Faculty Planning Meeting, Standard II: Curriculum

September 27, 2011

Present: Kaye Dotson, John Harer, Patrick Valentine, Barbara Marson, Elaine Yontz, Jami Jones, Al Jones, Gail Munde, Larry Boyer

Absent: Ruth Clark

Harer reported that the curriculum survey was sent on September 21 to current students and alumni, and responses are collecting in Qualtrics. Several students have emailed him to thank him for the opportunity to provide input and comment on courses and the program curriculum. He intends to post the survey on the DLS Web site to extend the response period indefinitely.

The DLS Curriculum Committee has a meeting scheduled for Tuesday, October 4, 2011, and two student members will attend: Tavia Clark, a current student who will graduate in December 2011 and then become an alumni representative to the Committee, and Paula Jean Frick, a current student.

Harer reported that two curriculum proposals are in process. The first, which is now in the Dean’s Office, would make corrections to text in the Graduate Catalog describing the MLS program and pathways. The proposal clarifies the tier structure and course pre-requisites. The second describes the elective option for academic pathway students to receive an MLS with a certificate in Community College Instruction, a joint effort between DLS and HACE. This proposal, now in the DLS Curriculum Committee, does not require changes at the course level, but will be reflected in the Graduate Catalog program description and advising check sheets.

DLS students will include artifacts for three HACE courses, ADED 6450 Community, Junior and Technical Colleges, ADED 6453 The Adult Learner, and ADED 6240 Effective College Teaching in their MLS portfolios. HACE instructors will evaluate the artifacts. HACE has agreed to accept any two MLS required courses as certificate electives. The certificate requires 15 sch; DLS will provide six and HACE will provide nine. Munde has asked Ellen Dobson about reporting for the three HACE courses, i.e., would be able to exclude these courses from management reports since they are not taught by DLS faculty and are not listed as LIBS courses.

A discussion opened on the question, “Does the program need to develop or repurpose a course entirely devoted to MLS Program Objective 8,” which is: Instruct individually, and in collaboration with other information professionals/educators, diverse user groups to access effectively and efficiently the resources and services available to them in a variety of library settings. At present, many courses include an instruction component, including LIBS 6026, 6137, 6042, 6142, 6060, 7050, 6810 and 6991. The sense of the group seemed to be that we did not need to do this, at least until we had a clearer picture of the scope and depth of the treatment of instruction in these courses. This also led to a discussion of the technology and research components in the program courses LIBSS 6042 and LIBS 6012.
The conclusion was that faculty would benefit from having an extended period of time to review the current curriculum on a course-by-course and assignment-by-assignment basis. Harer agreed to identify a date during the week of October 24 to have such a meeting (not a Tuesday or a Thursday and not October 25). Faculty would be asked to bring their current syllabi and course assignments.

At this meeting, faculty would seek to answer four primary questions:

1. Should we reduce the number of required courses in the program?
2. Do we need to re-title and/or update the content of any courses?
3. Do we need to include an information science course, or components of information science in multiple courses?
4. Which courses should be retained, and which might be discontinued?