher

This course provides an in-depth look at the pedagogy of teaching and learning including an analysis of the research base that informs the use of specific instructional strategies. It is structured to enable the future library teacher to understand his/her role and responsibilities as a teacher and instructional partner with classroom/subject area teachers with whom he/she will collaborate. Students prepare lessons, teach, participate in peer reviews, and begin to develop as reflective practitioners.

LIS 432 - Concepts in Cultural Heritage Informatics (formerly LIS 531V)

This course serves as a foundation course for students who seek careers as information professionals in archives, museums, libraries, and other cultural heritage settings. Working with representative partner sites, the course introduces students to diverse information organizations. With a focus on the purpose, mission, and history of these institutions, the course examines key concepts and activities in an interdisciplinary context. Differences in the purposes and missions of these institutions are also considered. Specific topics include: collection building, organizing knowledge structures, conserving and preserving collections, collection use, exhibitions, education, the application of technology, and cultural politics. Assignments include case studies, presentations, and group projects.

LIS 433 - Oral History

This course is in four components: 1) studying the ethics and responsible practice of oral history; 2) studying the mechanics of analog and digital recording; 3) developing a project to document a life, event, occupation, family, institution or experience; 4) archiving, providing access and preserving analog and digital recordings. The class will make use of films, field trips and guest lecturers. All projects must secure the approval of the Simmons College Internal Review Board.

LIS 434 - Medical Librarianship

Basic concepts and trends in the organization and management of the medical library. Selection, organization, and utilization of print and electronic medical literature and information. Emphasis on the institutional and environmental information needs of medical education, research, and practice in which the health sciences librarian works. Utilization of the online databases and controlled vocabularies from the National Library of Medicine and experience in the navigation, identification, and evaluation of Internet-based medical and health information resources. Current and future trends in health sciences librarianship.

LIS 435 - Music Librarianship

Scope, types, and functions of music libraries - their physical and intellectual organization and administration. Included are principles and techniques of selection, acquisition, classification, cataloging, binding, storage, and dissemination of music materials; principles, techniques, and materials of music reference and research; music publishing and recording, including listening facilities; and philosophy and functions of the music librarian. Music-reading ability and substantial music literature background required. Prerequisites: LIS 400 and LIS 415.

LIS 437 - Legal Information Sources

Study of legal information - origins, organization, dissemination, and use of legal media, as well as techniques of basic legal research. Prerequisites: LIS 400 and LIS 407.

LIS 438 - Introduction to Archival Methods and Services

Fundamentals of a wide range of archival activities, including appraisal, acquisitions, arrangement, description, reference, and access. Overview of history and terminology of the profession. Discussion of the types and varieties of archival repositories and the value of historical records beyond traditional research use. Course includes a required 60-hour internship completed in an archives or manuscript repository. Required course for Archives Management Concentration.

LIS 439 - Preservation Management in Libraries and Archives

This course covers the fundamentals of planning and managing programs of prevention and remedial treatment for the preservation of information resources in libraries and archives. The study of the nature of all types of materials and the factors contributing to their deterioration serves as background. Preservation planning topics, such as environmental control and light, security, risk management, fire prevention, housekeeping and storage, general collections maintenance and testing methods, are covered. Additional topics include: emergency planning in the areas of preparedness, mitigation and response; selection of materials for basic repair, conservation or reformatting; budgeting for preservation activities; preservation training for staff and users; digital preservation; and cooperative programs. Course includes readings, guest lectures, media presentations, field trips, demonstrations, and individual projects.

LIS 440 - Archival Access and Use

Explores access to and use of archives and manuscript collections within the framework of archival description and representation. How archives are described and the surrogates that are used to represent them profoundly impact their access and use and are central to the archives profession. Students will explore various types of archival use including exhibits (physical and virtual) in addition to the creation of surrogates for primary sources and will gain a theoretical and practical understanding of EAD (Encoded Archival Description), as well as other emerging metadata standards. Required course for Archives Management Concentration. Prerequisites: LIS 400, LIS 415, and LIS 438.

LIS 441 - Appraisal of Archives and Manuscripts

Archival appraisal, or the assessment and evaluation of archival records to determine their continuing value for long-term retention, is one of the central and most critical challenges and responsibilities of the archivist. Building on the introductory exposure to appraisal offered in LIS 438, this course will focus on developing a theoretical framework for appraisal by introducing students to the strategies and methodologies of appraisal, through case studies and by exploring appraisal models developed and implemented within the profession. It will place the issues and activities of appraisal within the context of the documentation of society and the preservation of organizational and community memory. Prerequisites: LIS 400 and LIS 438.

LIS 442 - Establishing Archives and Manuscript Programs

Developing a knowledge base that encompasses a variety of competencies around sustaining an archives is vital for archivists who often work in small one or two person repositories or may face the challenges of establishing new repositories. This course will analyze the requirements of such small or emerging programs and focus on the ways to develop strategic plans, locate and pursue sources of funding, market and design outreach; understand the physical and intellectual resources of an archival facility; and sustain program growth. The class will also examine these issues within the context of different types of archives (i.e. government, academic, historical societies). Prerequisites: LIS 400 and LIS 438.

LIS 443 - Archives, History, and Collective Memory

This is a bridge course between Archives and History that explores the relationship between historical events, the creation and maintenance of archival records, and the construction of collective memory. It analyzes the role of archives and records in the process of documenting and remembering (or forgetting) history. Focusing on 20th century events, it considers such archival issues as repatriation, records destruction, contested history, and memory construction. These issues are presented within the context of various types of records, such as genealogical records, oral records, and records of material culture (artifacts) in addition to traditional print materials.Required for Dual Degree Archives/History students. Prerequisite: LIS 438 for Archives concentrators and dual degree students.

LIS 444 - Archiving and Preserving Digital Media

The preservation and retention of media in digital environments are increasingly urgent issues for archival digital repositories. This course focuses on archiving and preserving a wide variety of digital media (primarily text, image, sound, moving images, and web sites), as well as thinking in a long-term way about overcoming the many challenges. Topics under discussion will include the characteristics of digital media that make a difference in their long-term preservation, media formats, rights issues, digital asset management, each addressed theoretically, historically, and practically. Please note: this class is not limited to Archives concentrators. All students are welcome. Prerequisites: LIS 400 and LIS 448.

LIS 445 - Metadata (formerly LIS 531S)

This course will cover the theory and practice of metadata as it is applied to digital collections. It will provide students with a comprehensive overview of current metadata standards in the library, archives, and visual resources communities and offer them an opportunity to get hands-on practice using selected standards. It will examine the role of metadata in the discovery, delivery, administration, and preservation of digital objects and consider current and emerging issues in metadata. The course will address all aspects of metadata, including creation, management, and use. In-class exercises and assignments will provide students with the opportunity to apply specific content and structure standards. Prerequisites: LIS 400 and LIS 415.

LIS 446 - Art Documentation for Museums, Archives & Libraries

This course addresses the creation, management, and dissemination of art information in museums and in their archives and libraries, as well as in academic art libraries and visual collections. Topics include: the historical development of art research collections in museums and libraries; impact of new technologies on research and collection management; use of social media and the related information management issues; developments in field-specific standards such as CCO and the various Getty vocabularies, with an emphasis on the impact on access to visual materials; developments in cross-institutional projects; and issues specific to small museum libraries and archives.

LIS 447 - Collection Maintenance

This course in preservation management deals with the planning, implementation, and management of an effective collections maintenance program, including an effective repair program for a small/medium general collection. Topics include developing criteria for the selection of items in need of repair, binding, or replacement; learning the proper repair and housing techniques for bound and unbound materials in order to be able to administer an in-house repair program; selecting and processing materials for remote storage facilities; the cost factors involved in developing a collections maintenance program for general collections; and selecting and managing staff, space, equipment, and supplies for such a program.

LIS 448 - Digital Stewardship (formerly LIS 531W)

This course teaches the core concepts and skills needed to create and manage digital collections and repositories. It covers the digital convergence of cultural heritage information in libraries, archives and museums. It introduces strategies for managing digital objects over the long term through active, ongoing oversight of the total environment (content, technologies, and user expectations) during all phases of the information life cycle. The course also includes extensive discussion of policy issues affecting digital collections, including sustainability issues for digital repositories, and open access to digital resources.

LIS 449 - Rare Book and Special Collections Librarianship (formerly LIS 5310)

With the growth of the Internet and the proliferation of electronic applications in librarianship, the role of the Special Collections and Rare Book library has not gotten simpler. In fact, the new technology has added a layer of complexity to the life of the librarian, while many operations remain unchanged. Often, Special Collections/Rare Books Departments are like a library in microcosm, for many of these departments do all of what the parent institution does, in both technical and public services. On top of this, many administrators look to the Rare Books Department and use the department's facilities and holdings for public relations and other fund-raising activities. This course is designed as a practical introduction to Rare Book and Special Collections Librarianship, to cover the many issues of these departments' responsibilities for the neophyte as well as the experienced librarian.

LIS 450 - Organization and Management of Public Libraries

Examines the principles and techniques of planning and delivering public library services to individuals and communities. Emphasis on preparation of a community profile and development of service goals and objectives, with attention to library relationships with other community agencies. Examination of the governance and service structure of metropolitan and town libraries with consideration of political, fiscal and societal trends affecting them. Analysis of the library needs of specific groups and the means of implementing particular programs and services.Prerequisites: LIS 400 and LIS 404 (or LIS 406 or LIS 442).

LIS 451 - Academic Libraries

Survey of the development, current state, and future directions of college and university libraries. The focus will be on broad issues within a context that connects academic libraries, and their infrastructure, with their parent institutions. Such issues include managing change, scholarly communication, publishing, information technology, advocacy, evaluation and assessment, planning, budgeting, and higher education. Prerequisites: LIS 400 and LIS 407.

LIS 453 - Collection Development and Management

Activities through which library collections are systematically developed and managed are explored, especially the formulation and implementation of written collection development policies. Other specific topics include identification of user needs; collection evaluation; fund allocation among competing departments, subjects, and/or media; selection methods; intellectual freedom; storage alternatives; and cooperative collection development. Course

includes readings, guest lectures, and a term project in which a collection development policy for a real information agency is prepared. Prerequisites: LIS 400, LIS 407, and LIS 415 or the permission of the instructor.

LIS 454 - Digital Information Services and Providers

Provides a survey of the use and management of commercial electronic resources. The course will focus on search strategies and logics as applied to online databases in bibliographic, full-text, numeric, and directory formats. Focuses on management considerations, such as client relationships, collection development, equipment purchasing, and the management of public access services. Trends in electronic publishing, both in multimedia CD-ROM and the World Wide Web, are explored. Instructional methods include lecture, online demonstrations, hands-on training, and guest speakers. Prerequisites: LIS 400 and LIS 407.

