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**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**

**PROGRAM PROPOSAL COVER SHEET**

<table>
<thead>
<tr>
<th>1. Institution</th>
<th>Old Dominion University</th>
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<tbody>
<tr>
<td>2. Academic Program (Check one):</td>
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<td>Spin-off proposal ______</td>
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<td>6. Term and year of initiation</td>
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<td>7a. For a proposed spin-off, title and degree designation of existing degree program</td>
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<tr>
<td>7b. CIP code (existing program)</td>
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<td>8. Term and year of first graduates</td>
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<td>9. Date approved by Board of Visitors</td>
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<td>10. For community colleges:</td>
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<td>date approved by State Board for Community Colleges</td>
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<tr>
<td>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</td>
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<th>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).</th>
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<td>School(s) or college(s) of</td>
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<td>Campus(es) or off-campus site(s)</td>
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<td>Mode(s) of delivery: face-to-face</td>
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<td>hybrid (both face-to-face and distance)</td>
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<tr>
<th>13. Name, title, telephone number, and e-mail address of person(s) other than the institution’s chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.</th>
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<tbody>
<tr>
<td>Dr. Jeanie Kline, SCHEV Liaison, 757.683.3261, <a href="mailto:jkline@odu.edu">jkline@odu.edu</a></td>
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APPENDIX E – EMPLOYMENT DEMAND-JOB LISTINGS
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Description of the Proposed Program

Program Background

Old Dominion University (ODU) seeks approval to offer a Master of Library and Information Studies (MLIS) to begin fall 2019. The proposed program will be offered through the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS) in the Darden College of Education.

The purpose of the Master of Library and Information Studies is to prepare students with the theoretical knowledge and practical skills that will enable them to become highly skilled librarians and information specialists. This includes, but is not limited to, professional positions in academic libraries, public libraries, school libraries, and special libraries such as health sciences, law, or business libraries as well as positions for information professionals in health environments, museums, businesses, government and other agencies.

Graduates of the program will be prepared to manage libraries, select and organize library collections, and interact with library patrons to determine and fulfill information needs. Further, librarianship has become a technology-based career and the proposed program reflects this focus. Through specific skills taught in the courses contained in the program of study, individuals will engage in the collection, organization, retrieval, preservation, management, and dissemination of information resources to enrich cultures within society. Thus, MLIS graduates will be also trained to perform tasks such as analyzing patron information requests, assisting in finding information sources including print, audio-video, and virtual information, and teaching information literacy skills.

The degree has three initial concentrations. The school library concentration will prepare students for endorsement as school librarians, and a youth services concentration will prepare students to work with youth in public libraries and other settings. The assessment and evaluation concentration addresses a new and growing area of information studies and will prepare students to become assessment/systems librarians. Within these concentrations, graduates will gain expertise that will enable them to provide users with technical support for emerging technologies and consult with users to provide technology solutions for information problems.

The American Library Association (ALA) has determined that the master’s degree is the appropriate level degree for librarians. Although library technicians and other support staff are
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noted as important components of library staffing, the master’s degree from a library and information studies program accredited by the ALA or a master’s degree preparing school librarians accredited by the Council of for the Accreditation of Educator Preparation (CAEP) is considered the appropriate first professional degree. Therefore, for the purposes of this proposal, when the term ‘librarian’ is used, it refers to master’s-prepared individuals. The proposed program is aligned with the ALA Standards for the Accreditation of Master’s Programs in Library and Information Studies. The title of the program—Library and Information Studies—is based on American Library Association (ALA) guidelines that cover “names such as Master of Library Science, Master of Arts, Master of Librarianship, Master of Library and Information Studies, and Master of Science.” Faculty selected Master of Library and Information Studies as the title of the proposed program to accurately reflect on access to information resources, instead of the name Master of Library Science, which tends to focus on more traditional approaches to librarianship.

Although a library science program focusing solely on the preparation of licensed school librarians has existed at Old Dominion University since 1968, the proposed program will be the first of its kind in the Commonwealth of Virginia since the first half of the last century. The current program began as a concentration option in the Bachelor of Science in Elementary Education. Over time, a second concentration was added in the Master of Science in Education, Secondary Education. Graduates from the current program receive Virginia endorsement as school librarians.

Mission

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1 The policy manual for the American Library Association is available at: http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/governance/policymanual/cd_10_2_Sectio

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The institutional mission states: “Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement.”

The Master of Library and Information Studies program will align with this mission by providing a rigorous academic program that (1) equips students with the knowledge, skills and dispositions they will need for an ever changing and ever growing information-based world, (2) engages students with their communities by requiring project-based learning and internships set in real-world settings, (3) focuses on the preparation of culturally-responsive librarians who can provide resources and services for increasingly diverse communities for the Commonwealth of Virginia, the nation, and the world, and (4) connects students to the library and information science profession.

**Online Delivery**

The proposed Master of Library and Information Studies will be offered in a hybrid format, with online course offerings serving as the primary delivery method. Blackboard is Old Dominion’s learning management system, which will be used for the proposed program, with extensive use of synchronous meetings in the Adobe Connect platform. Additionally, faculty utilize Adobe Connect or WebEx for weekly synchronous office hours and other real-time communication throughout each semester. Further, there is a required 3-day summer institute in Norfolk.

