Standard II: Curriculum

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

The curriculum is based on goals and objectives ...

The Master of Library Science (MLS) program curriculum is based on the four program goals and nine program objectives discussed in Standard I.1. Table I.1 illustrates the alignment of the nine MLS program objectives with the required course(s) in which the program objective is chiefly met, and the learning objectives for the course(s). The 39 semester-hour program of study consists of eight required courses and five elective courses and is structured into three “tiers.” Tier courses are sequenced from general theory and foundations, to basic library skills, to application in specialized work settings.

Table II.1 MLS Program Curriculum Structure

<table>
<thead>
<tr>
<th>Tier I Courses</th>
<th>Tier II Courses</th>
<th>Tier III Courses</th>
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<tbody>
<tr>
<td></td>
<td>LIBS 6010</td>
<td>Academic Library Pathway</td>
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<td></td>
<td>Foundations of Library and Information Studies</td>
<td>LIBS 6018 Collection Development</td>
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<td></td>
<td>LIBS 6042</td>
<td>School Library Pathway</td>
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<td></td>
<td>Technology for Library Services</td>
<td>LIBS 6018 Collection Development</td>
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<td></td>
<td>LIBS 6014</td>
<td>Public Library Pathway</td>
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<td></td>
<td>Introduction to Reference</td>
<td>LIBS 6018 Collection Development</td>
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<td>Libs 6810 Academic Libraries</td>
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<td></td>
<td></td>
<td>Elective</td>
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<td></td>
<td></td>
<td>Libs 6972 Research Methods in Library and Information Studies</td>
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<td></td>
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<td>Elective</td>
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<tr>
<td></td>
<td>LIBS 6012</td>
<td>Elective</td>
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<tr>
<td></td>
<td>Analyzing and Synthesizing Professional Library Information</td>
<td>Elective</td>
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<td></td>
<td>LIBS 6026</td>
<td>Elective</td>
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<tr>
<td></td>
<td>Organization of Information in Libraries</td>
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<tr>
<td></td>
<td>LIBS 6031</td>
<td>Elective</td>
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<tr>
<td></td>
<td>Library Administration and Management</td>
<td>Elective</td>
</tr>
</tbody>
</table>

35
Foundations of the School Library Media Program

Elective 6144 Instructional Strategies and Leadership for School Library Media Specialists

Elective

Elective

Elective

LIBS 6991 Internship: Seminar

LIBS 6991 Internship: Seminar

LIBS 6991 Internship: Seminar

Course descriptions for all program courses are listed in the Graduate Catalog and syllabi for all required courses are available at the program’s website. These courses are organized by a pathway corresponding to a student’s library career choice, with variations in course requirements that address their specific career choice in Tier III. Pathway check sheets are provided to students upon admission and are available at the program’s website.

The four MLS program goals and nine MLS program objectives provide a structured program of study that begins with foundational knowledge courses, progresses to library skill courses, and concludes with specialized courses that prepare students to work in their intended library setting. Each MLS program objective is addressed at multiple points in the program of study, and student learning outcomes are achieved through a variety of educational experiences, including content delivered through live and recorded online lectures, assignments, required and recommended textbooks, assigned readings from the literature, and ample opportunities to discuss course theory, concepts, information, and ideas.

... and evolves in response to an ongoing systematic planning process.

The curriculum follows a systematic planning process that is guided by the Curriculum Review and Revision Plan (Appendix II.A) and the five-year planning cycle described in Standard I. Current members (2013-2014) of the program’s Curriculum Committee include a member of the faculty representing each of the program pathways (school, public, and academic librarianship) and are:

Dr. Jami Jones, Associate Professor (Curriculum Committee Chair), school library pathway
Dr. Barbara Marson, Teaching Assistant Professor, academic library pathway
Dr. Lou Sua, Teaching Assistant Professor, public library pathway

The members of the previous (2012-2013) program Curriculum Committee included the MLS Program Coordinator, two elected program faculty members, a current student, two program alumnae, and an at-large professional librarian. The 2012-2013 members were
Recent revisions to the curriculum have been made as a result of faculty review of the curriculum, review by the program Curriculum Committee, including its student and external members, and feedback from two student forums. One focus of the Curriculum Committee’s deliberations in 2012-2013 was a comprehensive review of the School Library Pathway curriculum to formulate recommendations for changes in required courses, for incorporating additional elective choices for students, and for aligning Tier III School Library Pathway courses to Common Core Standards. Recommendations were also made for all program courses regardless of specific content. The review examined the possibility of reducing required courses to permit more electives for School Library Pathway students, increasing student collaboration, further integrating technology applications into all courses, and developing more theoretical and practice-based assignments.