LIS 456 - Managing Records in Electronic Environments

Records management is an essential component of archival practice. This course covers the principles, standards, procedures, and technologies utilized in modern record-keeping and information resources management. Topics include appraisal, scheduling and disposition, systems theory, functional analysis, systems design and electronic records management and policy. Required course for Archives Management Concentration. Prerequisites: LIS 400 and LIS 415 (LIS 438 is recommended as a prerequisite for archives concentrators).

LIS 457 - Digital Publishing

Digital publishing has fundamentally altered who can be a publisher, along with the formats and devices in which the content is consumed. This survey course focuses upon the technologies and the forces that shape them. Emphasis is upon how to select, manage, and evaluate these options both professionally and personally. Many of these systems are turn-key and/or paywall technologies deployed in cloud computing, tablet, and mobile applications that can be used in library, archives, museums and other institutions. There are many issues to consider, including digital rights management, accessibility design, and privacy policies as we typically cannot design around or legally alter the content of these products. This course will also include discussion of micro-publishing venues, markup formats, and multimedia integration. Other considerations will include publishing on demand, crowd-created content, and international concerns.

LIS 458 - Database Management

Principles and practices of database management and database design. Discussion and practice cover database application lifecycle, data modeling, relational database design, SQL queries, reports and other interfaces to database data, and documentation. Lectures also cover Web databases, XML, multimedia databases, and ethical and privacy issues associated with database systems. Individual and group projects. Prerequisites: LIS 400 and Technology Core.

LIS 460 - Technology and the School Library Teacher

This course will prepare the school library teacher to successfully integrate new and emerging technologies into the school library program, technology lab, and classroom. Technologies studied will be appropriate for integration into all areas of the school's curriculum. Web-based and mobile resources and tools are used extensively throughout the course and are directly tied to current topics in successful school library management and practice. Hands-on learning and discussion of issues that could arise as a part of technology integration with pre-K - 12 students are foundational elements of the course. The role the school library teacher plays in the professional development of teachers in his/her school as a resource person, leader in technology instruction, facilitator, collaborator, and instructor will be discussed throughout the course.Prerequisites: LIS 400 and LIS 407.

LIS 462 - Digital Libraries

Digital libraries are regulated collections of distributed networked resources made accessible to users, usually through a transparent and standardized interface. This course will examine publicly and privately funded digital library projects in the US and internationally, and will explore evolving definitions and visions, as well as issues such as preservation and intellectual property. Through hands-on investigation, students will also become familiar with the components of digital libraries, and with digital library research. Assignments will include (but are not limited to) papers and presentations. Prerequisites: LIS 400, LIS 415, and Technology Core.

LIS 463 - Library Automation Systems (formerly LIS 531R)

This course provides an overview to the historical, current, and future automation and technological concerns facing information professionals in a variety of library information settings. It examines various functional components of automated library systems in acquiring, harvesting, organizing, maintaining, accessing, circulating, and disseminating collections. The course covers the process and principles of managing and evaluating library automation systems, including functional specifications, needs assessment, vendor review, RFPs, system implementation and customization, systems integration, and usability testing. It also addresses state-of-the-art library automation trends, including incorporating new technologies such as wikis, RSS feeds, user tagging, and participatory services into library systems. Class activities may involve presentations and demos from vendors and systems librarians and possible site visits. Course requirements may include exercises using components of one or more integrated library systems (ILS). Projects may include vendor profiling, comparative analysis of online public access catalogs (OPACs) and other ILS modules, RFPs for library system products, and investigative reports on Library 2.0 technologies. Prerequisites: LIS 400, LIS 415, and Technology Core.

LIS 464 - The Medieval Manuscript from Charlemagne to Gutenberg (formerly LIS 531T)

This course will introduce students to the components of the medieval manuscript codex and teach them how to localize and date this kind of material, introducing them to the fields of

paleography, codicology and manuscript illumination from the reign of Charlemagne in the 9th century to the invention of printing in the 15th. They will trace the development of book production and literate culture from its monastic origins to the later commercialization of the book trade. Different types of texts, such as Books of Hours, will be introduced. Students will learn the fundamentals of manuscript bibliographic description, and issues involving the modern book trade and curatorship of this type of material will be addressed.

LIS 465 - Knowledge Management

This course will cover the entire knowledge management cycle from knowledge capture and codification, to sharing and communities of practice, transfer and application. It will also include major theories and models in knowledge management. Students will learn to apply the case study research design in knowledge management in organizational improvement. Contemporary knowledge management software (including knowledge creation and sharing in social networking websites) will be covered. Finally, the course will explore knowledge management not just from the organizational perspective, but also from the individual perspective.

LIS 466 - Information Retrieval

This course covers all aspects of Information Retrieval (IR). In this class, students study technical foundations of text-based retrieval: IR models; system evaluation; improvements on retrieval through relevance feedback; human-computer interaction for IR; multimedia IR; and IR in the library, especially web, library, and digital library applications. Some specific class topics include interactive information visualization, IR and multimedia, free-text searching and the integration of semantically-tagged records, language issues that form domain-specific retrieval research programs (e.g. bioinformatics, medical librarianship, latent semantic indexing, generalized vector model, and Markov-chain clustering techniques). Prerequisites: LIS 400 and Technology Core.

LIS 467 - Web Development and Information Architecture

Organizing and structuring content to help individuals, communities, and organizations find and manage internal and external Web-based resources and services. Application of current coding, metadata, and style standards to create Web documents. Evaluation of Web site quality and usability, and assessment of resource discovery tools. Strategic planning and user needs analysis for information architecture. Content inventory, organization, and management in support of wayfinding and navigation. Design documents for prototyping large Web sites. Readings, essays, design projects, and in-class presentations. Prerequisites: LIS 400, LIS 407, and Technology Core.

LIS 469 - XML - eXtensible Markup Language

This course introduces students to eXtensible Markup Language (XML), its role as a standard in enabling and managing metadata applications, and its application as a data-modeling technique. Students create XML schemas and document type definitions (DTDs),

and learn to apply transformations using eXtensible Stylesheet Language (XSL). The course examines a wide range of applications of XML in libraries, archives, and related information settings and considers the technical requirements of making XML-tagged content available and useful to Web browsers and to metadata harvesting applications such as the OAI (Open Archives Initiative). Topics include XML applications in bibliographic utilities, cross-walks between XML and other systems, the role of XML as an alternative or complement to the structured database model, and managing metadata services with XML. Prerequisites: LIS 400, LIS 415, and Technology Core.

LIS 470 - Visual Communication

Intensive study and analysis, through illustrated lectures, of visual forms of information and communication. Upon a foundation of the history of graphic forms of communication, semiotics, philosophy, and media analysis, students study the basics of theory and iconographic languages to understand visual information resources in society in general and specifically in libraries, archives, and emerging visually-rich environments. Topics may include visual literacy, rare books, prints and printmaking, typography, photography, posters, ephemera, propaganda, digital images, exhibit construction, and other topics driven by student interests. The readings and activities from a foundation of (a) graphic/visual knowledge, (b) theory, (c) history, and (d) application in LIS. Students will be able to pursue media studies, human-computer interaction, information architecture and related topics with greater understanding.

LIS 471 - Photographic Archives and Visual Information

Photographs as visual information. Problems of meaning, context, and definition. Responsibilities of the photo archivist. History of major types of photographic artifacts and development of photographic genres. Characteristics of 19th-century processes. Special problems of subject access and remote access. Utilization by scholars, visual researchers, and communication industries. Onsite examination of management practices in a variety of institutions. Guest specialists include, when possible, visitors from special libraries, historical societies, major archives, museums, and picture agencies. Prerequisites: LIS 400

LIS 474 - Competitive Intelligence (formerly LIS 530M)

Organizations and organizational units increasingly employ competitive intelligence (CI) to support decision-making, management, and to build and sustain competitive advantages. As the formal practice of CI has grown in adoption and sophistication, information professionals are often charged with intelligence-related responsibilities. This course examines competitive intelligence models, functions, and practices; the roles of information professionals in CI, and the management of CI. Discussion and practice topics include: intelligence ethical and legal considerations; identifying intelligence needs; intelligence project management, research methods, analysis, production, and dissemination; the uses of intelligence; intelligence sources and tools; managing the intelligence function; and the evolution of CI. A working knowledge of print and electronic business information sources is

recommended. Prerequisites: LIS 400, LIS 404 (or LIS 406 or LIS 442) and LIS 407.

LIS 475 - Organizational/Information Ethics

The course will examine the ethical implications of decisions made within various organizational contexts regarding issues such as property ownership, strategy formulation, the utilization of computer technology, employee relations, accountability, conflicts of interest, as well as other topics relevant to today's managers. Participants will examine the ethical implications of cases at the individual, organizational, and societal levels. The course will assist professionals to clarify and apply their own moral standards and ethical norms, beliefs, and values to unfamiliar, complex situations in which the appropriate application of these values may not be obvious. The course makes no effort to dictate what is "right," "proper," and "just" - that is left to the individual's own moral standards of behavior and ethical systems of belief.

LIS 481 - Children's Literature and Media Collections

This course considers critical evaluation and selection of materials for children in public libraries and schools. Examination of the characteristics of major genres of children's books and non-print formats. Emphasis on evaluation of collections and the development of collection policies and procedures. Attention to the learning needs of children and to the impact of popular media, societal and teaching trends, and contemporary information technology.

LIS 482 - Library Programs and Services to Children

This course examines trends and techniques in planning and delivering public library services to children and their families. Attention is paid to the learning needs and recreational interests of children through the various stages of childhood. Students have opportunities for observation and practice of storytelling and other program techniques. Emphasis on planning, developing, funding, publicizing and evaluation of services and programs.

LIS 483 - Young Adult Literature

This course explores the social and psychological needs and attitudes of adolescents and the literature created especially for this demographic. This class emphasizes the evaluation, selection and oral presentation of books and non-print materials for young people between the ages of 12 and 18. Special attention is paid to the developmental tasks of this age group with an eye towards literary recommendation. Topics of discussion include the literacy practices of young adults, popular literature for teen readers, and the use of specialized selection materials to develop collections in school and public libraries.

LIS 484 - Literature of Science and Technology

The structure and properties of the literature of science and technology as they relate to information generation, dissemination, and use. Major reference sources and bibliographic tools encountered in scientific information work, including exposure to machine-readable

sources. Collection development, scientific communication patterns, bibliographic instruction, and other topics related to scientific technical information handling. Practical assignments in scientific and technical reference and individual projects. Prerequisites: LIS 400 and LIS 407.

