Harer welcomed the faculty to the newly accredited program. He thanked the faculty for all their hard work for making the accreditation happen. He stated that it had been tried many times before but it was through everyone working together and a team effort for this to be accomplished. He had some bad news about the retirement of Gail Munde at the end of May 2015. He thanked her for all her hard work with the program and all her hard work with the accreditation. Although, Gail was leaving the program, he also saw opportunities for new positions and wanted to try to get a tenure track position for the program. He is hopeful for new positions and opportunities with a new dean. Marson also discussed the possibility of her retirement at the end of Fall 2015. She stated that she had to find out the possibilities with her fixed-term position. Once she has the conversation with Vivian, she will be able to decide when she would retire. Harer stated he wanted to see the program grow and that the program would have to look at the impact on the program in the fall with the retirement(s). Harer discussed the agreement with Laura Bilbro-Berry and the SECU Partnership East. There has been a change to the requirement for taking English classes and LIBS 4950 will be one of the classes they can take. Two sessions have been created for the students in this cohort and will be closed to any other students. We will teach a minimum of 4 sections of this course. He stated that we may need adjuncts to teach the course and can justify this and that the graduate faculty will be needed in the graduate courses. There was discussion about the summer and fall courses and errors were discovered. He stated that he would get these corrected. This will be discussed later. He stated that he was relieved that the accreditation process was over and that he was surprised that the COA did not ask any detailed questions. They asked about sustainability and a few about autonomy. He felt that the responses by him, Dr. Munde, and Dr. Mott helped them to understand our program more. Gail’s responses to their questions earlier is what helped them to better understand the program and how we operate in ECU. He reiterated that the reason the program received accreditation is because of the effort from all of the faculty. Everyone contributed to the accomplishment. It was the collected work, expertise, and sweat that made it happen.
Yontz stated that she had no doubt that the program should be accredited.

Bradford L. Eden and Irene Owens recused themselves from the COA. Ris Lee and Susan Roman expressed congratulations to the accreditation.

Curriculum Committee Workshop

Harer shifted gears and began the curriculum workshop. He stated that he wanted us to begin the discussion about curriculum by brainstorming ideas.

Munde reported that LIBS 6012/6019 will not get through the GCC. The GCC subcommittee will not meet until March 21 so the change will not happen until next year. Vivian Covington will have signed off on this three times. It will have to be signed off by the Dean. The chairperson of GCC asked that the process be expedited but this will not happen. It will not be ready until the October 15 meeting and a decision will be made. It will be in the Spring 2016 catalog and declared a Tier II course.

There was discussion about the tier structure and about the possibility of coding them to make sure that students are taking them in the same order. The tier structure was created because it speaks to our philosophy. Yontz noted that 6014 works better in Tier I and that students do better in 6012 if they have already taken 6014.

The question was asked about why we have the 3-3 tier system. J. Jones stated that if the prerequisite requirement structure worked it wouldn't matter about the tiers. It was agreed that if the transition point with prerequisites worked then students could not pick courses that they had not taken before the prerequisites. It was also pointed out that if students registered early this would not be a problem. We should encourage them to be in contact with their advisor to plan their courses. Sua stated that there had to be a way to control how they register for courses. It was agreed that we need to investigate this with the Registrar Office.

Dotson stated that the advisor need to pay attention to the students' prerequisites for courses. Harer noted that cohorts for admission could help eliminate some of these problems. Cohorts build peer relationships, builds networks, and create collaboration. Munde noted that cohorts worked as long as students stay with their cohort. If something happens and they have to leave the cohort, they will have to fall down to the next cohort.

Discussion about other students taking LIBS courses as an elective; concern about non-MLS students may not understand the nature of our program and student work expectations. There needs to be a way to code our courses for MLS students. Also a discussion about the need to have different internships course numbers for the MLS students; one for School Library pathway and one for Public and Academic Library pathway students.

With much discussion, it was decided that 6991 will be for school library, 6992 will be for public library, 6993 for academic library.
Harer was scheduled to meet with prospective students about our accreditation and had a discussion with Sandra Treadway, the State Librarian of Virginia, about sending students to our program. He was concerned about sending our students to other electives and there were not enough electives in our own program. The transition plan addressed this and we would have enough with the plan. In the plan, there was a need to develop electives for the public and academic library pathways. The current electives that are being taught are Digital Libraries, Electronic Resources, and Diversity and Special Populations.