The 2012-2013 Curriculum Committee’s efforts were aided by the diversity of stakeholders on the committee. The work of the 2012-2013 Curriculum Committee was stakeholder-driven to examine and recommend revisions in the curriculum that address theoretical and practice-based objectives and content for a changing profession. Major recommendations were

1. Explore additional elective opportunities for School Library Pathway students. This could be done by dropping the current technology requirement, **LIBS 6042 Technology for Library Services**, or of making the course elective and allowing students to take a more advanced technology course, either developed within the program or offered outside the program. Consideration could be given also to dropping the required course, **LIBS 6026 Organization of Information in Libraries**. This would permit School Library Pathway students to take another elective. An alternative would be to increase the emphasis on systems of information organization and access, and decrease the emphasis on traditional cataloging.

2. Provide additional opportunities for students to develop skills and understanding of leadership, reflective practice, learning, knowledge of diverse populations, differentiation, and collaboration.
3. Courses specific to school librarianship should include assignments and experiences in which School Library Pathway students engage in the community and with the libraries these students frequent.

4. Integrate technology and collaboration throughout the program by providing additional opportunities for students to practice and use technology in meaningful ways and to collaborate.

5. Revise LIBS 6018 Collection Development in general and by developing an assignment in which students build/weed part of an existing collection. Revisions to LIBS 6018 Collection Development were made during the Summer and Fall, 2013, terms. Change grade levels for LIBS 6135 Materials for Children to PK-5 and LIBS 6137 Materials for Young Adults to 6-12. Redevelop LIBS 6133 Materials for Early Childhood as a possible elective for School Library Pathway students. LIBS 6133 Materials for Early Childhood could become a required course in the Public Library Pathway or remain an elective.

6. Add appropriate foundational, theoretical, and practice-based readings to courses, and not depend solely on the textbook.

7. Either develop a course on grant writing or integrate grant writing assignments in required and pathway specific courses.

Following the five-year planning cycle illustrated in Figure I.4, faculty held two curriculum workshops during the 2013-2014 academic year; the first on July 10, 2013 to receive the Curriculum Committee’s recommendations, and the second on April 7, 2014 to review the assessments detailed in Standard I.3 and the program’s mission, goals, and objectives statements. Faculty decisions with regard to Curriculum Committee recommendations were

1. Retain both courses in the curriculum, but increase the emphasis on systems of information organization and access, and decrease the emphasis on traditional cataloging in LIBS 6026 Organization of Information in Libraries.

2. Prepare the seminar course LIBS 6903 Library Services to Diverse and Special Populations for the new course approval process.

3. Accept the recommendation that courses specific to school librarianship should include assignments and experiences in which School Library Pathway students engage in the community and with the libraries these students frequent.

4. The number of courses requiring small-group collaborative projects has increased from two to five, and the number of courses offering voluntarily partnered or collaborative projects has increased from none to two.

5. LIBS 6018 Collection Development has been revised and the course artifact redesigned. Grade level changes LIBS 6135 Materials for Children to PK-5 and LIBS 6137 Materials for Young Adults to 6-12 are in process. Redevelopment of LIBS 6133 Materials for Early Childhood as a possible elective for School Library Pathway and Public Library Pathway students has not yet begun.
6. Appropriate foundational, theoretical, and practice-based readings have been increased, notably in **LIBS 6012 Analyzing and Synthesizing Professional Library Information**.

7. Create a Continuing Studies course on grant writing for librarians. The course will be available to students, alumni and employed librarians and offer 1 CEU credit, rather than an entire course within the curriculum.

In addition, the course **LIBS 6012 Analyzing and Synthesizing Professional Library Information** was revised and approved by the program and COE Curriculum Committees, and will be submitted to the Graduate Curriculum Committee in Fall 2014. This course had been identified earlier in the program’s 2011 SACS Assessment Plan based on faculty, student, and Advisory Board input as a course requiring revision. The revisions included:

- Change course name to **LIBS 6012 Research Literacy in Library Science**
- Move the course from Tier I to Tier II
- Replace in Tier I with **LIBS 6014 Introduction to Reference**
- Revise course assignments and learning objectives

New courses and major revisions of existing courses must be approved by the ECU Graduate Curriculum Committee. Major revisions to existing courses are those which require changes to the Graduate Catalog, i.e., changes in course prefix, number or title, or changes in the catalog description, number of credit hours, or course prerequisites.

New course approvals and major course revisions follow this sequence in levels of approvals:

- MLS Program Curriculum Committee
- MLS Program Faculty members
- Department of Interdisciplinary Professions Curriculum Committee
- Department of Interdisciplinary Professions Graduate Faculty members
- College of Education Curriculum Committee
- ECU Graduate Curriculum Committee

Changes not requiring revision of the Graduate Catalog may be made by the instructor, but the program’s custom has been to inform the Program Curriculum Committee and the program faculty of changes that might affect other courses.

