MLS Program Planning Meeting
April 7, 2014
10:00-2:00 p.m.
Bate 2014

Present:  Drs. Dotson, Harer, A. Jones, J. Jones, Marson, Munde, Sua, and Yontz

Opening remarks:
- Dr. Harer provided a brief report on recent and future recruiting activities, and issues of potential student eligibility for IMLS scholarships including the recent trip to Wilmington, NC, and a planned recruitment trip to Robeson County on April 30. A brief discussion about scholarship eligibility for students partially in the admissions process also occurred. Dr. Harer will clarify with IMLS. Dr. Harer reported that IMLS scholarship applications would be due in June, with Graduate School decisions made in July. In August, prior to the start of the fall 2014 semester, students who received an IMLS scholarship would be required to attend a day-long orientation session at ECU.
- Dr. Munde introduced the purpose of today’s meeting as the concluding event in a year-long review of program mission, goals and objectives. These reviews are scheduled at five-year intervals, the last review having taken place in 2009.

Discussion: Mission, Goals and Objectives

- Dr. Harer opened the discussion on mission by asking if the concept of “communities” in the current mission should be broader. He explained that the current mission may seem too local in focus. Discussion ensued on what “communities” meant. Faculty interpreted “communities” in the broadest sense to mean individual library organizations and their constituencies, communities of residence, library user communities, and professional and learning communities.
- The faculty determined that the current goals did not need additions or revisions.
- Program objectives
  - The program objectives
    - Each objective aligns with a core course in the curriculum except Objective 8, which is a broader objective for the program
    - All objectives are aligned with ALA Core Competences
- Program Objective 1: The faculty determined that the Program Objective 1 did not need additions or revisions.
  - As a result of a discussion that occurred much later in the meeting, Dr. Munde moved that Objective 1 be worded: “Understand and apply the foundations of library science from contemporary professional standards used to resolve ethical and legal issues.”
- Program Objective 2: This aligns with LIBS 6012. The current wording is based on the current wording which has changed and up for University approval. The new course title is: Research Literacy in Library Science. A discussion of the process of university approval occurred. Dr. Munde suggested that Standard II in the Program Presentation describe the changes in the tiers recommended.
- Dr. A. Jones moved to approve that Objective 2 be worded: Analyze, evaluate, and synthesize research literature in library and information science and design basic practitioner research; seconded by Dr. Dotson. Approved

**Objective 3:** Dr. Harer asked whether this objective should be reordered and labeled Objective 2 since the course it is aligned to, LIBS 6014, has been moved to Tier 1. The faculty agreed that it should remain as Objective 3. The faculty determined that the Program Objective 3 did not need additions or revisions.

**Objective 4:** A discussion on how technology collections may or may not be addressed in the current objective wording occurred. It was moved by Dr. J. Jones to reword this objective to read. “Select, acquire, develop and manage collections to meet lifelong learning needs of diverse groups in various formats and library settings.” Seconded by Dr. Sua. Approved

**Objective 5:** Discussion centered around issues of the content of the course and artifact. After several attempts at a wording, Dr. Harer moved that this objective be worded “Understand and apply appropriate concepts and guidelines for the organization and discoverability of library materials and resources. Seconded by Dr. Munde. Approved

**Objective 6:** Dr. Munde indicated that there was a need for a broader objective for Objective 6. Dr. J. Jones moved that Objective 6 be worded “Understand and apply the principles of management, leadership and advocacy to direct and advance library programs”. Seconded by Dr. A. Jones. Approved

**Objective 7:** After a brief discussion about the current wording, Dr. A. Jones moved that Objective 7 be worded: “Understand and apply appropriate technologies to support or enhance library functions and processes”.

**Objective 8:** It was acknowledged that this objective is not aligned with a course in the curriculum. After a brief discussion about word order and revisions to encompass collaborative individuals and groups, Dr. J. Jones moved that Objective 8 be worded “Instruct individually, and in collaboration with others, diverse user groups to access library resources and services. Seconded by A. Jones. Approved

**Objective 9:** Dr. Dotson asked the faculty assembled about whether or not the internship hours could be split evenly when a student wishes to intern in two different pathways. Because students may elect to perform a second internship in a different setting, the idea was not supported. The faculty determined that the Program Objective 9 did not need additions or revisions.

