Members present: John Harer, Jami Jones, Karen Mathis, Patrick Valentine, and student representative Tavia Clark. PJ Frick could not attend.

Meeting agenda discussion: The meeting was convened by Harer at 1:10 p.m. Handouts:
- Agenda
- Comparison of ALA Accredited Program Curriculums
- Notes from PJ Frick on refining or removing assignments from MLS courses

While waiting for Valentine to sign in with Skype, Harer brought the members of the committee up to date on the recently held LS Planning meeting which focused on curriculum. Jones said she would still like the faculty to sit down in a group and each one discuss each individual course content and assignment. Harer said courses and assignments need to be forward-thinking and not rooted in how things were taught in the past.

I. The Minutes from October’s meeting were reviewed. Clark made a move to accept the Minutes as presented. Jones seconded the motion.

II. There was a very short discussion on priorities of the committee for the academic year. This has already begun with discussions on completing the alignment bridge, course objectives, and including emerging technologies into courses. Jones said we should focus on the alignment bridge after curriculum is discussed, not before. Or at least work on the alignment bridge at the same time as the curriculum discussion. Focusing right now on the alignment bridge is not the best use of time. This should be done as an entire faculty and Clark and Frick should be included for their feedback.

III. Harer composed a fairly comprehensive list of the curriculums offered in 12 ALA-accredited schools to see how this compared with our curriculum.
   a. LIBS 6031 Library Administration – Jones asked if program evaluation and a community-needs analysis are covered. If a more specific administration course is developed, Jones suggested rural library administration since we serve a mostly rural area. Jones said assessment and evaluation can be components of many of the courses. Harer asked if there were a specific school library management course on the books. Jones said she could include more assessment in 6142 for the school pathway people; assessment and evaluation go hand-in-hand. Jones suggested she and Dotson go up to Elizabeth City to visit Clark at her school to discuss this.
   b. LIBS 6042 – Jones suggested a catch-all term like emerging technologies needs to be used so that is does not need to be updated. Clark said it was interesting that 9 of the schools offered a course in web design. She said this would be great for school pathway people. Harer said a deeper analysis of our technology course is needed. Maybe an orientation course should be required for students so they can become familiar with the technology used for the courses. Mathis said School of Business has a required orientation course through Blackboard for all newly-admitted students. She has access and is willing to show anyone interested.
   c. LIBS 6135 & LIBS 6137 – Jones would like to see literature courses incorporate more instruction on integrating literature into the curriculum
Harer included specific literature (i.e. health sciences literature, music literature, etc.), diverse population courses, adult programming courses into one area. We offer a couple of diverse population courses, usually offered as a special topics. There is a diversity course offered through the COE, EDUC 6001 Introduction to Differences in Human Learning in Schools, which is a popular elective for the school pathway people.

IV. There was a lengthy discussion on assignment revisions. Frick emailed Harer her suggestions on various courses. Clark also had suggestions.


b. Artifact Reflection Template – Frick suggests instructors pre-fill the various standards to ensure accuracy. Valentine thinks this is a great idea.

c. Partner Library – Frick suggested students select a partner library at the start of the program. Valentine was somewhat opposed to this idea. He does not think all students should lock on any one type of library because the student’s direction may change. Harer suggested having students choose a pathway early so the students can collaborate with their chosen library.

d. Group chats in 6010 – Frick suggested allowing other formats besides Skype. Harer said when he taught 6010 he had a group unit which could use any option, even face-to-face. He assigned students to groups based on geographic location so they could meet. Jones said the students need to become comfortable using the technology. Clark said it was very important the students learn to work within a group. Harer asked Valentine how he handled class discussions. Valentine uses Centra and Blackboard. Jones said instructors might consider a required time to have students together for lecturers, group projects, etc. Harer used Voice Thread and had several assigned times from which students could choose.

e. Artifact structure in 6012 – Frick said the artifact was a group project when she took the course but group projects do not adequately reflect individual effort. Jones said this course needs to be discussed by the faculty – how will group projects be done so there is some consistency. There should be an expectation of collaboration with every course.

f. Assignments in 6042 – Frick said projects and assignments may be more relevant if actually connected to a real library. Clark liked this course because it allowed creativity in deciding which technology to use. Jones said the idea of evaluation needs to be addressed – students were describing, not evaluating. Clark said the course needs to stay current and would like to see real-life examples – maybe guest lecturers using the tools. Jones said the students could also do the teaching using the tools.

g. LIBS 6014

i. Assignments: Frick compared it to a scavenger hunt but does not prepare future librarians for daily reference work or how to partner with reference librarians. Clark actually liked the way the pathfinder was broken down. Valentine heard a lot of student comments similar to Frick’s. The feedback needs to be passed along to the instructor. Frick suggested connect reference to technologies discussed in 6042. Clark said there need to be other tools than just looking online. Frick suggested fine tuning assignments to accommodate multiple library types. Clark seconded this idea.

ii. Artifact – Frick said librarians she spoke with said pathfinders were outdated. She suggested structuring pathfinders in a more current and
relevant way, such as electronic pathfinders or WebQuests. She also thought it would be more useful if the artifact dealt with an actual research question or project. Clark suggested pathfinders should be displayed in a digital format for easy updating. Jones suggested that for school pathway people, it tie in to standards and introduce the concept of information literacy.

h. LIBS 6026 – Frick thought the course overly technical in the information presented and the assignments. Jones suggested maybe offering a mini course in understanding MARC, Dewey – the students need to understand the concept but don’t need the time spent actually doing it. Most school librarians rarely need to create MARC records; most of these functions are handled by publishers and/or district-level staff. Harer said this might be more crucial for academic library students. Valentine asked if 6042 and 6026 could be combined in one course.

i. LIBS 6031 – Clark would like examples for the different pathways. Jones said she has a blog discussion in 6144 on mission statements. Maybe move that to 6031. The concept of leadership needs to be introduced in 6031. Harer asked Clark if she did anything with organizational theory in the class; Jones would like to see more theory.

j. LIBS 6135 – Frick suggested more group discussions on some of the required readings would be more effective than quizzes. Syllabus and assignment schedule should be re-organized in chronological order. Clark thought the course was too much like a survey of literature – no connection in how it would help teachers; no application. Jones suggested taking a curriculum area and finding books in that area to apply to the curriculum. Books don’t change – books need to be updated. Jones said it would be a good class for collaborative work. Frick said the Notables pamphlet was interesting to develop, but librarians she spoke with indicated they never use such materials. Maybe students should partner with a librarian to develop a pamphlet they would actually use, then the artifact would be more relevant. Jones suggested introducing the concept in both 6135 and 6137 to work with children to develop book talks.

k. LIBS 6137 – Frick

l. LIBS 6018 – Clark liked the class and it taught her a lot about her library. Jones suggested introducing grant-writing. Valentine said students take the data, assess the data, and learn how to use it in forming library collections.

Harer said this discussion would be continued at the next meeting. The meeting was adjourned at 3:00 p.m.