The program reserves the course number 6903 for special topics courses offered as pilot iterations prior to initiating the new course approval process. Recently piloted courses have been **LIBS 6903 Library Services to Diverse and Special Populations**, **LIBS 6903 Electronic Materials**, and **LIBS 6903 Digital Libraries** will be offered as a pilot course during Fall 2014.
... Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

The program is structured into three leveled groups, or “tiers” of courses, which sequence learning from general theory and principles, to practical library skills, to specialized knowledge of library work settings. Students are required to begin with Tier I courses in order to establish a solid foundation in the discipline, continue with Tier II courses to learn basic library principles and skills applicable to any type of library, and complete the program with Tier III courses in preparation for employment in their library work setting of choice (school, public, academic).

Tier I courses, effective Fall 2014, are **LIBS 6010 Foundations of Library and Information Studies**, an introduction to the field and to basic theory; **LIBS 6014 Introduction to Reference**, an introduction to reference sources, and **LIBS 6042 Technology for Library Services**, which is an intensive basic course in the application of current technologies used in the practice.

Tier II courses introduce the basic skills of librarianship: Reading and understanding research in the field (**LIBS 6012 Analyzing and Synthesizing Professional Library Information**), resource description and discovery (**LIBS 6026 Organization of Information in Libraries**), and library management (**LIBS 6031 Library Administration and Management**).

Tier III required and elective courses vary by pathway, but students in all pathways begin Tier III with **LIBS 6018 Collection Development**, and culminate with **LIBS 6991 Internship: Seminar**. Tier III courses prepare students specifically to work in one of three settings: school libraries, public libraries, or academic libraries.

When the Tier structure was instituted in 2009, **LIBS 6018 Collection Development** was included in Tier III as a way to ensure that students had already taken **LIBS 6014 Introduction to Reference** and **LIBS 6026 Organization of Information in Libraries**. A number of assignments in the 6018 course relate to non-fiction collection analysis and require at least a basic knowledge of cataloging and classification schemes and a basic understanding of reference resources and materials. The only way to guarantee in the Registrar’s enrollment management system that students would have taken these two courses (LIBS 6014 and LIBS 6026) prior to taking **LIBS 6018** was to move LIBS 6018 from Tier II to Tier III and advise students to take it as the first course in Tier III.

The MLS program has an established course rotation that aligns course offerings in sequence with the tier structure (**Appendix II.B**). The course rotation was developed as a planning tool for advisors and their advisees to predict a reliable and continuous course of study. Prior to annual declines in enrollment and in legislative...
funding, which began in academic year 2010-2011, the program enjoyed the luxury of being able to offer any courses that students might need. Course sections with small enrollments were approved routinely. Since that is no longer the case, enrollments must be more carefully managed. Establishment of a formal course rotation began with the policy decision to admit students only for the Fall and Spring semesters. The first course in the sequence, **LIBS 6010 Foundations of Library and Information Studies** is not offered during the summer terms. The rotation addresses course offerings based two cohorts—Fall admits and Spring admits. **Table II.2** lists all courses taught, with the instructor of record and actual enrollment for the 2012-2013 and 2013-2014 academic years.

Within the general framework of the curriculum, the program provides a variety of assignments and educational experiences that forward understanding of theory, build on principles and practices, and impart values of the profession. Examples of the variety of instructional experiences offered program coursework include

1. Readings in required and/or recommended textbooks (**Appendix II.C** provides a list of required and recommended textbooks.
2. Readings assigned from journal literature, grey literature, and professional association websites
3. Readings identified and retrieved by students
4. Graded assignments and projects (writing essays and research papers, creating products with technology), including both independent and partnered or collaborative group work
5. In some courses, tests supplement readings, assignments and projects
6. Class discussion (synchronous and asynchronous) through discussion board and blog postings, opportunities for student or instructor-led online chats, and web-conferences (small group and whole class)
7. Student self-reflection on course artifacts and personal learning; all students write a reflection for each course and the process of artifact development and contribute the reflections to their Taskstream portfolios
8. Student-to-student critique and evaluation of course products
9. Field experiences, including interviews of practicing librarians, attendance at guest lectures, and one or more internship experiences

Examples of student work are available from the **Supporting Materials** page, and require a password (sent separately) for access.

Students access their courses through Blackboard, a commercially produced course management system. Blackboard is the ECU adopted course management system. Instructors use Blackboard to structure course design and create online access to the components of the course, such as the syllabus, assignment instructions, readings outside the textbook, tests, and discussion tools such as blogs or discussion boards. Blackboard also includes an online grade book so that students can check their assignment and test scores throughout the course.
Blackboard is password protected so only registered students can access the course, and can do so only during the semester time frame. Blackboard courses can be archived by the instructor for future use or data gathering. Additional information on Blackboard and other technologies used in teaching and learning are detailed in Standard VI.3.