Old Dominion University has a robust distance learning support network that supports faculty in web-based course development and delivery. Faculty who teach in the program are trained in course development and delivery through the Center for Learning and Teaching (CLT). The instructional designers, technologists, and other staff work with the library faculty to assist in implementing technology, including social media, into classes and providing the latest in course development strategies.

**Accreditation**

American Library Association (ALA) accreditation is a key goal in the development of the proposed MLIS program. Program faculty are planning to seek accreditation from the ALA
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following approval of this program. ALA is recognized by the Council for Higher Education Accreditation (CHEA).

The school library preparation program, which will be incorporated into the proposed MLIS degree as a concentration, is also part of the teacher education unit at ODU accredited by the National Council for the Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP). The school library program is nationally recognized by NCATE/CAEP in conjunction with the process of review by the American Association of School Librarians (AASL).

On the state level, the proposed program also fully meets the standards of the Virginia Department of Education for the preparation of school librarians, and the Virginia standards leading to certification of public librarians.

Appendix A provides a full list of the ALA curriculum standards, the VDOE endorsement standards, and the public library standards.

Admission Criteria

Applicants for the MLIS program are required to submit credentials to Old Dominion University for consideration. The required credentials include:

- A completed online application and admission fee
- Official transcripts from all postsecondary institutions attended, with evidence of a completed baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution
- A minimum cumulative GPA of 3.0 (on a 4.0 scale) in the undergraduate degree
- Copy of current resume
- Writing sample based on a specific prompt provided by Admissions.
- Test of English as a Foreign Language (TOEFL) score of 550 on the paper-based test (or 79-80 on the iBT) for non-native English speakers

Admission as a graduate student at ODU does not imply acceptance into the MLIS program. An admissions committee, consisting of program faculty, will review applications on a regular basis to determine acceptance.
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Students with previously completed work from other ALA-accredited programs may submit a request for a maximum of 12 credit hours to be transferred as electives. Students with school library preparation coursework taken at other nationally recognized programs may submit a request to transfer courses for the school library program requirements.

Target Population

The initial target population for the proposed program would include those interested in the school library concentration as well as candidates with an interest in the other concentrations: youth services and evaluation and assessment. Approximately 90% of current students are classroom teachers employed in Virginia school divisions who seek additional endorsement as school librarians. Many of these students will be interested in the additional credential such as the youth services concentration or in a position with evaluation and assessment working with youth in public libraries or to pursue positions beyond K-12 including community colleges and universities.

A new population will also be targeted for the MLIS reaching out to those planning for positions as professional librarians or in related fields of informatics, technology, museum administration, or knowledge management. In particular, paraprofessionals, volunteers and patrons in public and academic libraries would be interested in the youth services or assessment concentrations. Students in ODU majors such as communications, computer science, or psychology would also be targeted for opportunities in library careers. The assessment concentration has broad applications to multiple kinds of libraries including academic, government and technical.

Curriculum

The proposed Master of Library and Information Studies is a non-thesis program comprised of 30 credits. The curriculum is based on standards established by the American Library Association, American Association of School Librarians/ Council for the Accreditation of Educator Preparation, and the Virginia Department of Education 2015 Virginia Licensure Regulations for Educational Professionals.

A core of required courses will cover the foundational library and information studies competencies identified by the American Library Association, including coursework related to
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collection development, information organization and retrieval, leadership, management and assessment, and the history and ethical foundations of the profession. Within the core curriculum, a gateway course is designed to offer a robust foundation of the library and information science field. This course provides an overview of the profession and helps guide the student in understanding the broad nature of library/information science, the place of libraries and information centers in society, and to help identify a preferred career within the broad LIS field. The remaining core courses include project-based work that is aimed at addressing competencies related to the organization and management of information resources, access to resources in a variety of formats, and an overview of research in the library profession as well as emerging trends and issues.

Students are taught to understand and articulate the information needs of users, to select resources, curate print and virtual collections using current and emerging technologies, and assess and plan for future information needs. Threaded through the required courses are characteristics and attributes that are detailed in the core values of librarianship. These include equity, diversity, attention to the public good, and a focus on lifelong learning. These dispositions are based on the Core Values of Librarianship prepared by the American Library Association and exemplify the user interactions taught in the core courses. Students who complete the core courses will be prepared for entry level positions in libraries and other information settings.

A 3-credit internship will serve as the capstone to the program and is required of all students. A non-credit component, attendance at the annual 3-day summer institute, is also required of all students. Threaded through the program is the requirement for the development of an e-portfolio. The internship will give students the opportunity to apply professional knowledge and skills from coursework in authentic settings where they will work with patrons and other professionals and library staffs. This experience is highly valued by prospective employers and extends the understanding of job expectations. In lieu of a thesis or comprehensive exam, students will complete and present an electronic portfolio of their accomplishments and professional reflections. An electronic portfolio is considered an authentic tool for job-seekers and to showcase continuing professional growth. The Summer Institute is a professional conference providing students with an opportunity to network with classmates, faculty, and librarians and to

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experience first-hand the value of professional conferences for continuing professional development.