LIS 486 - Systems Analysis in Information Services

From a foundation of systems theory, the software- and systems-development life cycle, intergroup communication, this course considers all aspects of the analysis of information systems documentation (needs analysis, feasibility study) and improved systems design (logical and physical design (e.g., technical needs; input and output requirements [forms, screens, reports, &c]; networking; pseudocoding; UML and object-data models; SQL; evaluation and documentation). The course also covers management, personnel, and resource issues of project management, such as "build-or-buy" analysis and communicating with user groups. By casting libraries as small enterprises, students work with a specific library information systems project, such as a digital library project, to construct a professional-grade project analysis, in the form of a project portfolio, and present their analysis to the class. Prerequisites: LIS 400 and Technology Core.

LIS 488 - Tech. for Info. Professionals

This is a course that provides the conceptual foundation and context of computing, Internet, and digital publishing technologies as used in information-intensive professions. The course serves as a gateway to all other technology courses offered at SLIS beginning with the Fall 2005 semester. The course provides an overview of how computers, telecommunications, networking, and digital publishing function. Particular emphasis is upon terminology that appears in the professional literature. Students are strongly encouraged to take this course early in their course program. This is a required course for students entering Fall 2005 and thereafter; it does not replace the Technology Orientation Requirement which provides hands-on skills.

LIS 489 - Technical Foundations for Information Science

LIS 489 is a wide-ranging, fast-paced but detailed introduction to many computer technologies used in Information Science and Informatics movements. The course introduces and demonstrates many aspects fundamentals: object-oriented models, data models, scripts and programming, client-server and mobile architectures. We review computer-based information systems that are part of larger movements, such as digital library models, information architecture, information visualization, content management systems, information retrieval systems, data and text mining, informatics, and information science. The course includes many hands-on assignments applying techniques (web design, typography, color theory, various file types (full-text, sql, xml), etc.) to provide the student with skills and knowledge applicable immediately in any library, archives, museum, and other information-rich settings, as well as an introduction to systems design, analysis, and grounding for other information science courses. Students develop a web-based portfolio demonstrating their application of a host of skills to specific information resource project. The course is a

recommended for students interested in the processing of RDBMS, XML records, full-text retrieval, data interoperability and integration, systems librarianship, web-mastering, and any of the various informatics courses.

LIS 490 - International and Comparative Librarianship

Comparison of American and foreign library systems in terms of national differences in philosophy, objectives, and services. Evaluation and comparison of collection policies, technical processes, public services, professional training, management, and facilities. Selected in-depth area studies. International cooperation and major projects in the information fields; contributions of international organizations. Guest lectures, presentations, and individual research projects.

LIS 493 - Intellectual Freedom and Censorship

This course provides students with in-depth knowledge of intellectual freedom and related access issues that information professionals cope with in libraries and information settings. Students learn about the history of censorship practices, the evolving and sometimes controversial role of librarians/information professionals and others who promote the philosophy of intellectual freedom, the policies of various countries and associations regarding intellectual freedom and ethical practice, freedom of information and privacy legislation, and overall influence of technology on censorship and access issues.

LIS 494 - Advanced Descriptive Cataloging (formerly LIS 531M)

This course addresses the theories, principles, and practices of bibliographic description. It covers the application of national standards to the creation of bibliographic records and to the construction of catalogs in libraries and other information environments. It covers the description of non-book resources; the history of cataloging codes; the current conceptual models and standards for descriptive cataloging; the principles and practices of authority work; the creation of headings and authority records for corporate names, geographic names, uniform titles, and series titles; cross-references structures; and bibliographic relationships. The course also includes examinations of the history, theories, current trends, and future directions of descriptive cataloging. May include readings, discussions, presentations, exams, exercises, and individual or group projects. Prerequisites: LIS 400, LIS 415; LIS 416 is not required, but is recommended.

LIS 495 - Practicum Equivalent Experience (preK-12)

The Practicum Equivalent Experience provides students with the opportunity to apply in a school setting the skills and knowledge that he/she has learned throughout the School Library Teacher Program. If a student is currently working in a school library as "the teacher of record," he/she can choose to substitute one of the practica with a Practicum Equivalent Experience. The Practicum Equivalent Experience allows the student to receive credit for work experience gained at the school in which he/she is employed. The Practicum Equivalent Experience is done under the direction of a college supervisor and supervising practitioner.

The minimum time requirement for a Practicum Equivalent Experience is 300 clock hours. Registration is made by arrangement with the director of the School Library Teacher Program. Prerequisites: LIS 495 is a capstone experience which is completed after all pre-practicum course work has been completed.

LIS 498 - Practicum (preK-8)

This is an educational field-based experience at the preK-8 grade level for students needing a practicum as certification requirement. Students will have the opportunity to practice school library skills and methods under the direction of a college supervisor and supervising practitioner. A minimum of 100 clock hours will be arranged. Registration is made by arrangement with the director of the SLT program. Prerequisites: LIS 498 is a capstone experience which is completed after all pre-practicum (course) work has been completed. For students who are graduating in a given semester, he/she may concurrently take remaining course work and a practicum.

LIS 499 - Practicum (7-12)

This is an educational field-based experience at the 7-12 grade level for students needing a practicum as certification requirement. Students will have the opportunity to practice school library skills and methods under the direction of a college supervisor and supervising practitioner. A minimum of 100 clock hours will be arranged. Registration is made by arrangement with the director of the SLT program. Prerequisites: LIS 499 is a capstone experience which is completed after all pre-practicum (course) work has been completed. For students who are graduating in a given semester, he/she may concurrently take remaining course work and a practicum.

LIS 500 - Independent Study

The independent study program provides an opportunity for the student with a distinguished academic record, who has achieved degree candidacy, to pursue an individual topic related to his/her own interests for use in a substantial paper or project. A faculty member guides and advises the student in conferences, reviews preliminary drafts, and assigns the final grade. Academic credit is dependent upon substantial accomplishment at a distinguished level of quality. Members of the faculty actively encourage publication of those completed seminar studies that represent useful contributions to professional literature. The study proposal must be initiated by the student at least eight weeks before the semester in which it is to be undertaken. The student bears responsibility for formulating the study, approaching an appropriate faculty member, securing his/her consent to act as a sponsor, and submitting a full written statement outlining the study to that sponsor at least four weeks before the semester opens. Ask your advisor for instructions and Independent Study proposal forms. Prerequisite: 12 semester hours.

LIS 501 - Internship in Library and Information Science

The internship is approximately 150 hours of field experience that represents an important

learning experience for the student. As a 3-credit course, it has a significant hands-on learning component. Through discussion with key personnel in the organization and working under professional librarian supervision the student gains hands-on experience in the information environment. Prerequisites: LIS 400 and completion of at least 18 credits, of which 15 hours are the core courses.

LIS 502 - Archives Field Study (formerly LIS 532B)

This course is a field experience of 130-140 hours working in an archives setting. It includes three in-class sessions and is required for Archives concentrators. This course replaces the required internship section of LIS 440 by separating the course from the internship component and creating a separate and required Archives Field Study course. While the internship component of LIS 440 was 60 hours, the Field Study will be 130-140 hours and also include three in-class sessions, one at the beginning of the semester, one in the middle and one at the end. These in-class sessions will serve as mentoring, guidance and sharing sessions for students. Prerequisites: LIS 400, LIS 438, and LIS 440 (or concurrent with LIS 440).

LIS 503 - Practicum for Cultural Heritage Informatics (formerly LIS 531X)

This course is a focused practical experience combined with a related classroom component that addresses and experiments with the digital convergence of cultural heritage information. Using a case study approach, students will work in small teams (normally no more than three students) on projects identified by the cultural heritage site and pre-approved by the instructor. The practicum will include site visits, as well as experimentation and problem solving in the Digital Curriculum Laboratory located at SLIS. The classroom component applies the theoretical framework for cultural heritage convergence introduced in the "Concepts" course and offers students opportunities to share and discuss their projects within the framework. The instructor will work individually with each team throughout the project. Prerequisites: LIS 400 and LIS 432 OR LIS 446.

LIS 505 - Special Topics

This is a course open to a variety of subjects and topics. The intent is to provide a space in the curriculum for a course that can cover new/hot topics that are not expected to become part of the permanent curriculum.

LIS 511 - Instructional Technology in Teaching and Learning

This course will further develop the ability of students to integrate technology into the curriculum, work with teachers in the integration of the use of technology in the classroom, and explore trends in teaching, learning, and instructional technology. The standards developed by the International Society for Technology in Education for students and teachers will be studied and strategies developed for their implementation. Students will develop technology rich units that meet defined goals, objectives, and benchmarks as required by the Massachusetts Curriculum Frameworks and the Common Core. The Internet, educational

software, including educational uses of word processing, databases, and spreadsheets; curricula resources available via Web 2.0;WebQuests, assessment, and multimedia programs will be examined to determine how these tools can be harnessed to advance teaching and learning and how they can be used to create motivating and meaningful learning environments for all children. Enabling students to take responsibility for their own learning through the use of technology will be developed.

LIS 512 - Advanced Uses of Instructional Technology in Teaching and Learning

The roles of the instructional technology specialist and library teacher as key curriculum specialists, presenters, staff developers, and leaders in technology integration and implementation will be developed throughout this course. The methods instructional technology specialists can use to support teachers in the integration of instructional technology such as mentoring, consultation techniques, and professional development will also be studied. Students will explore emerging technologies and their possible use in K-12 education. There will be an opportunity for discussion of issues arising from technology implementation in the schools. Other topics to be explored include project based learning, virtual learning and virtual schools, learning management systems such as Blackboard, Web CT, Moodle, simulations, and games. The I.E.P., and the role of assistive adaptive technology in the inclusive classroom will be explored. This course provides an opportunity to learn about the latest resources: software and assistive technologies that can provide access for all learners.

LIS 513 - Computer and Network Basics for Elementary and Secondary Schools

This course provides students with a fundamental understanding of computer hardware, operating systems, servers, networks, their use and maintenance. Basic concepts including set-up, maintenance, troubleshooting, and repairs will be developed. Students will learn technical language. Students will be prepared to make informed decisions about upgrading and replacing technology. This course will provide a basic understanding of computer and network architecture thus making use and maintenance of them accessible.

LIS 514 - Instructional Technology Management and Implementation

The philosophy of the instructional technology program in education and its contribution to the overall aims of K-12 education will be explored. This course will provide instruction in the administration and management of the instructional technology program at the school and district levels. The information technology program will be studied with an emphasis on program development and the roles and responsibilities of the technology leader including vision, strategic planning, managing change, school finance (including budgeting), grant writing, equity, selection, evaluation and purchasing of hardware and software, professional development, mentoring, policy development, ethical and social issues surrounding privacy, copyright, and crime relating to educational technology and resources, as well as program evaluation. An emphasis will be placed on system-wide and school based program development, implementation, and coordination, methods of supervision, and new trends.