When Fall 2014 courses are uploaded to Blackboard, Evaluation Review Panel members will be supplied with a Blackboard account and password so that they may examine course design and materials, and observe the conduct and progress of courses as they are being taught.

At the completion of each required course, students submit the course artifact to their Taskstream portfolios. Taskstream is a commercially produced cloud-based software for assessment, management, and archiving of electronic portfolios. Taskstream is the COE adopted portfolio management system. After submission, the instructor evaluates each student’s artifact using a predetermined rubric. Artifact scoring rubrics for all required program courses are available as Appendix I.C. Taskstream facilitates the assessment of individual student performance and overall program performance. Additional information on how the program uses the Taskstream system is provided in Standard IV.4.

Evaluation Review Panel members will have access to Taskstream student portfolios and management reports on-site.

**II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.**

Librarians should be able to connect users with content through a broad array of tools and the supporting infrastructures that are, or may become, available. The program curriculum provides students with the knowledge and skills to create, communicate, identify, select, acquire, organize and describe, store and retrieve, preserve, analyze, interpret, evaluate, synthesize, disseminate and manage information. The most frequently recurring conceptual threads throughout program courses are professional identity and information ethics, evaluation of information sources and research in the field, developing partnerships and collaborative relationships with library and related professionals, identifying and using appropriate technology, leadership, and service. **Table II.3** illustrates the alignment of the elements required by Standard II.2 to program objectives, conceptual threads within the curriculum, and their course locations.

**II.3 The Curriculum**
Table II.4 lists the courses and assignments discussed below as mapped to Standards II.3.1 through II.3.7.

II.3.1 Fosters development of library and information professionals who will assume an assertive role in providing services

The MLS program curriculum fosters development of library and information professionals who will assume an assertive role in providing services to library patrons and in the profession at large after graduation. The MLS curriculum provides a learner-centered education that emphasizes students’ responsibility for success in their course work and to encourage them to take an assertive role in their own career development. As one small example, in the past, students had a staff member enroll them in courses every semester and complete all of their degree forms. Faculty decided that students should self-register for courses and complete and submit the forms required for graduation.

In order to assume an assertive role in providing services, librarians must have a strong professional identity, follow a code of ethics, and take prominent roles in leadership and service. Assignments in several courses are designed to foster competencies required to assume an assertive role in their professional careers. Examples of these assignments include writing a personal philosophy of leadership, responding to blog prompts to gain a deeper understanding of leadership and its relationship to collaborative problem solving, designing two major service strategies for a public library, and designing and delivering an in-service learning presentation for peers.

Other examples include assignments emphasizing the role of the librarian as an advocate for libraries. An assignment on the importance of effective advocacy for libraries is included in LIBS 7050 Seminar on Public Libraries; an assignment on using the library budget to advocate for funding is included in LIBS 6031 Library Administration and Management; and an assignment on the leadership role academic librarians have played in the Open Access movement is included in LIBS 6810 Academic Libraries.

II.3.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields

In order to understand the field as a dynamic profession, librarians must be able to analyze and interpret information sources and research in the field and from relevant fields of study. The curriculum includes two courses that specifically address the evolving body of professional knowledge and reflect the findings of basic and applied research in the field, while additional courses include specific research assignments.

In LIBS 6012 Analyzing and Synthesizing Professional Library Information, students read, analyze, and evaluate three “landmark” studies in
library and information science and prepare an original basic research proposal. In LIBS 6972 Research Methods in Library and Information Studies (required for Academic Library Pathway students), students develop an advanced research proposal that includes statistical measurements, tests and analyses.

Students in LIBS 6010 Foundations of Library and Information Studies write an academic research paper on a legal, ethical or policy issue important to librarians. Students in LIBS 6026 Organization of Information in Libraries write a short academic research paper on the history of one social networking tool, and a longer paper on the history and future of the online library catalog. Students in LIBS 6810 Academic Libraries write an academic research paper exploring a future scenario selected from the ACRL Futures Thinking for Academic Librarians whitepaper.

Throughout the program, students read broadly across library science research and research publications in the related disciplines of education, business management, and information science.

II.3.3 Integrates the theory, application, and use of technology;

In order to understand technology as a broad and fluid spectrum of tools, librarians must be able to identify and use appropriate technology. The curriculum addresses current and emerging trends in technology for libraries and library services within the content of course offerings as well as tools used in the delivery of courses online.

LIBS 6042 Technology for Library Services requires students to study and become familiar with current trends in the use of technology in library service and library instruction, to demonstrate the ability to use selected social networking and online collaboration tools, and write reports on online patron access catalogs, ebooks, and adaptive technologies.