Initial concentrations include (1) school library, designed for students who wish to have a Virginia endorsement for school librarians; (2) youth services, designed for students seeking employment in public libraries working in children’s or youth services and (3) assessment and evaluation, designed to prepare librarians for assessment, research, and data analysis in a variety of library contexts. In anticipation of the new degree, new core courses have been developed and offered in the current master’s program that prepares school librarians. Additional coursework to support the youth services and assessment concentrations have also been approved through the ODU curriculum approval process.

Concentrations directed to specific types of libraries and library positions that require American Library Association accreditation will be built when the program achieves full accreditation. These new concentrations will provide specific knowledge and skills leading to jobs in various types of libraries (public, academic, special). Students will also be able to design an elective program of study leading to specific careers within the library science and information science fields (reference or knowledge access, information management, technical services).

Core Courses (12 Credits)
LIBS 608 Foundations in Library and Information Science (3 credits)
LIBS 658 Knowledge Resources: Planning, Selection, and Managing Collections (3 credits)
LIBS 674 Management and Leadership in Library and Information Studies (3 credits)
LIBS 677 Knowledge Organization and Access (3 credits)

School Library Concentration Required Courses (9 credits)
LIBS 602 Production of Instructional Materials (3 credits)
LIBS 642 Children’s Literature Across the Curriculum, PK-8
or LIBS 644 Literature and Media for Young Adults (3 credits)
LIBS 676 Library Curriculum (3 credits)

School Library Restricted Elective Courses (6 credits)
LIBS 612 Research in Libraries (3 credits)
LIBS 642 Children’s Literature Across the Curriculum, PK-8 (3 credits)
LIBS 644 Literature and Media for Young Adults (3 credits)
LIBS 655 Methods and Strategies for the School Library (3 credits)
LIBS 656 User Services & Programming (3 credits)
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READ 620  Multicultural Children’s Literature and Literacy (3 credits)
READ 628  New Literacies, Digital Technologies, and Learning (3 credits)

Youth Services Concentration Required Courses (9 credits)
LIBS 642  Children’s Literature Across the Curriculum, PK-8
or LIBS 644  Literature and Media for Young Adults (3 credits)
LIBS 656  User Services and Programming (3 credits)
SPED 613  Human Growth and Development (3 credits)

Youth Services Restricted Elective Courses (6 credits)
LIBS 602  Production of Instructional Materials (3 credits)
LIBS 612  Research in Libraries (3 credits)
LIBS 642  Children’s Literature Across the Curriculum, PK-8 (3 credits)
LIBS 644  Literature and Media for Young Adults (3 credits)
READ 620  Multicultural Children’s Literature and Literacy (3 credits)
READ 628  New Literacies, Digital Technologies, and Learning (3 credits)

Assessment and Evaluation Concentration Required Courses (9 credits)
LIBS 612  Research Methods in Library and Information Science (3 credits)
LIBS 681*  Assessment and Evaluation in Libraries (3 credits)
FOUN 713  Program Evaluation (3 credits)

Restricted Elective Courses (6 credits) or others, selected with advisor approval
IDT 739  Needs Analysis and Assessment (3)
LIBS 656  User Services and Programming (3)

Capstone Course (3 Credits)
LIBS 668  Internship in Libraries (3 credits)
All students will be expected to complete an internship in a library or information setting as a capstone course where they will have the opportunity to apply, develop, and demonstrate the competencies acquired in core courses and electives. Students will be expected to identify a problem of practice in the internship placement and then to propose and conduct an action research project on site. The internship is offered pass/fail and students are coached to successful completion of the course requirements. In the rare case that a student fails the internship, they will be offered an opportunity to extend or repeat the internship with the option of a different setting.
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Annual Summer Institute
Although the program is largely online, students are required to attend an annual summer institute on the Norfolk campus. This institute allows students to use technological tools and practice face-to-face collaborative learning. The summer institute will also demonstrate the types of learning commonly experienced at professional conferences, a key requirement in the AASL Standards for the Preparation of School Librarians.

Electronic Portfolio
Submission of an Electronic Portfolio (E-Portfolio) will serve as the comprehensive exam in the program. Students will begin work on the portfolio in their first course with coaching and peer-review throughout the program. Finally, students will be expected to present and pass portfolio before graduation.

The E-Portfolio will be a coached project throughout coursework. Students are expected to develop a portfolio that represents their mastery of standards, examples of projects completed in the program, and a focus on their individual strengths and beliefs about the profession including a resume and statement of philosophy. Students who do not pass the e-portfolio will be provided detailed feedback and expected to re-submit.

Sample plans of study are available in Appendix B. Course descriptions can be found in Appendix C.

Student Retention and Continuation Plan

Upon admission to the program, each student is assigned a faculty advisor who will meet at least once each semester with him or her, either electronically or face-to-face. All faculty who teach in the program maintain weekly online office hours in the evening, so that working and distance students have access to advising.