LIS 530 - Current Topics

The 530 series of courses allows the faculty the opportunity and flexibility to develop courses based on current interests and trends in the field. After a course has been offered several times, the faculty vote on whether it will be entered into the regular curriculum or cease to be offered. Please note: some of these courses may be offered only occasionally rather than on an annual basis. After being offered twice, LIS 530 courses are typically moved into the permanent curriculum and given new course numbers.

LIS 530J - Information Services for Diverse Users

Please see LIS 410.

LIS 530M - Competitive Intelligence

Please see LIS 474.

LIS 530P - Open Access and Scholarly Communication

Open access (OA) refers to the free and open distribution of knowledge that are digitally available worldwide, typically under a form of open license that is maintained by an academic institution, scholarly society, museum, government or other well established organizations and agencies. There are many forms of OA content including - but not limited to - journals, books, data, open educational resources and courseware, theses and dissertations. The goals of such content is that it is well conceived and managed throughout its life-cycle that typically will include curation and preservation. This course provides an overview of the issues related to OA content development, creation and management. Topics include a survey of major OA activities, legal and policy concerns, best practices, and the major tools and resources used in OA. The course serves as a gateway for individuals who want to work in open access or who are already working in open access and want a broader understanding of the area.

LIS 531M - Advanced Descriptive Cataloging

Please see LIS 494.

LIS 531O - Rare Book and Special Collections Librarianship

Please see LIS 449.

LIS 531P - Foundations of Library and Information Science

Please see LIS 401.

LIS 531Q - Special Topics in Children's Literature and Library Science

Please see LIS 405.

LIS 531R - Library Automation Systems

Please see LIS 463.

LIS 531S - Metadata

Please see LIS 445.

LIS 531T - The Medieval Manuscript from Charlemagne to Gutenberg

Please see LIS 464.

LIS 531U - Issues in International Librarianship: Nicaragua

The objective of this course is to provide students with the opportunity to gain hands-on, practical experience working in an international library. This course is offered in conjunction with the Simmons College Study Abroad Office. This course will take place at the international library San Juan del Sur Biblioteca Movil, the first public lending library in Nicaragua. Established by volunteers in 2001, the library currently serves almost 5000 registered patrons in San Juan del Sur with more than 12,500 books in Spanish and English. In addition, a mobile library project, begun in 2003, includes more than 8,000 books and serves an additional 35 rural communities. Over the duration of this course, students will participate in a variety of projects that will include some of the following: initiating libraries, training librarians, software testing, working on business documentation for the SJDS library, presenting to the Nicaraguan Library Association, participating in book readings, book fairs, assisting SJDS library staff on the mobile book project and helping SJDS library staff with library activities. Requirements: Knowledge of beginner Spanish language skills.

**Those who do not meet this requirement but wish to attend this trip will be examined on an individual level.

LIS 531V - Concepts in Cultural Heritage Informatics

Please see LIS 432.

LIS 531W - Digital Stewardship

Please see LIS 448.

LIS 531X - Practicum for Cultural Heritage Informatics

Please see LIS 503.

LIS 531Y - Usability and User Experience Research

This course covers the conceptual frameworks and applied methodologies for user-centered design and user experience research. Emphasis is placed on learning and practicing a variety of usability research methods/techniques such as scenario development, user profiling, tasks analysis, contextual inquiry, card sorting, usability tests, log data analysis, expert inspection and heuristic evaluation. Rather than a Web or interface design course, this is a research and evaluation course on usability and user experience with the assumption that the results of user and usability research would feed directly into various stages of the interface design cycle. Assignments may include usability methods plan, user persona

development, scenario and task modeling, card sorting, usability testing project, and user experience research project. The usability test project will use actual real-time cases from organizations in the Greater Boston area. Usability experts and research specialists will be invited as guest speakers to present in class and some will serve as mentors/site supervisors for the usability testing project. Field trips to local usability labs will be arranged. Simmons SLIS Usability Lab (http://gslis.simmons.edu/usability/) will be used as the platform for class projects/assignments. Prerequisites: LIS 400 and LIS 403 (or permission of the instructor); LIS 467 preferred.

LIS 531Z - Data Interoperability and Web-Based Resources

As a result of simplified computer technology and popularity of creating websites, relational databases, and XML files, anyone in a data-centric work environment (librarians, archivists, web designers, information architects, etc.) almost faces the question of how to solve access and interoperability of locally created and third-party data resources. Data interoperability is seen as critical in business processes, medical work, eGovernment, public safety, controlled vocabularies use and the technical core of Web 2.0 activities. This course explores, using web-oriented scripting and programming, the means to bridge heterogeneous resources. It will provide the computing foundations for access, manipulating, exporting, and creating new information objects and will enable the student to confront the question of data interoperability on a stronger technical footing. Through lectures and demonstrations, students will see the Internet as a client/server architecture, what is necessary to communicate between C/S using different techniques, and various data stores (flat files, XML, RDBMs), and to address real-world information resource need and practices in libraries, archives, and other information-centric organizations. Students will document the need, design screens and identify data, and adapt scripts (such as PHP) and programming code (such as Java) to create solutions. The course includes discussion of library applications of newer applications (e.g., mashups, Drupal and so on). The course will help students to address real-world information resource need and practices in libraries, archives, and other information-centric organizations. Prerequisites: LIS 400 and LIS 488 or equivalent.

LIS 532A - Introduction to Cataloging and Classification

Please see LIS 416.

LIS 532B - Archives Field Study

Please see LIS 502.

LIS 532C - History of Libraries

This course covers the history of libraries from earliest times to the present day. It includes specific institutions, trends in service and facilities, and individuals important in the development of these institutions. While the primary focus of the course is libraries in the Western World, consideration of libraries in other traditions will be covered as source material allows. The objectives of the course include gaining a broad perspective on the history of

libraries; an understanding of the history of libraries in the context of socio-cultural, political, and economic developments; and an understanding of historical methods both through the analysis of primary sources related to the history of libraries and through critical reading of texts on the history of libraries. Course material includes lecture, discussion, and field trips. Assignments include several writing assignments and in-class presentations.

LIS 532E - Archives and Cultural Heritage Outreach

Outreach and advocacy are critical components of successful archives and cultural heritage programs, encompassing broad areas of user concerns from digital exhibits to educational programs to social responsibility. Students explore the principles of outreach, as well as strategies for identifying partners and the needs of diverse user populations. They learn how to develop public and educational programs, including exhibits and publicity and marketing tools for many audiences. Students also examine professional ethics and core values of advocacy and social responsibility in national and international settings. Prerequisites: LIS 407 AND LIS 438 or LIS 432.

LIS 532F - Digital Asset Management for Libraries, Archives and Museums

The increasingly digital nature of the cultural heritage milieu is driving the convergence of practice in LAMs (libraries, archives and museums). Before appropriate technological solutions can be determined and implemented, requirements need to be defined and convincing use cases developed. Students taking this course learn the theoretical underpinnings and the practical skills specific to ascertaining user requirements, management and access of digital resources, focusing on commonalities among practice in libraries, archives and museums. Three areas crucial to the effective management of digital assets are emphasized: use-case analysis, technological skills, and project management. Students use applications, case studies, and scenarios in the Digital Curriculum Laboratory and complete a 60-hour guided project with a designated site. Prerequisite: LIS 488 or the equivalent.

LIS 532G - Scientific Research Data Management

This course serves as an introduction for information professionals and information students to the field of scientific data management. In this class, participants will explore the current relationships between libraries and their stakeholders seeking institutional support managing their research data. Data-intensive science and research are providing opportunities for new roles to emerge for information professionals. This course explores these roles and services and uses the case study method to prepare participants from all academic backgrounds for roles in scientific research data management. This course aims to help prepare information professionals for engaging with scientists and for developing data management plans for their stakeholders' research projects. The course examines the data practices of researchers in scientific fields such as biomedicine and engineering to illustrate how researchers produce data, and how other researchers re-use these data for purposes of inquiry. Participants will explore the information tools used for research data management planning, research, data

and graduate student lifecycles and will also explore a variety of strategies information professionals are using to provide data consultancy services to their institutions' researchers. Lastly, this course offers participants an opportunity to conduct and publish original research on an aspect of libraries and research data management activities. Prerequisite: LIS 400 and LIS 403.

LIS 532H - School Library Programs and Services

This course engages students with a range of educational issues, ideas, current trends, government laws, and regulations that are integral to providing appropriate school library programming and services to elementary, middle, and high school students. Topics include special education, learning disabilities, differentiation, equity, standardized testing, English Language Learners/Sheltered English Immersion, the role of the library in reading instruction, curriculum development, collaborative planning with teachers, and the integration of technology into teaching and learning.

LIS 532I - Sites of History

"Sites of History" examines the practice and theory of public history at an advanced level, for those who plan to apply their academic historical studies in public settings. The seminar focuses on key challenges and issues that professionals confront in engaging the public in meaningful representations of history. We will also examine connections and differences between public historians and academic historians, as seen in particular in small museums, historical societies and history museums (including house museums). Questions we will explore include: How can historians constructively engage public audiences in examining the past? What role does historical research play within public history? How do public historians reconcile the need to attract audiences with standards of scholarly research, or with responsible museum stewardship? What commitment should public historians have to preservation versus innovation? Reading assignments will draw from interdisciplinary scholarship in museum studies, preservation, and public memory as well as history. Through field trips, guest lectures, and group or individual projects, we will take advantage of the abundant sites of history in the Boston area. The seminar's research component requires students to put historical scholarship to "public" use by identifying and investigating a topic that has immediate relevance to the interpretation of history at a public site. The course presumes experience working in a public history setting as well as a strong background in academic history.

LIS 532J - Introduction to Computer Science

Introduces computer science and programming using a high-level programming language (currently Python). Teaches program design in the context of contemporary practices both object oriented and procedural. Presents fundamental computer science topics through initiation and design of programs. Students learn to think logically and to apply this thinking to debugging computer programs.

LIS 593D - Information Visualization

Information visualization is the interdisciplinary study of the visual representation of large-scale collections of non-numerical information, such as library and bibliographic databases, networks of relations on the Internet, query and retrieval set relationships. Collections of digital objects -- text-based and digitized visual resources -- are part of a larger stream in information work of presenting large volumes of data in graphic forms from library, archive, museum, and scientific work. Traditionally, information visualization has been associated largely with information retrieval, data mining, and information graphics with purposively design explanatory images, but as the volume of digital resources grows and visualizing techniques are simplified, library systems, digital libraries, and special-purpose information systems in both the sciences and humanities turn to visualization techniques to display, explain, and help users establish meaning from the retrieved data sets. This course complements Visual Communication (LIS 470), Photographic Archives and Visual Information (LIS 471) and similar visual resource-centric classes as well as born-digital-oriented materials, stored and processed. It may be studied on its own or be an application of what is learned in Data Interoperability and XML classes. Prerequisites: LIS 400 and Technology Core.