In LIBS 6010 Foundations of Library and Information Studies, students learn basic search protocols to retrieve publications and information from Google Scholar and Library Literature & Information Science databases. In LIBS 6012 Analyzing and Synthesizing Professional Library Information, they apply the same principles to search articles in the Education Research Complete database. In LIBS 6014 Introduction to Reference, students expand their use of electronic databases, and read an assigned chapter on virtual reference services.

In LIBS 6018 Collection Development, students complete an assignment on how digital resources are used in libraries, and in LIBS 6026 Organization of Information in Libraries, students examine the concepts of MARC records, RDA, access points and authority control. LIBS 6142 Instructional Foundations for the School Library Media Program includes a critical analysis of technologies used in school library media centers, and students in LIBS 6160 The Art of Storytelling
II.3.4 Responds to the needs of a diverse society including the needs of underserved groups;

In order to respond to and best serve all user populations, librarians must incorporate this goal into their professional identity. Although this need is addressed throughout the program, the curriculum includes an elective course specifically designed to address the goal: **LIBS 6903 Library Services to Diverse and Special Populations**. In Spring 2013, based on her work with Project Enable to develop training programs for librarians who serve patrons with disabilities, Dr. Sua revised an older course, **LIBS 6557 Library Services to Diverse Populations**, to combine new and older course material to address library services to both special and diverse populations.

Required courses include assignments on selecting and using multicultural materials (in **LIBS 6018 Collection Development**, **LIBS 6135 Materials for Children**, and **LIBS 6160 The Art of Storytelling**). In **LIBS 6042 Technology for Libraries**, students research and prepare a report on assistive technologies and in **LIBS 6144 Instructional Strategies and Leadership for School Library Media Specialists**, students read *The Dreamkeepers: Successful Teachers of African American Children*.

II.3.5 Responds to the needs of a rapidly changing technological and global society

In order to respond and connect to the world, librarians must be able to identify and use appropriate technology to make global connections. The curriculum responds to the needs of a rapidly changing technological society in two ways: by exploring the growth and development of library-appropriate technologies throughout the curriculum and by offering enrichment opportunities designed to connect with other library students and librarians outside the United States. In **LIBS 6042 Technology for Library Services**, students meet for a webinar presentation at least once a semester with librarians in other countries. In the past, these webinars have been presented by librarians working in Turkey and Belize, and on a more local level, the course has featured a presentation by Jennifer LaGarde, a “connected librarian” and Educator on Loan for the NC Department of Public Instruction, who is the author of the award-winning blog, *The Adventures of Library Girl*.

Because part of the ECU mission is to prepare “students with the knowledge, skills, and values to succeed in a global, multicultural society,” the program is anxious to address this mission aspect, and has made a number of approaches toward the concept of “global.” We have yet to find the best curricular mechanism for this. In the past, attempts have included a unit of instruction on understanding global literacy and information issues in **LIBS 6018 Collection Development**.
invited international guest speakers to classes, and instituted a written assignment that requires students to reflect on technology and globalization in **LIBS 6042 Technology for Libraries**. We believe we have addressed the realities of a “rapidly changing technological society” throughout the curriculum, but still struggle with firmly establishing a global perspective for students.

**II.3.6 Provides direction for future development of the field**

To carry the profession forward, librarians must have an understanding of the past and future of libraries, and develop a strong profession identity that values both. Over twenty courses in the curriculum address the future of librarianship and the constancy of change. Assignments and discussions on current theories, principles and trends are required components of these courses, along with discussions and assignments on emerging trends and issues. In **LIBS 6010 Introduction to Library and Information Studies**, the first assignment is devoted to readings about the future of the profession that explore the challenges libraries face from the impact of emerging technologies, and requires students to write an essay responding to the question “Why do you believe we still need librarians?”

Courses with a significant leadership component, especially the management courses (**LIBS 6031 Library Administration and Management**, **LIBS 6810 Academic Libraries**, and **LIBS 7050 Seminar of Public Libraries** stress theories, trends and strategies to meet projected changes in the profession and society as a whole. Two School Library Pathway courses, **LIBS 6142 Instructional Foundations of the School Library Media Program** and **LIBS 6144 Instructional Strategies and Leadership for School Media Specialists** emphasize learning to adapt to rapid change in education and in school libraries. Other examples of assignments that address Standard II.3.6 include a class discussion and assignment on Resource Description and Access (RDA), the new rules for descriptive cataloging implemented in 2013 (**LIBS 6026 Organization of Information** and a research paper on one of the 26 scenarios offered in **Futures Thinking for Academic Librarians** in **LIBS 6810 Academic Libraries**.