Munde noted that there has to be shown in the December report that work has begun on the transition plan. Discussion about 6031 and whether we should offer it. The transition plan would delete this course from the sequence entirely. The assignments would be for particular settings in these types of libraries. Munde stated that 6810 should include more management information. Suggested that the John Budd text be deleted and be replace with Rachel Applegate's book, Managing the Small College Library.

In the discussion about developing electives for academic and public pathways, it was stated that it would be proactive to bring out banked courses and develop some of these as electives for these pathways. The Curriculum Committee had discussed this also. Library & Information Literacy Instruction was a suggested course for the academic pathway in the transition plan. It could be taught by a reference instruction librarian. It was also stated that it would good to have a session with the librarian to teach faculty how to teach students about these resources but to also teach students how to find what they need.

A. Jones wanted to know what was the program looking for in an adjunct. Harer stated that the person will have to have a master's degree with is the terminal degree for library science. Several of the past adjuncts had master's degree and there was no problem until the SACS report stated that adjunct had to have a doctorate degree. It can be argued that the terminal degree is the master's and that other schools show that it is a terminal degree when the adjunct have the degree and also have experience. Munde stated that adjuncts are practical experts. They teach courses that can be taught when other faculty cannot teach the subject. Core courses are taught by faculty and adjunct teach courses that are their expertise.

The need for the development of more courses for academic and public library pathway courses started with Alan Bailey. He was asked about the type of skills needed to work in an academic library. He stated that an increase in technology skills was need. Munde stated that he talked specifically about the need for technology applications.

J. Jones discussed Lib Guides and Munde talked about the pluses, minuses, and possible applications of Lib Guides. Other ideas that were discussed were ways to help students deal with different issues surrounding libraries. These included SabaMeetings; lunch time speakers to deal with different topics more on how libraries really work; more discussions about copyright, etc. Munde said she would have to explore Lib Guides to learn more about it and its applications within courses. She knows that...
Sheppard Library use Lib Guides. She also suggested that the faculty look at Lynda.com through Joyner Library which provides access to training for widely used software, operating systems, and other general courses. It would be good to have someone from Joyner to teach us about some of these things. We could also bring others in for trainings for the program. Further discussions included Taskstream, getting LIBS 6133 up and running; looking at banked courses and what it would take to keep number, title and objective of the courses; looking at long term plans besides adding course that would draw students; and adding a certificate to our program which is a consideration for the Curriculum Committee.

J. Jones brought up a discussion about the reference course. Suggested that it should be an academic reference course. It could include guest speakers from college and public libraries that would include information about services and resources in the course. Guest speakers could talk about their experiences (“how I’ve done it”). Harer suggested this be a continued discussion with the Curriculum Committee.

The CC workshop transition into the Program Meeting. Program Meeting Minutes of the January 12, 2015 were approved. (A. Jones/Munde)

Transition Plan Spring 2015
Initiate new course approvals for courses piloted as 6903: Digital Libraries, Electronic Resources, and Serving Diverse Populations (work on this by Fall and get through by Dec. 2015; course number will have to be higher than 6144)
Revise LIBS 7030 Financial Management for Public Library Organizations (find syllabus; what was taught in the course)
Suggestion - Mundie: hire public library director to teach course.
Revise LIBS 6133 Materials for Early Childhood (J. Jones and Sauer will work on this)
Course listing for summer and fall were discussed. Harer explained the campus code to the various sections of a course and that there are different fees for the course sections - 001, 601, 602. There were concerns that non-degree licensure students, readmits and other library science students are not getting into needed courses because of other non-library students.

Question: who will teach 6010, 6031 & 6810 in the fall?

Recruitment Strategies: Google Ads, Listserv; virtual road trips; Virginia Library Association (October 21-23, 2015); conferences - Paraprofessional Conference, Librarian to Librarian conference; Book’Em conference, West Virginia Library Association (October 5-7, 2015); NCLA; NCSLMA; ACBMITE conference.

NCSLMA – get a larger room/space for reception.
Library awards will be discussed at next meetings but Harer will send out email for possible nominations.

Meeting concluded at 4:00 pm

Next meeting March 16, 2015