Doctoral Courses

LIS 600 - Supervised Study (1 semester hour for Ph.D. students; 2 semester hours for D.A. students)

Open only to students in the doctoral program. Required of all such students (1) not in residence in any regular semester in order to maintain matriculation, (2) not taking a course for credit during the fall or spring semester, and (3) working on their concept paper, proposal, or their field research project. Supervised study may not be applied toward academic credit requirements for the doctoral degree.

LIS 601 - Independent Study for Doctoral Students

Independent Study offers an opportunity for the doctoral student to pursue individual study related to aspects of management not covered in detail in the regular course offerings. Independent Study may be a reading course, a group investigation of a topic of mutual interest, or a directed research project. An end result will be an oral presentation to the faculty supervisor and the Committee on Doctoral Studies, as well as a possible paper of publishable quality.

LIS 605 - Special Topics Seminar

This course offers an opportunity for elective doctoral seminars on different topics, and is designed to respond to current issues and interests. Each seminar topic must be approved by the Committee on Doctoral Studies before it is offered, and must be reapproved if it is repeated. The Doctoral Committee will bring each topic proposal to the Curriculum Committee for discussion prior to making a final decision. This course is open to master's

students with the permission of the instructor.

Each seminar will contain the following elements:

1. Focus on a narrow and clearly-defined topic which is not taught as a course in the master's program.

2. Focus on theoretical analysis and reflection.

3. A reading list at an appropriate level for doctoral studies.

4. A final paper suitable for publication in a peer-reviewed journal, or some other form of creative output.

Prerequisites: SLIS doctoral students: LIS 620; master's students and graduate students from other units of the College: permission of the instructor.

LIS 620 - History, Concepts, and Research Opportunities

LIS 620 serves as a foundation and a cohort-building course. The course takes an international perspective in exploring historical developments, current issues, and research activities of interest to library and information science, archival studies, and related information fields. It reviews the history and major developments in LIS education and considers the role of scholarship in higher education. It introduces key topics related to the research process, including problem identification, funding opportunities, the communication of findings, use of human subjects, research ethics, and research misconduct. Assignments include papers, presentations, leading classroom discussions, and completion of the Simmons College Institutional Review Board "Investigator 101" module. This is the required first course for PhD students.

LIS 621 - Conducting Research

This course addresses the theories, principles, and practices of social science research. It examines reflective inquiry (including the development of the problem statement, literature review, theoretical framework, logical structure, research objectives, and questions/hypotheses) and research design, data collection methods, and data analysis. The course also covers generalizability, reliability and validity, and the report and presentation of research results. Methods in quantitative and qualitative data analysis are introduced. Students are able to develop their own research proposals and select appropriate methods based on specific research questions. The course builds on themes and research concepts introduced in LIS 620: History, Concepts and Research Opportunities. The course requirement might include assignments, quizzes, research projects, and presentation of the research results. Pre-req: LIS 620.

LIS 642 - Applied Statistics for Library & Information Science

A basic course in the application of measurement procedures in library management problems. Emphasis on basic statistical procedures and techniques commonly employed in the analysis of operational data for managerial decision making.

LIS 666 - Advanced Problems in School Media Center Administration

Application of management theory to the school library media program at the system/ district level. Emphasis on system-wide coordination, principles, and methods of supervision; program development and implementation; and newer trends. A field-based component of 75 clock hours in this course is required. Prerequisite: LIS 406 or equivalent.

LIS 667 - Internship S/D (preK-12)

An educational experience consisting of 150 clock hours in actual service in a public school system in which the candidate acquires practical supervisory experience under the direction of a local employer. Supervision and evaluation are the responsibilities of the Director of the SLTP program. Registration is arranged with the Director of the SLTP program for the Supervisor/Director certificate. A student who intends to become certified as a Supervisor/ Director is required to take the appropriate field work components in LIS 667-669.

LIS 668 - Practicum S/D (preK-12)

An educational field-based experience for students needing a practicum as Supervisor/ Director certification requirement. Students will have the opportunity to practice supervisory skills and media methods under the direction of a faculty member and cooperating practitioner. A minimum of 75 clock hours will be arranged. Registration is arranged with the Director of the SLTP program. A student who intends to become certified as a Supervisor/Director is required to take the appropriate field work components in LIS 667-669.

LIS 669 - Clinical Experience S/D (preK-12)

An educational field-based experience for students needing a clinical experience per the Supervisor/Director certification requirement. This experience must be in the role as Supervisor/Director at the preK-12 level. Students must demonstrate the ability to integrate content area knowledge with pedagogical theory and practice. A minimum of 400 clock hours or one full semester is required. A student who intends to become certified as a Supervisor/Director is required to take the appropriate field work components in LIS 667-669.

LIS 671 - Managerial Leadership for Library and Information Services

This course reviews the major contributions to contemporary managerial leadership research, theory, and practice, including such areas as strategic planning, change management, and team building. It also places emphasis on a greater awareness of one's behavior, its impact on others, and the elements needed to influence people to accomplish desired goals in information organizations.

Course details (PDF)

LIS 672 - Research for Managerial Leadership for Library and Information Services

Research for managerial leadership is positioned within the larger context of social science research. The course examines the research process from conceptualization of a researchable problem, through the reflective inquiry process, to completion (including review of the publication process). The need for research in library and information science is discussed, as well as trends and issues, types of research studies, problem identification, and the set up and reporting activities of a research study.

Course details (PDF)

LIS 675 - Evaluation of Library and Information Services

The course applies the principles of evaluation research to contemporary problems related to managerial leadership in the information professions. Building on the Research for Managerial Leadership for Library and Information Services course, it covers the fundamentals of identifying and investigating problems relevant to continuous quality improvement and communicating the results to decision makers. It also provides an introduction to statistics and accountability.

Course details (PDF)

LIS 676 - Leadership in Financial Management for Library and Information Services

This course provides an overview of financial management for libraries, information-related organizations, and projects within the context of identified leadership values. The topics of planning, implementing and reporting on budgets, financial management measures, internal and external communications, partnering, stewardship, and integrity are all issues that are discussed relative to the desired outcomes of institutional accountability, credibility, and trust.

Course details (PDF)

LIS 677 - Human Resources Management for Library and Information Services

This course is a comprehensive examination of the various functions and best practices of human resource management. This course will cover human resources management (HRM) as it relates to strategic planning for human resources development; work design; recruitment, selection and retention of staff; compensation and position classification; performance planning and assessment; labor relations; motivating and leading a diverse workforce; and staff and organization development. The course also examines the interactions between managers, organizational staff, and/or specialists.

Course details (PDF)

LIS 678 - Managing and Leading Library and Information Services in a Political Environment

This course covers the skills necessary for interacting with the larger communities in which

libraries and information centers operate (academic institutions, municipalities, corporations). It will specifically address advocacy and cooperation within complex, multi-stakeholder power structures as encountered when working with administrators, political leaders, and community groups (e.g., citizens, faculty, and students). The effect of political contexts on planning activities will also be covered.

Course details (PDF)

LIS 680 - Independent Inquiry

Students execute two managerial leadership research studies. Activity may begin upon completion of LIS 672 (Research for Managerial Leadership for Library and Information Services) and concurrently or subsequent to LIS 675 (Statistics for Evaluation of Library and Information Services). The Independent Inquiry research projects will be the execution of the research proposals developed in LIS 672 (becomes 680a research study) and LIS 675 (becomes 680b research study). This learning activity will have a flexible time frame, but it must be completed as a prerequisite to the capstone course, Issues in Leading Transformation in Library and Information Services. Program faculty will guide students in developing an appropriate schedule for completion of both studies. Students will produce two research papers of publishable quality.

Course details (PDF)

LIS 681, 682, 683 — Independent Modules accompanying LIS 676, 677, 678

The content of the 3-credit courses is complex and therefore the program curriculum also includes corresponding "modules" of 1-credit each, to provide students with the opportunity to synthesize and integrate what they have learned. The modules are similar to small capstone projects. Instructors for each module assign a project to be completed by students independently or in groups. The project is designed to enable students to pull together the elements they have learned in the corresponding 3-credit course. The nature of the module project is somewhere between that of traditional assignments and the complex, integrated questions the students will see in the Qualifying Examinations.

LIS 685 - Managerial Leadership in Public Settings

This course, which is taken just before the capstone course, covers critical issues that face public and state libraries as they continue to meet present and future challenges. It specifically builds on courses previously taken and addresses significant topics that have both managerial and leadership implications.

LIS 687 - Issues in Information Policy

Information policy is a set of interrelated principles, laws, guidelines, rule and regulations, and procedures that guide the oversight and management of the information life cycle. This field of public policy intersects most disciplines and professions, including law and public

administration. Information policies determine what information is publicly available, and guide organizations in their information management practices.

LIS 688 - Fundraising and Entrepreneurial Strategies for Library and Information Services

Resource development, that is the identification and successful recruitment of new sources of funds to advance the library and information services program, is an essential aspect of leadership and strategic progress. This course addresses two aspects of resource development: fundraising and entrepreneurial strategies. The conditions and trends in the environment of libraries and information services which drive resource development will be identified. The cultural, organizational, and programmatic elements of successful library fundraising programs will be reviewed and debated, with a particular focus on the role of the library leader. The function of innovation, risk-taking, competition and business planning in enabling and promoting entrepreneurial thinking and action in library and information services will be discussed, with an emphasis on income-generating projects.

Course details (PDF)

LIS 691 - Transformation in Library and Information Services

This capstone course involves sustained interaction with faculty and fellow doctoral students in examining issues critical to transformational change. It draws on all the theories and applications explored in previous coursework and independent investigation to lead and guide informed conversation about and exploration of leading transformation in information services. Content is flexible in order to serve the competencies, needs, and interests of the student cohort. Assignments and activities include in-class presentations, discussion facilitation, and reflection on the group process. Work associated with this course does not extend beyond the week of class meeting.

LIS 699 - Dissertation/Supervised Field Research

Open only to doctoral students who have completed 32 semester hours and have successfully passed the comprehensive examination. Note: while working on the dissertation or field research project, students are enrolled in LIS 600 in the fall and spring semesters. The semester in which the study is completed, the student enrolls in LIS 699.

Doctoral students may also take LIS 400- and 500-level core and elective courses.