**II.3.7 Promotes commitment to continuous professional growth**

In order to assume leadership and service roles and manage rapid change, librarians must be committed to continuous professional growth. The curriculum contains components in select courses that emphasize continuous professional growth and assist students in planning. For example, **LIBS 6010 Foundations of Library and Information Studies** includes examining the websites of national and state library professional associations and then spending an imaginary allotment of $200 to select memberships until the allotment is expended. Students explain why they chose each professional association and describe the benefits they expect to gain from the memberships. **LIBS 6810 Academic Libraries** requires students to create a five-year career development plan. Courses with a leadership component emphasize establishing and maintaining professional expertise as a primary basis
for leadership recognition. **LIBS 6991 Internship: Seminar** requires students to develop and present an in-service learning opportunity for their professional peer group and learn that sharing expertise will require maintaining that expertise throughout their careers.

**II.4 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers.** The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers...

The tier structure of the curriculum provides for successively more specialized courses as students complete Tier I and Tier II courses and choose a career pathway: Academic, public, or school librarianship. Students are encouraged to choose a preferred career pathway earlier in the course of study, but by Tier III students must commit. Based on their preliminary choice, a pathway check sheet is provided to students as they enter the program, though students may change their pathway before they begin Tier III courses. The pathway check sheets list the Tier III courses that are required for the specific career pathway, and some possible elective choices that allow students to construct a course of study to meet their individual interests. Students' preparation culminates in an internship experience in the student’s career pathway library setting. Advisors are assigned when the student is admitted to the program, and provide advice and guidance as the student progresses through the program, including support during the internship period.

Although numbers vary slightly from year to year, about 93% of program students intend to work as school librarians, and the remaining 7% are split between students who intend to work as academic or public librarians. Some of these students start the program at ECU, and then transfer to an ALA-accredited program.

An internship is required and every student must take **LIBS 6991 Internship: Seminar**. Many students who work full time in library settings arrange to work most of the required 110 contact hours in their current library, i.e., classroom teachers or media assistants will perform their internship in their employer-school’s library; students working in public or academic libraries in their employing library. Of the 110 required contact hours, 15 must be served in a second type of library. Interns who are employed by libraries and working in their own libraries as interns must be
provided with supervised experiences that provide professional learning opportunities rather than performing their normal work tasks. Complete information on the internship experience and requirements are available at the program's website.

Another mechanism through which students construct a coherent course of study is provided by the number of flexible assignments embedded in courses throughout the curriculum. In these assignments, students have the opportunity to set the context of the assignment within their intended pathway setting. Appendix II.D provides a list of major assignments in eight courses that permit students to adapt the assignment to their intended pathway setting.

Students may choose among an array of elective courses recommended by program faculty and electives are selected by students in consultation with their faculty advisors to meet their personal interests and needs. Academic library pathway students who are interested in becoming community college librarians have the opportunity to earn a Certificate in Community College Instruction as part of the MLS degree. Students who choose this option enroll in three courses offered by the COE Adult Education program as three elective courses. The three courses are ADED 6240 Effective College Teaching, ADED 6450 Community, Junior and Technical Colleges, and ADED 6453 The Adult Learner. The COE Adult Education program accepts two library science courses as electives in the five-course certificate program. Because the MLS program is not presently accredited, students find fewer opportunities for employment in university libraries, but have had success in finding employment in North Carolina community college libraries. The Certificate in Community College Instruction has been one strategy to bridge the lack of accreditation while still serving students, as well as develop a specialized option within the Academic Library Pathway.

Public Library Pathway students choose four elective courses to permit construction of a coherent course of study for this career choice. The materials courses for children and young adults, LIBS 6135 Materials for Children and LIBS 6137 Materials for Young Adults, are taken by students interested in children’s and young adult services in public libraries. LIBS 6215 Genealogy for Librarians is available as an elective for students who are interested in serving public library patrons doing genealogy research or public libraries with strong local collections. The elective course LIBS 7030 Financial Management of Public Library Organizations provides students with an understanding of county and municipal finance and library funding acquisition, management and control.

School Library Pathway students take only one elective course, which limits their ability to explore aspects of other types of libraries, but the courses are closely prescribed in order to meeting the North Carolina Department of Public Instruction (NCDPI) requirements for licensure as a School Media Coordinator.
Students may take some or all of their elective courses from the recommended list, and may propose for advisor approval taking some or all of their electives from courses not on the list. A review of transcripts of students graduating in the last two years indicate the proportion of elective courses completed as

<table>
<thead>
<tr>
<th>Course</th>
<th>Proportion</th>
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<tbody>
<tr>
<td>Library Science</td>
<td>55%</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>26%</td>
</tr>
<tr>
<td>Adult Education</td>
<td>9%</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>6%</td>
</tr>
</tbody>
</table>

The remaining 4% were distributed among courses in Special Education, Foundations of Education, and Business and Information Technologies Education. No electives were taken outside the College of Education. Because transcript notations include only information about transfer courses, the review did not collect information on elective courses transferred from other institutions.