The first course in the proposed program requires students to explore the range of careers in the library and information studies profession. At the conclusion of that course they will work with their advisor to develop a plan of study that will assist them in achieving their academic and career goals.
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In addition, a student chapter of the American Library Association will be launched to ensure that students feel connected to the profession and to ODU. Students are offered additional opportunities to connect with professionals in the field when ODU participates in regular alumni meetings at state library conferences.

Students who are unable to maintain a 3.0 GPA are assigned to a specific faculty member for additional mentoring, including being placed in specific sections taught by mentors to assist struggling students. Other strategies for students who are facing difficulties in the program will include offering additional online office hours, telephone calls, or scheduled face-to-face mentoring appointments.

Further, the program will use a modified cohort model that will encourage students to work closely with their colleagues throughout their studies. Students who enter the program in the same semester will be encouraged through group work and other interactions to form a community of practice with classmates and faculty. Students in these early courses will be assigned to smaller advising groups. Throughout the program, these advising groups will be encouraged to remain in contact through an advisor and to provide feedback to each other’s e-portfolios.

**Time to Degree**

Full-time students will be able to complete the program in one academic year with enrollment in fall, spring and summer. Along with attendance at the summer institute, summer enrollment is required in the proposed program as some courses will only be offered in the summer term. Part-time students will complete the program in approximately 3 years.

**Faculty**

The proposed program will be staffed with four faculty members devoted full-time to the program. Three of the faculty lines are currently filled with two assistant professors and one associate professor. One new hire is scheduled to begin work in fall 2018. That line is filled in the meantime by a full-time lecturer. In addition, a fifth faculty member is currently serving as associate dean for the college and teaches one class per year for the program. All of the faculty
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are tenured or on a tenure track with terminal degrees, and four have ALA-accredited master’s degrees along with their doctoral degrees.

The faculty in the current school library program have a strong record of national-level professional service. Members of the faculty have held leadership positions in the American Association of School Librarians (AASL) including chairing and serving on committees, serving on the AASL Board of Directors chairing a section of AASL, or other leadership roles. One faculty members has served as president of the association. Two faculty members have won national research awards in library science. Total external funding for the current program in the last five years is well over one million dollars, and all faculty are grant-active. Senior faculty are nationally known in the library and information studies field.

Adjunct faculty with a degree from an ALA-accredited program will teach in the proposed program, and would be carefully selected on the basis of their proven expertise in specific areas of librarianship, such as archives, health sciences, and museums. Other criteria considered in selecting adjunct faculty are national service, publications in scholarly or practitioner journals, and presentations at national conferences. The current program has several adjuncts who teach in the program. Current adjuncts have an average of 10 years of experience as a practicing librarian. Two adjuncts have experience in academic libraries, while the remainder have school library experience.

Abbreviated CVs of program faculty are included in Appendix D.

Program Administration

The proposed Master of Library and Information Studies program will be housed in the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS) in the Darden College of Education.

A full-time faculty member in the program will serve as the Graduate Program Director (GPD) and will be responsible for student recruitment, admission to the program, retention of students, and certifying students for graduation. Under the direction of the GPD, faculty will meet once a month to plan for the needs of the program and to discuss students or program issues.
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One staff member in the department, an administrative assistant, will support the proposed program. This individual will assist the GPD on program procedures, such as semester schedules, admissions, and annual reports. Approximately 10% of her duties are in support of the program.

Student Assessment

Students have ongoing formative assessments in each class that are aligned with the standards and best practices of the field. Students who graduate with the MLIS degree will have mastered the knowledge and skills to be librarians and/or information specialists.

The program faculty have identified the following student learning outcomes based on the ALA accreditation standards. Students will be able to:

1. Create innovative responses to the needs and interests of diverse and global communities.
2. Demonstrate leadership attributes for a variety of information environments.
3. Synthesize basic and applied research related to assisting patrons in the application and creation of new knowledge.
4. Integrate evolving technologies and theories that underpin their design, application and use.
5. Analyze current and historical trends to forecast future directions of the library and information field.
6. Create a plan for continuous professional development and lifelong learning.

Data related to the Student Learning Outcomes (SLOs) will be collected on an annual basis and reported on the university’s assessment database. Evidence of student achievement of learning objectives will be assessed during the program through assessments embedded in coursework, including field-based projects, practical and written exams, and other assignments and practica. Each course has objectives that need to be met in order for the student to successfully pass that course and those objectives are aligned with the program’s SLOs.