Educational Need

Simmons College
School of Library and Information Science
Master of Science – Library and Information Science

Attachment A-2: Educational Needs Analysis

Overview

Through the Division of Workforce Development and Adult Learning, the Maryland Department of Labor, Licensing, and Regulation (DLLR) publishes occupational projections for the state of Maryland and the 12 defined Workforce Investment Areas (WIAs) that include all of the counties within the state. Data from the U.S. Department of Labor's Bureau of Labor Statistics provides the basis for the numbers, and the DLLR uses historical information, internal projections, and employment surveys to extrapolate and estimate the need for new and replacement job opportunities within the state on a 10-year rolling basis. An analysis of the data [refer to Attachment 1][1] strongly suggests that, at current graduation rates, Maryland students who wish to pursue a career in the field of library and information science need sufficient educational opportunities to successfully fill the employment vacancies projected in the library and information science profession through the year 2020.

The Maryland Higher Education Commission (MHEC) considers distance education as an important tool to help postsecondary institutions become more accessible.[2] The 2009 Maryland State Plan for Postsecondary Education encourages the consideration of distance education as a means to expand program offerings to support enrollment growth in Maryland.[3] Simmons College's School of Library and Information Science's (SLIS) online Master of Science in Library and Information Science (MS-LIS) program would provide access to more educational opportunities in the field of library and information science in Maryland and help meet the enrollment growth and accessibility goals established in the 2009 and 2013 Maryland State Plans for Postsecondary Education.

Statewide Projections

Between 2010 and 2020, the DLLR projects that Maryland will need to fill 5,887 job openings in the field of library science [see Chart A.1, below].[4] These job openings stem from newly created jobs and replacement needs (such as natural attrition and retirement). Of these projected vacancies, 4,225 will need to be filled in the 5 metropolitan WIAs: Baltimore City plus Baltimore, Anne Arundel, Montgomery, and Prince George's Counties. The remaining 1,662 openings will require library science professionals in the 7 non-metropolitan WIAs: Western MD [Allegany, Garrett, and Washington Counties], Upper Shore [Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties], Susquehanna [Cecil and Harford Counties], Southern MD [Calvert, Charles, and St. Mary's Counties], Lower Shore [Somerset, Wicomico, and Worcester Counties], and Frederick County.

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[1] This information is also available online at Maryland Department of Labor, Licensing and Regulation, http://www.dllr.state.md.us/lmi/iandoproj/wias.shtml

[2] Kevin M. O'Keefe, et al., "2009 Maryland State Plan For Postsecondary Education," June 2009, at 15, available

[2] Kevin M. O'Keefe, et al., "2009 Maryland State Plan For Postsecondary Education," June 2009, at 15, available at http://www.mhec.state.md.us/highered/2004plan/JUNE_2009_FinalEdited.pdf.

[3] *Id.*

[4] Department of Labor, Licensing and Regulation. Retrieved March 5, 2015, from http://www.dllr.state.md.us/lmi/iandoproj/wias.shtml

Library Science Openings by WIAs

1107

428

575

198
218

398

5887

1252

863

135 107 359 247

- Anne Arundel
- Baltimore County
- Lower Shore
- Montgomery County
- Susquehana
- Upper Shore
- Total Projected Statewide Vacancies

- Baltimore City
- Frederick
- Mid-Maryland
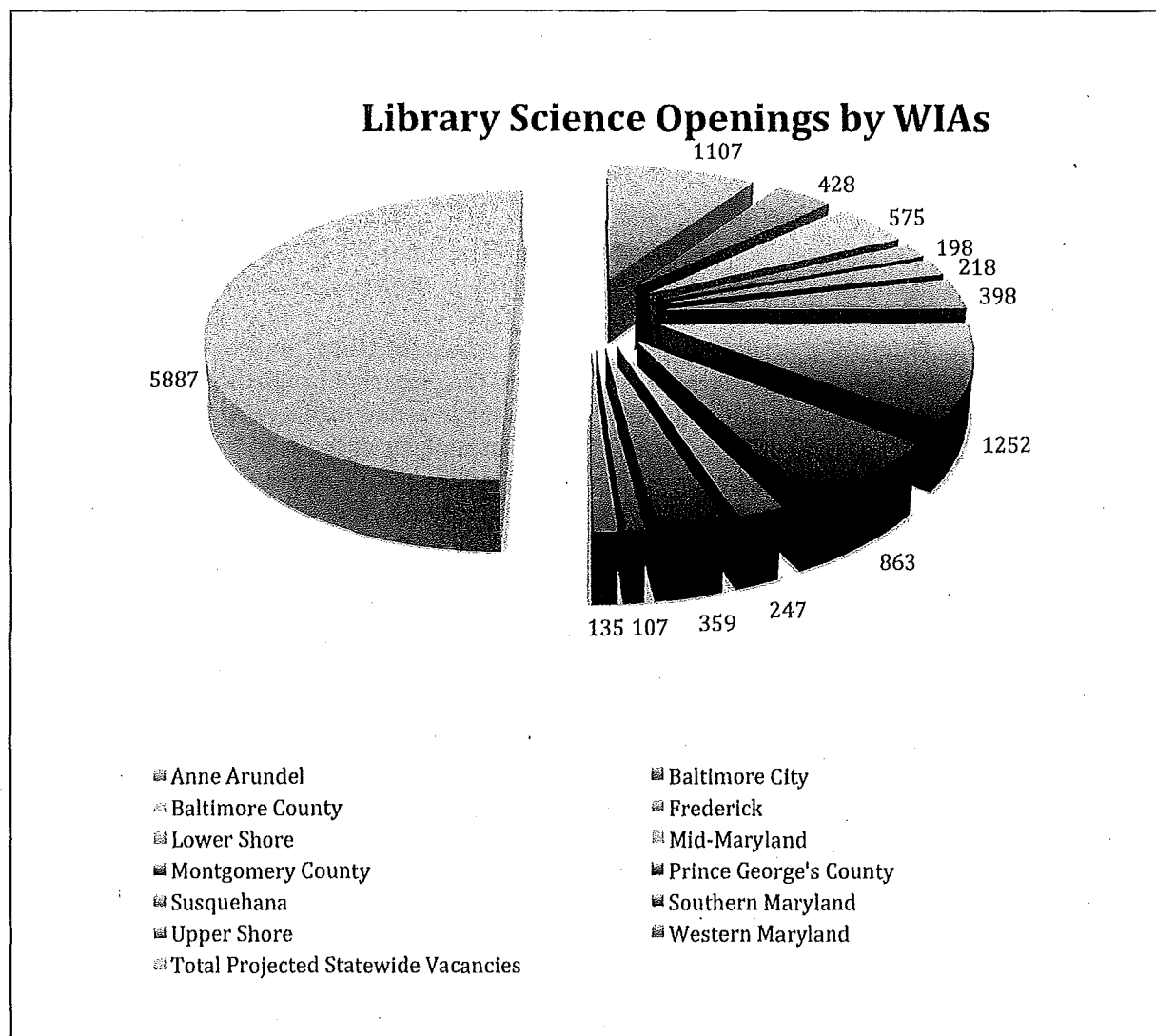- Prince George's County
- Southern Maryland
- Western Maryland

Chart A.1. Library Science Openings by WIAs

At present, the state's only graduate-level library science degree and certificate programs, online and on-campus, are offered at the University of Maryland – College Park.[5] [Note: the University of Baltimore offers a post-baccalaureate certificate in Library Technologies. This certificate program is not included in this educational needs analysis because it is not a post-master's certificate program]. The library science degree and certificate programs offered at the University of Maryland – College Park are accredited by the American Library Association (ALA) and produce well-educated library science professionals. Over the past 4 years (2010-2014), the University of Maryland – College Park has produced an average of 124.6 library science graduates per year.[6] However, Maryland will not be able to fill the state's need for 5,887 library science professionals within the next 5 years with graduates from University of Maryland – College Park alone.

Simmons College expects to enroll approximately 0 to 3 Maryland residents per year.

[5] Maryland Higher Education Commission. Retrieved March 6, 2015, from
http://www.mhec.state.md.us/utilities/results_major.asp?T1=Library &D1=Master&submit= Search

[6] Anwer Hasan, et al., "Trends in Degrees and Certificates by Program, Maryland Higher Education Institutions," February 2015, at 66, available at
http://www.mhec.state.md.us/publications/research/AnnualReports/2014DegreesbyProgram.pdf

High-quality, convenient, reputable, effective, and flexible educational opportunities are needed to meet Maryland's demand for library science professionals. Simmons' online MS-LIS program may help Maryland provide additional access to educational opportunities for students who may be interested in pursuing a career in the field of library science. Furthermore, the addition of Simmons College's online MS-LIS degree and certificate programs as a credible and viable educational program may help Maryland meet the coming demand for library science professionals in the state.

Chart A.2, below, provides a visual display of the projected job availability in the library science field, projected library science graduates from the University of Maryland – College Park, and the estimated number of prospective graduates from Simmons' online MS-LIS program over the same ten (10) year period. [Note: To standardize the comparison, annual numbers were multiplied by a factor of 10 to allow for symmetrical comparison of job vacancies and both contributing programs over the same amount of time on a ten year rolling basis.]
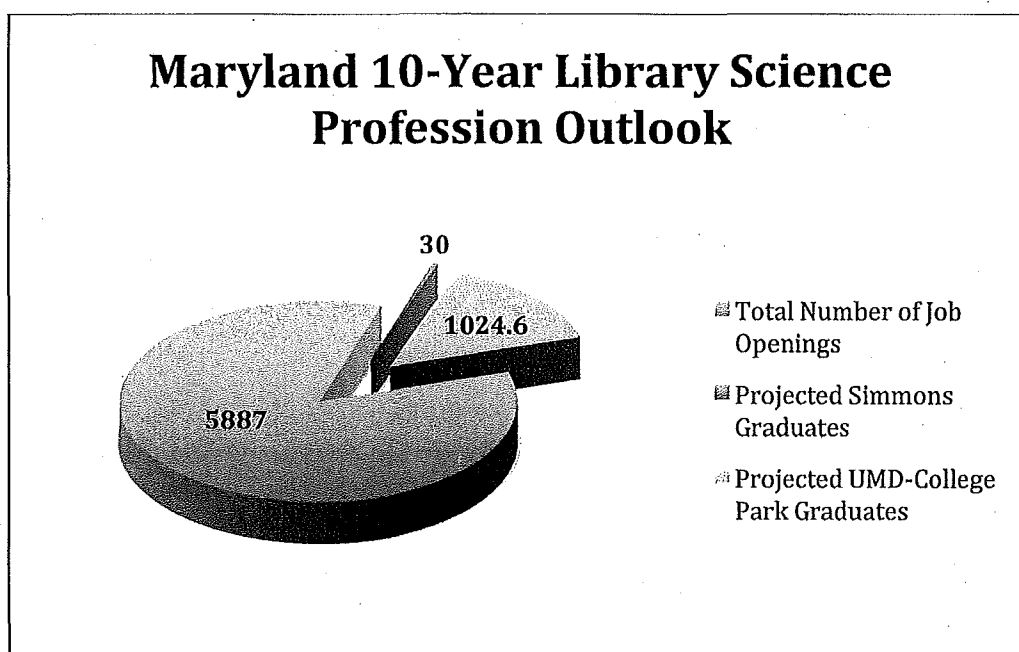

Maryland 10-Year Library Science Profession Outlook

30

1024.6

5887

- Total Number of Job Openings
- Projected Simmons Graduates
- Projected UMD-College Park Graduates

Chart A.2. Ten-Year Library Science Professional Outlook

Comparison of Library Science Program Offerings

Existing Program: University of Maryland – College Park: College of Information Studies[7]

The University of Maryland – College Park's College of Information Studies (iSchool) has a nationally ranked and fully accredited Library and Information Science program.[8] The iSchool offers a Master of Library Science (MLS) program that is designed for students from a wide variety of academic and career backgrounds. The iSchool's MLS program is flexible enough to accommodate students working full or part-time. Students can complete the program in-person, fully online, or through a hybrid approach. The MLS degree requires 36 credit hours of academic

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[7] Master of Library Science (MLS) | Maryland's iSchool - College of Information Studies - Masters Program - University Of Maryland. Retrieved March 06, 2015, from http://ischool.umd.edu/mls.