Other than collecting anecdotal feedback from students, no studies have been done to determine the usefulness of students’ experiences in their elective courses. Faculty will address identifying or designing an assessment to determine the usefulness of students’ elective choices early in the Fall 2014 semester.

The curriculum allows for individual needs, goals and aspirations to be met and fosters the development of the competencies necessary for productive careers through the choice of career pathway: School Library Pathway, Public Library Pathway, and Academic Library Pathway. In summary, students construct a coherent program of study in several ways

1. Courses are grouped and structured in a sequence that begins with foundational knowledge courses, progresses to core library skill courses, and concludes with specialized courses that prepare students to work in their intended library setting.

2. Course artifacts (an exemplar or capstone assignment based on course content) and assignments in the Tier I and Tier II courses, plus LIBS 6018 Collection Development (the first course in Tier III), can be customized by students to respond to assignments from the perspective of a library(ies) in any career pathway. This gives students the opportunity to examine and consider multiple library career settings, read professional literature from a variety of library perspectives, and compare and contrast the roles of different types of libraries. Appendix II.D outlines opportunities for students to explore library settings of interest in Tier I and II courses, prior to choosing a career pathway and before moving on to Tier III courses.

3. As students reach Tier III, they select a career pathway (school library, public library, academic library) and then complete advanced required and elective courses tailored to their career pathway. A pathway check sheet
is provided to each student to assist in planning an individualized course of study.

4. Students may select elective courses taught within the MLS program or identified courses taught within the College of Education (COE). Courses taught outside COE require prior approval of the student’s advisor. Students have a choice among a range of elective courses recommended by program faculty, which provides a means for students to construct a course of study by that refines skills relevant to their chosen career pathway.

5. Students select an internship setting and site to gain practical experience in a library that represents their career pathway choice. Students may elect to do an additional internship in a different career pathway setting as an elective course.

… The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

No dual or joint degree programs are offered. Interdisciplinary coursework is encouraged through the careful selection of elective courses and the inclusion of readings from related disciplines, primarily in education (foundations, instructional technology, adult education, reading and literacy) business management, and information science.

There are also a number of experiential and enrichment opportunities available to students. Selected courses include assignments that send students on library visits (LIBS 6014 Introduction to Reference, LIBS 6026 Organization of Information in Libraries, and LIBS 6810 Academic Libraries), require interviews with practicing librarians (LIBS 6018 Collection Development), and that regularly invite guest experts to present during online class meetings (LIBS 6026 Organization of Information in Libraries, LIBS 6042 Technology for Library Services, LIBS 6810 Academic Libraries). Both instructors and the ALA Student Chapter sponsor periodic webinars outside class meetings that host experts in the field. The program also maintains a lively Facebook page for students, alumni, faculty and friends to share news and information.

LIBS 6991 Internship: Seminar requires students to spend a minimum of 110 hours working in a career pathway library setting. The program holds events at meetings of the North Carolina School Library Media Association (NCSLMA) and the North Carolina Library Association (NCLA) and engages students in discussions on the programs and presentations at the conference. A summer forum is held in each year in the month of July. Students and alumni are invited to provide advice and suggestions for program improvements.
II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

Specialized learning experiences occur in Tier III courses after students have built a general foundation of library and information studies and have acquired basic library skills. At this time, offerings are specialized by library setting only: School Libraries, Public Libraries, and Academic Libraries (the three career pathways). The program does not have the capacity to prepare students for careers as medical, legal or manuscript librarians, or other highly specialized settings.

Program instruction and assessment take into account statements of knowledge and competencies developed by relevant professional organizations. Students in LIBS 6010 Foundations of Library and Information Studies write a comparative analysis of four sets of professional standards:

1. ALA Core Competences of Librarianship (2009)

In every required program course, students submit an artifact to their Taskstream portfolios. Criteria on the artifact scoring rubrics are mapped to associated elements of these four documents and to the associated program objective. Having studied the documents previously, and having access to the mapped scoring rubrics, students are asked to contribute a reflection that explains how the artifact served to demonstrate mastery of the expected knowledge and competencies.

II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

Currently, no variant program locations or forms of program delivery are offered. The program is delivered entirely online, is managed solely by program faculty, and is supplemented by field experiences embedded in courses taught by program faculty. Because of this, the curriculum does not vary by location or delivery method, and is uniform in its compliance with the requirements of Standard II.

II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan
for the future. Evaluation of the curriculum includes assessment of students’ achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

... The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future.