Course-level outcomes are based on the program outcomes map below; in the school library concentration, these will also be aligned with the Virginia licensure regulations for school librarians. Learning outcomes and associated measures are provided in the following chart.
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<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures/Assessment Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create innovative responses to the needs and interests of diverse and global communities.</td>
<td><strong>LIBS 658.</strong> Collection Plan. 3 year plan for innovative improvements of the collection resources and services based on research and the community analysis and needs assessment. Assessment: 80% of students will attain target on the assignment rubric.</td>
</tr>
</tbody>
</table>
| 2. Demonstrate leadership attributes for a variety of information environments. | **LIBS 658.** Presentation of Collection Plan & Budget. Students will identify an audience of stakeholders and present their plan and budget using multimedia. Assessment: 80% of students will attain target on the assignment rubric.  
**LIBS 674.** Grant Writing. Students will prepare a grant using guidelines from a national grant program. Assessment: 80% of students will attain target on the assignment rubric. |
| 3. Synthesize basic and applied research related to assisting patrons in the application and creation of new knowledge. | **LIBS 668.** Action Research Proposal. Students will develop an action research proposal that will support program improvement in a library or information workplace. Assessment: 80% of students will attain target on the assignment rubric.  
**LIBS 668.** Conducting Research. Students will conduct their planned action research, analyze the data and determine the steps for program improvement. |
| 4. Integrate evolving technologies and theories that underpin their design, application and use. | **LIBS 677.** Pathfinder. Students will locate, evaluate, select, and disseminate a collection of digital resources to support a content area. Assessment: 80% of students will attain target on the assignment rubric. |
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| 5. Analyze current and historical trends to forecast future directions of the library and information field. | **LIBS 608.** Implementing Change. Students will explore a current issue, policy or trend in the library and information field and present a webinar to classmates. Assessment: 80% of students will attain target on the assignment rubric. |
| 6. Create a plan for continuous professional development and lifelong learning. | **LIBS 608.** Professional Organizations. Students will attend a state library conference and write a one page memo to a supervisor about the experience. Assessment: 80% of students will attain target on the assignment rubric.  
**LIBS 674.** Personal Professional Development Plan. Students will create a plan for continued growth and professional development in their chosen area including their professional learning network. Assessment: 80% of students will attain target on the assignment rubric. |

**Employment Skills/Workplace Competencies**

Competencies have also been identified for the various specializations such as school librarians, children’s services, young adult services, academic libraries and special libraries.

<table>
<thead>
<tr>
<th>Competency</th>
<th>LIBS 608</th>
<th>658</th>
<th>668</th>
<th>674</th>
<th>677</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess, plan, and advocate for the information and knowledge needs of individuals, organizations, and communities.</td>
<td> </td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Teach and support the effective use of knowledge, data, and information in a variety of formats.</td>
<td>X</td>
<td> </td>
<td> </td>
<td> </td>
<td>X</td>
</tr>
<tr>
<td>3. Identify, evaluate, and select information resources, systems, and tools</td>
<td>X</td>
<td> </td>
<td> </td>
<td> </td>
<td>X</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th></th>
<th>Establish a budget, advocate for funds, and navigate vendors and other sources of materials and services for acquisitions and licensing.</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Employ expert search strategies using search engines and other information discovery and retrieval tools to provide information to stakeholders.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Organize, manage, and curate information and knowledge resources for discovery, access, and use.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Model and teach ethical information behavior.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Enable sharing and dissemination of information and knowledge products.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Effectively manage and use information and communication technology such as library management systems and social media.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>10</td>
<td>Employ sound project management principles and procedures in the planning, implementation, assessment, and communication of programs and services.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Investigate, assess, and apply new trends, data, research, and technology to the improvement of practice.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Program Assessment**

ODU requires that every academic program submit an annual program report to the Office of Institutional Research and Effectiveness. This is usually submitted by the Graduate Program Director. Through the annual review, the faculty will monitor data from the following self-assessments: percentages of students achieving the 80% benchmark in each academic class and results of a program exit survey administered anonymously to graduating students. For any measure that falls short of the 80% benchmark, the Graduate School and the Office of Academic Affairs require the program to develop an action plan to address the shortcoming and improve outcomes in subsequent years.
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As part of the effort to assess the proposed program’s effectiveness, the faculty in this proposed program have developed the following assessments as part of their annual review, and submitted them to the department chair.

- Analyze patterns of student learning through assessment of the final e-portfolio;
- Complete an annual review and update of curriculum, subject matter and pedagogy to make necessary changes to assure successful student learning;
- Review student opinion survey data for each course;
- Analyze student professional activity and attendance at ALA’s national conferences to determine the degree to which the program has instilled the values of the profession;
- Evaluate job placement to determine the extent to which the program is preparing students with the knowledge, skills, and abilities for jobs in libraries;
- Distribute and analyze program evaluation exit surveys. The exit surveys will align with accreditation standards and focus on core knowledge and professional skills that students should be accruing across the curriculum. The annual results will be used by the faculty as feedback to revise course content and requirements as appropriate.

Results from the assessments will be used to evaluate the quality of the program, to stimulate program development, and to evaluate the role of the program in fulfilling ODU’s institutional mission. The program review may result in strategic decisions about the curriculum, identify areas of potential improvement, make resource recommendations, articulate considerations for expansion or consolidation, and consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections such as 5-year benchmarks and other on-going enrollment targets;
- Course descriptions and implementation;
- Curriculum adaptation based on evolution in the field of library and information studies;
- Faculty development and research activities;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to points of action for the future.

The results of the annual review will be incorporated into the Darden College of Education’s annual review. The dean and associate dean will read the program review each year to ensure that progress is being made with respect to meeting student learning outcome measures, ensuring that benchmarks are met and excellence is maintained.
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The college’s annual review/report will be sent to the Vice Provost for Academic Affairs for review each year. The Vice Provost summarizes the results for the Provost, and makes recommendations, if needed, for meeting benchmarks or updating student learning outcomes.