[8] Top Library and Information Studies Schools | Library Science Degree | US News - US News. Retrieved March 20, 2015, from http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-library-information-science-programs

work to be completed with a B minimum average. In the non-thesis option, all credits are completed through academic coursework. The thesis option requires 30 credits of academic course work and 6 credits of thesis research. A fulltime MLS student usually completes the program in two years.

The iSchool offers its MLS in a variety of specializations. The specializations include:
- Archives and Digital Curation
- Community Analytics and Policy
- Information and Diverse Populations
- School Library
- Individualized Program Plan – Students who choose this specialization choose from one of the following knowledge areas:
  - Accessibility and Usability
  - Electronic Resource Management
  - Management and Leadership
  - Planning and Evaluation
  - User Services, Reference, and Instruction
  - Youth

Because not all classes offered in-person are offered in an online format, online MLS students are not able to complete all specializations offered by the Program. Online MLS students are able to complete the following specializations fully online:
- School Library
- Community Analytics and Policy
- Individualized Program Plan

Students enrolled in the online MLS program usually complete the program within two years. The requirements for earning an online MLS are the same as for earning the MLS degree on-campus.

The iSchool also offers a post-master's Curation and Management of Digital Assets (CMDA) Certificate. The CMDA program focuses on instruction about and research into the creation, management, and use, the long-term preservation, and the current and future access to digital assets in a variety of disciplines and sectors of the economy. The program is fully online and requires the successful completion of four courses taken in sequence within one calendar year. The program is designed for working professionals who need training in next-generation cloud computing technologies, tools, and resources to help them evaluate, select, and implement digital curation solutions.

Proposed Program: Simmons College: School of Library and Information Science[9]

Simmons College's School of Library and Information Science (SLIS), located in Boston, Massachusetts, also has a nationally ranked and fully accredited Library and Information Science Program.[10]

Simmons College is regionally accredited by the Commission for Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC). Simmons' School of Library and

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[9] School of Library and Information Science. Retrieved March 23, 2015, from
http://www.simmons.edu/academics/schools/school-of-library-and-information-science
[10] Top Library and Information Studies Schools | Library Science Degree | US News - US News. Retrieved March 20, 2015, from http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-library-information-science-programs

Educational Needs Assessment – MS-LIS – Simmons College

Information Science is accredited by the American Library Association (ALA).

The SLIS's Master of Science in Library and Information Science ("MS-LIS") is designed to integrate theory with practice, and to teach students how to create solutions for information needs using a variety of tools and techniques. The online MS-LIS program requires a minimum of 36 credit hours for graduation. Students enrolled in the online MS-LIS will select one of two concentrations: Archives Management or Information Science and Technology.

In the online MS-LIS program, students will interact with peers and with Simmons faculty through an online learning management system, which enables both instruction through traditional and rich media, and social interaction with faculty and fellow students. The fully online program follows the same curriculum as the on-campus program.

Simmons' online MS-LIS: Archives Management concentration has a required internship component that is built into the program; the internship component is optional in the online Information Science and Technology concentration. SLIS students develop hands-on skills and experience through internships, practicums, and pre-professional jobs in a wide variety of settings, including schools, libraries, corporations, hospitals, government agencies, non-governmental organizations (NGOs), and media organizations. The field education courses and experiences are selected on the basis of the School of Library and Information Science's educational objectives, mission, and program goals; the field courses seek to apply and integrate theoretical knowledge, concepts, and skills into the real world of library science. Through field education, students are engaged in applied learning, which requires them to bring together their professional values, cognitive learning, and knowledge of self. SLIS is committed to working with its online students to find internship sites in their local areas.

Students who currently hold a Master's degree from an ALA-accredited library school have the option to complete an online Archives Management Certificate or an online Digital Stewardship Certificate (DSC), also offered by Simmons College's School of Library and Information Science.

The Archives Management Certificate Program prepares students for careers in both digital and physical archives, as well as special collections and records management. Students in this online certificate program will complete five graduate-level courses (15 credits).

In the online DSC Program, students complete five graduate-level courses (15 credits) covering the knowledge and skills required to effectively manage digital objects and collections. The DSC courses are delivered online in a format that is primarily asynchronous yet highly interactive, and with a strong emphasis on experiential learning through the Digital Curriculum Laboratory.

Upon completion of the MS-LIS program, students should possess the following functional competencies:

- Apply professional standards, tools, and best practices in the information field and across specialized areas.
- Communicate effectively to different audiences through use of oral, written, and visual formats across multiple media
- Develop appropriate technology strategies across a range of information settings.
- Critically analyze and apply research.
- Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders.
- Demonstrate individual and collaborative leadership ability.
- Be guided by professional ethics and values.

5

Benefit of Simmons' SLIS Online Programs to Maryland

Simmons' SLIS online program offerings can benefit [prospective library science professionals] in the state of Maryland by providing access to a variety of additional online, graduate-level library science degree and certificate programs. These additional opportunities will allow students in Maryland to choose from a diverse selection of concentrations/specializations, and certificate programs. Through the MS-LIS program at Simmons College, students who do not live in close proximity to the University of Maryland – College Park would have an additional option for completing a high-quality Master of Library Science program without having to move, quit their jobs, or drastically change their lives with long-distance commutes. Prospective students could also benefit from the additional library science concentrations offered via Simmons' online MS-LIS degree and certificate programs that are not available through the University of Maryland – College Park's online MLS program. Finally, the additional SLIS program offerings to residents in Maryland may assist the state in meeting the coming demand for library science professionals.

Area Currently Served

University of Maryland – College Park and the Prince George's County WIA

The University of Maryland – College Park's MLS program is located in the Prince George's County WIA. Employment projections in this WIA indicate 863 openings in the field of library science. Considering expected graduation numbers of approximately 1,025 over ten years from the University of Maryland – College Park, the Prince George's County WIA is adequately served by the presence of the University in the WIA [see Chart A.3., below]. Assuming that all graduates of the University of Maryland—College Park's MLS program will work in Prince George's WIA, there is still a need for additional library science programs to serve the rest of the state.

Area Currently Served

863   1025

⊔ **Prince George's County Projected Vacancies**

⊔ **UMD-College Park Projected Graduates**
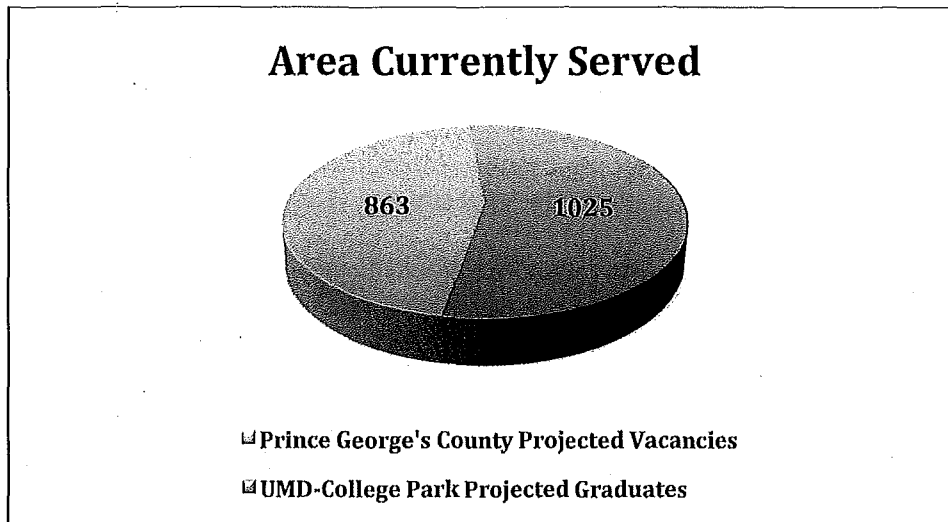
Chart A.3. Area Currently Served

Outlying Areas

The seven non-metro or rural WIAs have 1,662 projected vacancies in the library science profession through 2020. Each of these areas is facing a serious deficit of library science professionals, and there are currently no local programs in these areas that will cater to prospective library science students. Students in these WIAs who are interested in pursuing an advanced degree in library science may benefit from a quality online program such as Simmons' online MS-

LIS degree program. Prospective students would be able to complete the program 100% online, and complete required/optional internships in their local areas.

The four metropolitan WIAs (excluding Prince George's County, where University of Maryland – College Park is located) are projected to have 2,973 projected vacancies in the library science profession through 2020. Although prospective students in Montgomery, Baltimore City (including Baltimore County), and Anne Arundel Counties may be geographically close to the University of Maryland's College Park campus, these students may not be able to access the iSchool's on-campus programs because of the longer commutes associated with the Washington, D.C. metropolitan area. Although the iSchool does offer the MLS degree online, the specializations that are 100% available online are limited. Simmons' online MS-LIS degree and certificate programs offer additional access to a variety of educational opportunities in the field of library science to students in Maryland's metropolitan areas.

Simmons College's online MS-LIS program expects to enroll about 0-3 students per year in the entire state of Maryland. Simmons expects to have enrollments in rural and metropolitan areas. Most importantly, Simmons' expects to offer graduate-level degree opportunities in the library science field to students who are not currently able to access such opportunities. Simmons' expects to have a small, but meaningful, role in addressing Maryland's future need for library science professionals.