The MLS Program Curriculum Committee has established and is guided by a Curriculum Review and Revision Plan (Appendix II.A) for development, review, and revision of the curriculum. The plan takes into account the rapid change in information access to ensure that students have the ability to address innovations and societal advances in creative and effective ways during their careers. Specific outcomes of curriculum planning during the previous two years were detailed earlier in Standard II.1.

Curriculum matters are discussed throughout the academic year during regular faculty meetings, faculty planning meetings devoted to curriculum, and faculty curriculum workdays. As a personal responsibility, faculty maintain a commitment to stay abreast of the trends and research in librarianship, especially in their areas of expertise, and this guides discussions by the faculty during curriculum planning meetings. Reports on Curriculum Committee activities and faculty recommendations regarding curriculum are presented at each MLS Program Advisory Board meeting, and members provide comments and useful input on broad issues of concern from their perspectives as practitioners.

Table II.5 provides a chronological listing of faculty and Curriculum Committee activities (2011-2014) and minutes of the faculty, the Curriculum Committee (including faculty curriculum workshops) and the MLS Program Advisory Board document the continuous and intensive study and discussion of curriculum matters.

Based on previous stakeholder input collected by the assessments detailed in Standard I.3 and summarized in Table I.2, faculty proposed changes to statements of program objectives and course sequence for implementation in Fall 2014. These changes were presented to the MLS Program Advisory Board on April 26, 2014 and were supported by the members. Because the proposed changes arose from documented student assessments, advice and comments, they will become effective in Fall 2014 and will appear in associated documents (statements on the program website, pathway check sheets, course syllabi, etc.) around prior to the start of the Fall semester. No changes were made to program mission or goal statements.

... Evaluation of the curriculum includes assessment of students’ achievements and their subsequent accomplishments. Evaluation involves
those served by the program: students, faculty, employers, alumni, and other constituents.

Curriculum evaluation is supported by data on assessment of student learning outcomes and accomplishments, and involves students, faculty, employers, alumni, internship supervisors, the COE, ECU, and external accrediting bodies at a number of points in the planning cycle. Additionally, Praxis test results for School Library Pathway students and employment rates inform curriculum planning.

Employment status of new graduates between Fall 2011 and Fall 2013 is reported in Appendix I.F under the “Employment Status” tab. Seventy-three percent of new graduates reported they were employed by libraries; 66% in professional positions and seven percent in paraprofessional positions. An additional 22% were employed, but not by libraries. Four percent indicated they were unemployed and seeking work.

The percentage of alumni employed, but not employed as librarians could be affected by the timing of the alumni survey. In the past, the survey has been conducted in the month of February and the survey pool included students who completed the program in May, July or December of the prior year. For students who completed the program in December, the time window is only two months; for students who completed the program in July the time window is six months; and for students who completed the program in May, the time window is eight months. It is possible that many alumni are working as K-12 teachers or remaining in their former jobs outside libraries, or have taken a job outside the field to put food on the table, but are still looking for employment as librarians.

Faculty plan to remedy this by 1) administering three surveys each year: one to each graduating group (May, July, December) and waiting to administer the survey for a full 12 months after each group has completed the program, and 2) adding a multiple-choice item (along with a comment box for “other”) to the survey to ask alumni the reason(s) why they are not working in libraries.

SACS Accreditation Reports

The COE conducts an annual program review to prepare for ECU’s accreditation self-study submitted to the Southern Association of Colleges and Schools (SACS). The review process begins by selecting three program learning outcomes from three courses each year and two institutional learning outcomes are identified by ECU. Appendix II.E contains the program’s 2012-2013 report, and Appendix II.F contains the program’s 2013-2014 report. Program learning outcomes rotate through the nine program objectives ensuring a comprehensive review is completed every three years. For each learning objective, an evidence measure is established and the measurements are numerical targets, for example, the percentage of students who achieved proficiency on the course artifact. When
results are collected, the program establishes actions to be taken to improve the achievement of that learning outcome in future semesters.

AASL Reports and Praxis Scores

The MLS program’s most recent ALA/AASL review was completed in Spring 2012. The program was subsequently recognized without conditions. The complete ECU 2012 Program Report for the Preparation of School Librarians is publicly available. In 2013, the Praxis pass rate for ECU students was 100%; the average ECU student score was 168.7 (148 is North Carolina’s passing score for licensure).

Stakeholder Assessments of Student Learning

Program faculty, students, internship supervisors, alumni, and their employers are involved in the assessment of students’ achievement of program objectives and selected skills and dispositions for librarianship. Outlined earlier, these stakeholder assessments have informed course and curriculum revisions in a number of ways. These stakeholder assessments are conducted and analyzed annually, and serve not only as summative assessments to assure high quality, but are used continuously as formative assessments to make course, curriculum, and program improvements.