Following the approval of pre-candidacy leading to ALA accreditation, a detailed report of progress towards candidacy is required to be presented to ALA’s Office for Accreditation. The program will also become an institutional member of the Association for Library and Information Science Education (ALISE) and will report to the ALISE Statistical Report and Database.

Finally, the Office of Academic Affairs requires graduate programs to be reviewed by internal and external evaluators on a regular rotation, typically every 7 years or as required by an accrediting body. This program’s initial review will take place 7 years after its launch, approximately 2026.

Benchmarks of Success

Benchmarks of success for this master’s program will focus on program’s ability to reach and maintain enrollment targets, achieve national accreditation, and develop a cohesive national-level program. Another benchmark will include factors indicating that the program has maintained the strong school library preparation program as measured in terms of job placement and career satisfaction of graduates. Specific areas of achievement include:

- 80% of graduates will be employed in a library or in an information-related position within 1 year of graduation from the program
- 20 school library students interested in the degree for school library endorsement will be admitted each fall and 10 school library students will be admitted in each spring, for a total of 30 new school library students each academic year

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4 The mission of the ALA Office for Accreditation is to serve “the general public, students, employers, and library and information studies Master’s programs through the promotion and advancement of education in library and information studies”. [http://www.al.org/offices/accreditation/](http://www.al.org/offices/accreditation/).

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- An additional 5-8 students interested in other concentrations will be enrolled in coursework in the first semester the program is offered. (Note that non-school library students will not be hirable in ALA-MLS positions until the program achieves accreditation)
- 80% of graduates will report satisfaction with job preparation at ODU as measured by annual survey of graduates
- The pre-candidacy application will be accepted by ALA during the semester following initiation of the program

Progress toward the benchmarks will be reported to the dean. If the program does not meet all of the benchmarks, the program will meet with the department chair and associate dean for graduate studies to determine which benchmarks were not met and why. For example, if employment goals are not met, the program will meet with employers to determine how the program can better meet workplace needs.

Expansion of an Existing Program

The proposed program is an expansion of the current program concentrations for those who wish to become school librarians. Upon approval of the new Master of Library and Information Studies, the library science concentration in both the Master of Science in Education, Elementary Education, and the Master of Science in Education, Secondary Education, will be discontinued. No additional faculty are required to expand the program to the broader librarian population. Current students who are already in the MSEd program may choose to graduate from their original program or from the new MLIS.

Relationship to Existing Old Dominion University Degree Programs

The proposed program is not similar or related to any other master’s degree program at Old Dominion University.

Compromising Existing Programs
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No degree program will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs
(Specific Demand)

The specific demand for librarians focuses on the ways that the traditional focus on teaching of information skills and management of information resources has broadened and intensified in what is now called the Digital Age. Over the last century, the formats in which information is packaged have changed, the reach of the library has become virtual, and the information available has exploded for a populace underprepared to manage the information swirling around them.

What has not changed are the responsibilities of librarians to the communities they serve. In a white paper presented to the American Library Association, the skills of professional librarians are outlined in values ranging from social justice issues surrounding open access to information, the resolution of the information problems of everyday citizens, and to provide both virtual and physical learning spaces for information skills. As noted in the paper, “there is no other professional degree program that focuses on the combination of information, people, needs, learning, values, technology, and communities.”

Librarians trained at the master’s level take specific coursework to learn how to promote information literacy, provide equitable access to balanced viewpoints in multiple formats, and practice strategies for managing personal and professional data.

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The importance of providing professional library services is highlighted in three growing societal trends related to information. First, the current political polarization and claims of “fake news” highlights the need in a democracy for a public that is able to discern fact from opinion, bias, or deliberate falsification. Librarians are trained to apply criteria of authority and credibility to information sources and teach information literacy to students and patrons. Second, issues such as net neutrality and the digital divide underscore the inequities in today’s information landscape where those with more resources have faster and more ubiquitous access to technology and digital resources. Librarians are trained to provide open and free access to resources selected and curated for their communities. Third, an era of big data is changing organizations and societies—where data-driven decision-making and evidence-based practice require knowledge of valid information resources and the skills to retrieve and re-package data that is accessible and usable for knowledge workers. Librarians are trained in information organization and retrieval and in the issues of privacy and security surrounding data collection and sharing. Each of these trends is explored in more detail below.

Identifying Accurate and Trustworthy Information Sources

A recent Pew research report noted that although many Americans expressed confidence that they could tell the difference between accurate and “fake” news, almost 90% also believed that it caused confusion in the public understanding of basic facts regarding current events. Nearly one fourth admitted sharing fake news on social media, with over half of that group confessing that they shared information without realizing, at least at first, that it was fake. It is no wonder that the public is now beginning to believe that, as School Library Journal notes in its January 2017 article The Smell Test, “In the era of fake news, librarians are our best hope.”