After discussion, it was determined that the program would not have to wait until changes were made to Graduate Catalog copy in fall 2014 to LIBS 6012 and LIBS 6014 in order to implement a revised Tier structure. It was also noted that all pathway checksheets will need to be revised to reflect the tier structure change in fall 2014, i.e., move LIBS 6014 to Tier I, and move LIBS 6012 to Tier II. No faculty revisions to Taskstream will be required for this change, but Dr. Marson will have to revise the master list of Program Objectives in the administrative module of Taskstream.

**MLS Program Objectives**

(Proposed and revised spring 2014 to be effective fall 2014)
1. Understand and apply the foundations of library science from contemporary professional standards used to resolve ethical and legal issues

2. Analyze, evaluate and synthesize research literature in library and information science and design basic practitioner research

3. Use reference and information resources in a variety of formats to promote information literacy

4. Select, acquire, develop and management collections to meet the lifelong learning needs of diverse groups in various formats and library settings

5. Understand and apply appropriate concepts and guidelines for the organization and discoverability of library materials and resources

6. Understand and apply the principles of management, leadership and advocacy to direct and advance library programs

7. Understand and apply appropriate technologies to support or enhance library functions and processes

8. Instruct individually, and in collaboration with others, diverse user groups to access library resources and services

9. Obtain practical experience in professional roles for which students and preparing

**Standard I Program Presentation:**
- Dr. Munde asked about keeping Table 1.4 as an appendix to Standard I. It was noted that it needs some revision since the associated course objectives have been revised. Faculty requested that the table be revised and included. Dr. Munde asked about section 1.2.3 that included a statement that indicated that students may take LIBS 7030 Financial Management of Public Library Organizations. The issue with this statement is that all of the other courses mentioned in the paragraph were required courses. The faculty agreed that this statement should be removed from this section
- Dr. Munde noted that the employer survey is now closed and that she will revise Standard I as informed by the results
- Dr. Marson asked when will the new wording of the objectives take effect. Dr. Munde suggested that would be in the Fall term. The faculty agreed that it should take effect in the Fall 2014.

**Standard II Program Presentation:**
- Dr. Harer showed that the revisions now show the membership of both the 2012-2013 and 2013-2014 MLS Program Curriculum Committees. Dr. Harer pointed out the wording that attempted to explain that the work of the 2012-2013 Library Science Program Curriculum Committee recommended significant revisions to the School
Library Pathway and the work of the 2013-2014 MLS Program Curriculum Committees was to shepherd these changes through the university approval process.

- The faculty discussed and identified the different revisions approved by the 2012-2013 MLS Program Curriculum Committee and that it involved more than revisions of the School Library Pathway. The faculty also discussed the work of 2013-2014 MLS Program Curriculum Committees as having resulted in implementation of many of these revisions, some by revising courses that did not need to be sent through the university process, and that revisions to (a) LIBS 6012 and (b) the catalog description of the Tier changes have been sent up for review and approval through the university curriculum approval process.

- Members of the faculty agreed to send more information and minutes of the MLS Program Curriculum Committee to Dr. Harer to aid him in revising Standard II.

- Dr. Harer briefly discussed the inclusion of a description of Blackboard as the course management system for course delivery. The faculty suggested that the wording in this paragraph that states: “Instructors use their course design and syllabus to create online access to the components of the course” indicate that Blackboard is used by face to face classes, not just online classes.

- Dr. Harer very briefly showed that a description of Taskstream has also been included immediately after the description of Blackboard in this section.

- It was noted that Table 2.3 needed to reflect the change in tier courses.

**Final discussions:**

- The faculty were encouraged to look at everyone’s standards and send the authors of those standards suggestions for revising by April 15. It was noted that the editor being hired has not yet received her contract so there is still some time to work on each standard.

- It was noted that figures will remain in the narrative text, and all but the briefest tables should be linked from the text as separate documents, and all appendices should be linked from the text as separate documents. Student work samples should have personally identifying information redacted if they are to be posted publically. If not, they should be made available on-site as printed documents.

- Faculty reviewed the organizational structure and format of the Indiana University SLIS Program Presentation as one example of how the Presentation could be presented.

- Dr. Munde asked if the faculty should have an all day meeting after the editor submits her report on our Program Presentation to have a full read through. Dr. Harer will find a date, time and place for this meeting.

Meeting adjourned at 2:30 p.m.

Respectfully submitted by: Dr. John B. Harer
04/09/2014