Summary

Considering both the statewide and local need for library science professionals with advanced degrees, Simmons' believes that its online MS-LIS program would complement the current options available to Maryland residents. With projected statewide vacancies in the library science profession surpassing 5,000 through 2020, and the enrollment limitations that exist at the University of Maryland – College Park, there will most likely be a shortage of well-trained library science professionals to fill all vacancies. The convenience, quality, and flexibility of Simmons' online MS-LIS degree and certificate programs will give Maryland residents access to additional graduate-level library science programs and offer the state of Maryland an additional pool of qualified library science professionals to fill future employment demands in the field.

Attachment 1: DLLR's Division of Workforce Development and Adult Learning

Education, Training and Library Occupations - Anne Arundel County WIA Occupational Projection - 2010-2020						
Occ Code	Occupational Title	Employment			Openings	
		2010	2020	Change	Replacement	Total
25-4000	Librarians, Curators, and Archivists	563	620	57	184	241
25-4011	Archivists	39	41	2	11	13
25-4012	Curators	9	10	1	3	4
25-4021	Librarians	211	246	35	90	125
25-4031	Library Technicians	2582	2729	147	577	724
	Totals	3404	3646	242	865	1107

Education, Training and Library Occupations - Baltimore City WIA Occupational Projection - 2010-2020						
Occ Code	Occupational Title	Employment			Openings	
		2010	2020	Change	Replacement	Total
25-4000	Librarians, Curators, and Archivists	703	723	20	203	226
25-4011	Archivists	24	24	0	7	7
25-4012	Curators	109	128	19	31	50
25-4021	Librarians	400	397	-3	104	104
25-4031	Library Technicians	94	95	1	40	41
	Totals	1330	1367	37	385	428

Education, Training and Library Occupations - Baltimore County WIA Occupational Projection - 2010-2020						
Occ Code	Occupational Title	Employment			Openings	
		2010	2020	Change	Replacement	Total
25-4000	Librarians, Curators, and Archivists	803	838	35	252	288
25-4011	Archivists	4	5	1	1	2
25-4012	Curators	2	2	0	1	1
25-9000	Librarians	548	569	21	143	164
25-9011	Library Technicians	247	261	14	106	120
	Totals	1604	1675	71	503	575

Education, Training and Library Occupations - Frederick County WIA Occupational Projection - 2010-2020						
Occ Code	Occupational Title	Employment			Openings	
		2010	2020	Change	Replacement	Total
25-4000	Librarians, Curators, and	177	218	41	58	99

	Archivists					
25-4011	Archivists	9	9	0	3	3
25-4012	Curators	4	5	1	1	2
25-4021	Librarians	98	112	14	26	40
25-4031	Library Technicians	66	92	26	28	54
	Totals	354	436	82	116	198

Education, Training and Library Occupations - Lower Shore WIA Occupational Projection - 2010-2020						
Occ Code	Occupational Title	Employment			Openings	
		2010	2020	Change	Replacement	Total
25-4000	Librarians, Curators, and Archivists	218	254	36	73	109
25-4011	Archivists	3	4	1	1	2
25-4012	Curators	6	7	1	2	3
25-4021	Librarians	112	127	15	29	44
25-4031	Library Technicians	96	115	19	41	60
	Totals	435	507	72	146	218

Education, Training and Library Occupations - Mid-Maryland WIA Occupational Projection - 2010-2020						
Occ Code	Occupational Title	Employment			Openings	
		2010	2020	Change	Replacement	Total
25-4000	Librarians, Curators, and Archivists	439	487	48	151	199
25-4011	Archivists	0	0	0	0	0
25-4012	Curators	3	3	0	1	1
25-4021	Librarians	213	232	19	55	74
25-4031	Library Technicians	222	251	29	95	124
	Totals	877	973	96	302	398

Education, Training and Library Occupations - Montgomery County WIA Occupational Projection - 2010-2020						
Occ Code	Occupational Title	Employment			Openings	
		2010	2020	Change	Replacement	Total
25-4000	Librarians, Curators, and Archivists	1470	1640	170	465	635
25-4011	Archivists	78	86	8	22	30
25-4012	Curators	12	14	2	3	5
25-4021	Librarians	862	963	101	224	325
25-4031	Library Technicians	483	534	51	206	257
	Totals	2905	3237	332	920	1252

Education, Training and Library Occupations - Prince George's County WIA Occupational Projection - 2010-2020						
Occ Code	Occupational Title	Employment			Openings	
		2010	2020	Change	Replacement	Total
25-4000	Librarians, Curators, and Archivists	1284	1426	142	391	533
25-4011	Archivists	117	131	14	33	47
25-4012	Curators	10	11	1	3	4
25-4021	Librarians	395	434	39	103	142
25-4031	Library Technicians	257	284	27	110	137
	Totals	2063	2286	223	640	863

Education, Training and Library Occupations - Susquehanna WIA Occupational Projection - 2010-2020						
Occ Code	Occupational Title	Employment			Openings	
		2010	2020	Change	Replacement	Total
25-4000	Librarians, Curators, and Archivists	297	327	30	94	124
25-4011	Archivists	0	0	0	0	0
25-4012	Curators	0	0	0	0	0
25-4021	Librarians	197	215	18	51	69
25-4031	Library Technicians	98	110	12	42	54
	Totals	592	652	60	187	247

Education, Training and Library Occupations - Southern Maryland WIA Occupational Projection - 2010-2020						
Occ Code	Occupational Title	Employment			Openings	
		2010	2020	Change	Replacement	Total
25-4000	Librarians, Curators, and Archivists	371	418	47	132	180
25-4011	Archivists	4	3	-1	1	1
25-4012	Curators	1	2	1	0	1
25-4021	Librarians	149	167	18	39	57
25-4031	Library Technicians	214	243	29	91	120
	Totals	739	833	94	263	359

Education, Training and Library Occupations - Upper Shore WIA Occupational Projection - 2010-2020						
Occ Code	Occupational Title	Employment			Openings	
		2010	2020	Change	Replacement	Total
25-4000	Librarians, Curators, and Archivists	125	137	12	42	54

25-4011	Archivists	3	3	0	1	1
25-4012	Curators	3	4	1	1	2
25-4021	Librarians	64	68	4	17	21
25-4031	Library Technicians	52	59	7	22	29
	Totals	247	271	24	83	107

Education, Training and Library Occupations - Western Maryland WIA Occupational Projection - 2010-2020						
Occ Code	Occupational Title	Employment			Openings	
		2010	2020	Change	Replacement	Total
25-4000	Librarians, Curators, and Archivists	181	189	8	60	68
25-4011	Archivists	2	2	0	1	1
25-4012	Curators	2	3	1	1	2
25-4021	Librarians	107	109	2	28	30
25-4031	Library Technicians	68	73	5	29	34
	Totals	360	376	16	119	135

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Attachment A-5: Library Changes
Resources for online MS-LIS Students

The Simmons College library is committed to providing quality service to all users, including those located outside of the Boston metropolitan area. The Simmons College Library includes an impressive collection of Library Science materials, which is the largest collection of its kind in New England. It contains materials on the topics of library science, information science, bibliography, and related fields. The collection is committed to serving as New England's library "of record" for the library and information science profession. To this end, a collection of both historic and current materials is maintained.

The Simmons Library collections include over 225,000 books, 53,000 journals in print and/or electronic format, over 150 electronic databases, and online full text access to over 25,000 books. The Library also holds 8,000 videotape, audio, and DVD titles that are available for borrowing or for viewing and listening in the Media Viewing and Listening Room.

The College Library website provides students with resources designed to support student learning, including access to electronic journals and databases, research assistance guides specific to courses or topics, and accessing course reserve materials. The Simmons College Archives is located on Level Two of Beatley Library and houses a collection of college records, publications, manuscripts, photographs, and rare books that document the history and development of Simmons College.

Online Student Access
All students enrolled in the online MLIS degree program or certificate program will be given access to the Simmons College library databases and journals that are available for online use. Students will be issued a username and password to access all of the electronic databases and will be able to search through E-Journals, E-Books and other electronic databases. Students may request to have materials not available online shipped via FedEx to their place of residence at no cost to the student.

Acquisition of New Materials
In keeping with both the College's core value of putting student learning first as well as the imperative to collectively invest in our community, the Simmons College Library will place a high priority on acquiring materials at a level that will support the curricular goals for all of our programs. The Library will also strive to acquire materials that will support the research needs of growing doctoral programs and faculty development.

The Library collects material for the core collection based on the experience, discipline expertise, and professional judgment of Library selectors. Selectors will consult core lists and guidelines provided by the recognized accrediting bodies and professional associations as well as additional selection and evaluation tools. The use of these tools is supplemented by the professional literature as well as additional sources when needed. Databases are selected based on vendor information and reviews and are evaluated through demonstrations and trial periods. The Library does not purchase textbooks for the core collection; however, required texts, including textbooks, will be considered for purchase for course reserves at the request of faculty on a case-by-case basis.

In order to maintain a collection that remains vibrant and useful and reflects the current state of scholarship, as well as to allow space for growth, the Library staff members will regularly and systematically deselect materials from the collection. The Library will use a number of methods to identify materials for deselection, which include, but are not limited to: academic library best practices; the experience, discipline expertise, and professional judgment of selectors; and the guidelines provided by the appropriate accrediting bodies and professional associations. The Library will also base its retention schedules and deselection criteria on the distinct methods and individual needs of the programs and disciplines in its collection communities.

The Simmons College Archive

The Simmons College Archives collects and makes available materials that document, reflect, and support the history and development of Simmons College. The College Archives collects, regardless of format, official College administrative and committee records, publications, photographs, audio-visual materials, and memorabilia.

The Archives maintains collections of student theses and dissertations; faculty publications; manuscripts and personal papers of members of the Simmons College Community; and historical book and other special collections.

The acquisition, appraisal, and potential deselection of manuscript collections is at the discretion of the College Archivist in seeking to maintain a collection reflective of the current and historical missions and strengths of the College Archives, the College Library, and Simmons College. All manuscript collections are accepted contingent upon a deed of gift and transfer of the legal custody, ownership, and appropriate copyrights of materials under consideration.

The College Archives administers a Records Management program that provides guidance to administrators, faculty, and staff on materials appropriate for transfer to the Archives' permanent collections of administrative and organizational records. In addition, the Records Management program supports the operations of the College and ensures compliance with all applicable federal and state regulations and other legal requirements and industry best practices. Acquisition, appraisal, and potential deselection of administrative records collections is at the discretion and professional judgment of the College Archivist in alignment with the Records Management policy, industry best practice, and the College Archives' existing documentation strategies.