Media and information literacy is believed to be the “central skill of the digital age” and a Stanford university professor notes, “Librarians are natural allies for educators in helping students become critical news consumers.” The Pew Research Center’s latest 2016 survey

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about libraries highlight the growing importance of librarians. They reported that communities, especially millennials, see the value of libraries, with 87% noting that the teaching of information literacy is a crucial role in librarians’ work.12

While library instruction is clearly a role identified with school and academic librarians, the general public responding to a recent Pew survey said they would like training in how to identify trustworthy information from the internet. As part of the same survey, Americans listed the library as the most trusted resource for information.13

Lloyd (2003) predicted that information literacy would be the meta-competency of the future, and noted that “Librarians need to realign their roles from providers and organizers of information, to facilitators and educators of clients’ information access and process.”14 Todd (2017) affirms Lloyd’s conclusions in his overview of the history and the future of information literacy instruction.15 While the preparation of school librarians has always focused on the design and delivery of information literacy instruction, now librarians who are prepared for every type of library see teaching as part of their job, and the proposed master’s program reflects that.

The Master of Library and Information Studies degree will prepare librarians to discern the veracity, reliability and quality of information resources and to identify, select, and provide access to diverse viewpoints for patrons. The degree will also prepare librarians to provide instruction and guidance to users in information literacy.

Curated Access to Resources
One of the foundational values of librarians is “Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the

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12 http://www.pewinternet.org/2016/09/09/libraries-2016/
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library serves.” Many of those resources are accessed on the Internet, and many of those using the library are those least able to afford home access to fast, reliable Internet service. The public library is open to all inclusive of homeless, recent immigrants, and those differently abled. Since the 1980s, the public library has been viewed as a safe alternative for “latchkey children” who have no parent or guardian at home while the parents are still at work. Although some libraries initially barred unattended children, the preparation for youth services librarians now includes instruction in how to develop and deliver specific programs designed to provide support and enrichment. Some of these are in collaboration with other public agencies, for example, Virginia Beach, where the public library teams with Parks and Recreation to provide “support and educational enrichment.”

Access to the printed book and library programming also remain in demand. The book remains a compact, sharable, portable, and accessible format for many users. In fact, research suggests readers comprehend and retain material from print text better than that from digital text. Young children may particularly need the material form of print text, page layout, and page turns as they acquire the skills of reading. As families turn to libraries to provide books for children and other family members, they are also increasingly seeking library programming and technology. A Pew survey found that millennials are the heaviest library users, attributing this to the increased programming for families in libraries and access to new technologies such as 3-D printers. A

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16 Library Bill of Rights. http://www.ala.org/advocacy/intfreedom/librarybill
19 Lewis, Jill, jill.lewis1@verizon.net. 2013. "Information Equality for Individuals with Disabilities: Does It Exist?." Library Quarterly 83, no. 3: 229-235.
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recent IMLS study found program attendance at public libraries up 34% for the past ten years and use of library computers up 55% in the same period.\textsuperscript{23}

The Master of Library and Information Studies will educate professionals committed to the foundational principles put forth in documents such as the Library Bill of Rights. These professionals understand the role of libraries in communities of providing access to all members of the community from the lap-sitting toddler to the newest immigrant. The program of study also is rich in technology, so that librarians have the skills to maximize use of current technology and the confidence to master the use of emerging and future technologies.

The internet has made authors and publishers of many individuals, from the 140-character tweet to the sharing of large datasets. Some information resources, especially non-fiction, are now rushed into publication. Virtually anyone can write and publish anything from a blog to a full-length book. The vetting that formerly was done by print publishing houses so that only readable literature of reasonable quality would reach print is nonexistent in self-published materials. In one hometown newspaper, a front-page article touted a new children’s book written by an “author” who proudly stated that she “wrote the book in about 30 minutes but has spent the last 9 months publicizing it.”\textsuperscript{24}

Many librarians are using their knowledge of the selection of quality literature to assist self-publishing, thus moving the library from “walled garden” to a more open welcome to well-researched and well-written materials of all formats.\textsuperscript{25} Academic libraries have, in the last decades, established digital repositories for faculty to publish. Public libraries, as well, are beginning to recognize the intrinsic motivation to write. Heather Sandy describes the self-publishing center at a Kansas public library with library assistance given to budding authors in the mechanics of writing, illustrations, and marketing finished books.\textsuperscript{26}

\textsuperscript{24}The Valley Log weekly newspaper, Orbisonia, PA. Sept 20, 2017, p. 1
Committee C recommends approval of the Master’s degree in Information and Library Studies (MILS) to be offered through the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS), Darden College of Education. The proposal addresses resources and appears to meet a specific, unmet need. This program, if accredited by the American Library Association (The plan is to apply for accreditation), this would be Virginia’s only ALA-accredited Masters of Library Science program, so it would bring in a lot of students and it is a huge need in our state. An ALA-accredited degree is required for most librarian jobs in the country, including academic and public libraries in Virginia so currently, everyone in Virginia who wants to go for an MLIS has to go out-of-state.

Who is working to curate and preserve this explosion in self-expression from the smallest tweets to large, scientific sets of climate data? Librarians are at the forefront. The Library of Congress is working to archive Twitter posts. On the eve of the most recent presidential inauguration, citizens learned the new administration planned to remove climate data from public domain websites. As these citizens rushed to preserve that information, librarians were cataloging the data with additional information about the data sources, in order to preserve "a secure chain of provenance" for future users.

