Tentative Agenda:

1. Introduction of
   a. Forum purpose and structure
   b. faculty and participants
   c. Department status
   d. Committee participation by students
   e. Accreditation activities and timeline
2. Discussion on accreditation
   a. Q&A on the accreditation status and efforts
   b. Questions to present
      i. Should there be a requirement for an on-campus event, and if so, what should that be? For example, an on-campus orientation or requirement to visit campus during the admissions process
      ii. What activities for student face to face interactions are recommended? This includes how (a) students can hold discussions with their fellow students (think “student lounge”) and (b) social activities (one example is the tailgating for a football game that has been done in the past)
      iii. What are some suggestions for improving diversity and underserved within the curriculum and in recruiting students?
      iv. What type of degree program should ECU become if accreditation is not achieved.
3. Presentation on:
   a. Department requirements
   b. Curriculum
   c. Student and alumni surveys being planned
   d. Q&A on these presentations.
4. Open discussion on concerns and advice:
5. Wrap up: What do you think will be the future of the profession:
   a. Job outlook
   b. How librarianship will change based on current technological and economic trends
Should there be a requirement for an on-campus event, and if so, what should that be?

1. Orientation or some other event at the beginning of each semester
2. Post-graduation gathering
3. Mid-program review; meet with faculty for 18-hour review
4. Require students to attend at least one event during his/her first year
5. Make the program a hybrid; it may be difficult, but students will find occasionally getting together valuable
6. Hold occasional networking meetings/events; students should not feel left alone
7. Simply create ways for students and faculty to occasionally meet
8. LIBS department should sponsor “Meet & Greets”
9. Joining BITE will offer the department new opportunities

What activities for student face to face interactions are recommended? This includes how (a) students can hold discussions with their fellow students (think “student lounge”) and (b) social activities (one example is the tail gaiting for a football game that has been done in the past)

1. ALA student chapter
   a. Revisit tailgating during football season
2. LIBS dinners/gatherings at conferences (i.e. NCLA, NCSLMA)
3. Department should offer opportunities for students and faculty to meet more often
4. Would alumni be willing to host events at their libraries?
5. Who will actually do the networking piece?

Social Media and Other Forms of Remote/Geographical Communication

1. Create geographic wikis so students can get to know each other and meet if desired
2. Create a Facebook page exclusively for faculty and current students
3. Facebook can be used as the central social media tool for students
4. LIBS department should host more virtual meetings/events
5. Road shows
6. Geographic cohorts should be created if possible, and LIBS faculty should occasionally visit these cohorts; divide the state into four or more districts
7. Hold meetings at libraries throughout the state
8. Students should join the North Carolina School Library Media Association (NCSLMA) at the student rate and use the organization as a networking avenue
9. The Library Science Department should partner with NCSLMA and hold networking events
10. Students should be involved with state and national professional organizations
11. Informal geographic meetings/conversations can be held
12. Using Google Maps, students can pin themselves to identify geographic location

What are some suggestions for improving diversity and underserved within the curriculum and in recruiting students?
1. Recruit at the Road Shows
   a. Advertise the Road Shows more; maybe list dates and locations of the LIBS website
2. Hold recruitment fairs
   a. Fairs can be held at historically black colleges and universities
   b. Target undergraduate students
3. Market the program more
   a. Push information out throughout the state
   b. Since the degree program is 100% online, target parents with young children
4. Hold recruitment fairs within school districts
   a. Recruit teachers who may wish to leave the classroom
   b. Recruit high school students who may have never considered librarianship as a profession
5. Work closer with high school students
6. Recruit through the College of Education’s Latham Clinical Schools Network
7. Identify alumni in various geographic areas, and have them recruit within their school districts
8. Would Dr. Patriarca sponsor a recruitment video where alumni share their stories/experiences?

What type of degree program should ECU become if accreditation is not achieved?
1. Focus on school certifications
2. Eliminate academic pathway
3. Continue all pathways
4. Focus more on technology
5. From the very start, even the admissions stage, make sure students are aware that the program requires interaction
Overall Program Discussion:

1. Integrate grant writing within the program
   a. How to write grants
   b. The importance of writing grants
   c. Where to find grants
   d. The Administration & Management class is a perfect course for grant writing
2. Teach practical technology skills (i.e. how to change equipment bulbs)
   a. These skills should be learned during internships
3. Integrate technology throughout all course – not simply require students to take a technology class
   a. Professors should use technology within the classes they teach; one student took a class where no technology was used
4. Allow students to take BITE classes as electives
5. Students should take electives throughout the program and not wait until the end
6. Offer more electives to meet the individual needs of students
7. Keep electives flexible
8. Program curriculum has to be driven by the new evaluation instrument for media coordinators
9. Collection Development class needs to include an e-materials component; currently, only an overview of e-books is presented
10. Cataloging class should teach how to catalog e-materials
11. Offer a second level cataloging class as an elective
12. School librarians need an organization class – not a cataloging class
13. Be aware that all students in the school media pathway do not have an educational background; the pathway needs to include more education courses
14. Provide classes focusing on:
   a. Lesson planning and classroom management; these topics can be included in the required classes
   b. Teaching special needs, ELL, and academically gifted students
   c. Collaborating with teachers to meet core standards; the new job of school librarians is to teach the teachers
   d. Intellectual freedom
15. Children’s literature classes should be open to all COE students; within the class, pair LIBS students with pre-service teachers
16. Curriculum & Instruction faculty and LIBS faculty should co-teach education classes

Courses Needing Change:

1. Grading scale for 6012 was not equitable; weight of the papers did not equal to the time spent on them; how will students apply knowledge learned in 6012?
2. Too much Web 2.0 in the technology class; students should be able to opt out of this class
3. Too much reading and information in the first class; a bit overwhelming for beginning students
4. Children’s literature class was specific and students were required to use materials from all over the state; does the class have a focus?
5. Early internship should have more of a focus
6. There should be one place for students to go to know when assignments are due
7. Within classes, the use of Blackboard should be more uniformed
8. Reflections should be uniformed within all classes; all forms were different which meant preparing for the 18-hour review took more time than it should have

Miscellaneous:

1. So many things on the Praxis were never taught
2. Customer service was one of the reasons several students decided to attend library school at ECU – kudos to Karen Mathis