The Master of Library and Information Studies will prepare professionals to select quality resources to meet patron needs, to organize resources into accessible collections, and to constantly evaluate and update collections. These library professionals will provide support to authors and consumers of information in all formats.

Data-driven decision-making and Evidence-based Practice
In 2010, author Neil Gaiman was quoted as saying “Google can bring you back 1000 answers, librarians can bring you back the right one.” This doesn’t stop Google from employing an algorithm customized to return search results tailored to the person making the inquiry and creating what some have termed the “Filter Bubble.” In return, Google collects data about the person conducting the search. Google and Facebook may be reinforcing today’s political polarization while also collecting big data about each of their users. Librarians are committed to helping users find information while protecting their privacy.

The proposed Master of Library and Information Studies is developed for the future of information and the information needs of citizens for education, career, and life. Specific skills to prepare students to become librarians include understanding information resources now and in the future, understanding the needs of the community, and the ability to assist patrons in the creation, sharing, and storage of information to meet their needs.

The MLIS: Now More than Ever
A special issue of the library financial journal The Bottom Line focused on the value of the MLS degree. In that issue, Fraser-Arnott identified four areas of transferable key skills taught in

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30 http://fortune.com/2017/06/28/gmail-google-account-ads-privacy-concerns-home-settings-policy/
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library programs that were appropriate to a wide variety of jobs, including titles such as internet researcher, knowledge manager, communications director, and website content manager. These areas were a focus on client service, the ability to identify need, the ability to search for information and identify databases, and the ability to evaluate information resources.

Increasingly, assessment and evidence-based practice are key competencies required of library and information professionals. Assessment and research are competencies valued in all kinds of libraries as they work to align, measure, and share objectives with those of the parent institutions or stakeholders. From user services through collection development and information fluency instruction, all kinds of librarians are called upon to evaluate the needs of their stakeholders and provide evidence of their effectiveness.

The proposed Master of Library and Information Studies is developed to address the future of information and the information needs of citizens for education, career, and life. Specific skills to prepare students to become librarians include understanding information resources now and in the future, understanding the needs of the community, and the ability to assist patrons in the creation, sharing, and storage of information to meet their needs.

**Employment Demand**

The BLS states, "Communities are increasingly turning to libraries for a variety of services and activities. Therefore, there will be a continuous need for librarians to manage libraries and help patrons find information," with the Master in Library Science as the typical minimum degree.

Librarians are identified in a May 2017 study released by Pearson as one of the top ten occupations predicted to increase by 2030. They noted "Libraries, traditionally conceived, have been going through massive transformations, as the way we create, share, and store information...

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Committee C recommends approval of the Master’s degree in Information and Library Studies (MILS) to be offered through the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS), Darden College of Education. The proposal addresses resources and appears to meet a specific, unmet need. This program, if accredited by the American Library Association (The plan is to apply for accreditation), this would be Virginia’s only ALA-accredited Masters of Library Science program, so it would bring in a lot of students and it is a huge need in our state. An ALA-accredited degree is required for most librarian jobs in the country, including academic and public libraries in Virginia so currently, everyone in Virginia who wants to go for an MLIS has to go out-of-state.

has evolved. We’ll still need people, librarians, to help us navigate information both old and new. But like many occupations, the skills profile of a librarian is likely to shift substantially in the years ahead.”

Although this proposal is for a master’s degree to be offered by ODU—initially—without accreditation, it represents a first step toward an ALA-accredited master’s program in library science which would provide librarians for America’s libraries. According to the latest ALA Library Fact Sheet, there are 119,487 libraries in the United States. This includes 9,082 public libraries, 3,793 academic libraries, and 98,460 school libraries. Other types of libraries include 6,966 special libraries, 252 armed forces libraries, and 934 government libraries.

The Bureau of Labor Statistics (BLS) indicates that the function of the librarian is to act as an intermediary to find and organize information resources to conduct research to assist patrons. The occupational outlook for library-related positions from 2016 to 2026 is presented below:

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Employment 2016</th>
<th>Change, 2016-2026</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent</td>
</tr>
<tr>
<td>Librarians</td>
<td>138,200</td>
<td>9</td>
</tr>
<tr>
<td>Archivists, Curators, and Museum Workers</td>
<td>31,000</td>
<td>13</td>
</tr>
<tr>
<td>Library Technicians and Assistants</td>
<td>203,500</td>
<td>9</td>
</tr>
</tbody>
</table>

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35 http://www.alalibraryfactsheet01.

Committee C recommends approval of the Master’s degree in Information and Library Studies (MILS) to be offered through the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS), Darden College of Education. The proposal addresses resources and appears to meet a specific, unmet need. This program, if accredited by the American Library Association (The plan is to apply for accreditation), this would be Virginia’s only ALA-accredited Masters of Library Science program, so it would bring in a lot of students and it is a huge need in our state. An ALA-accredited degree is required for most librarian jobs in the country, including academic and public libraries in Virginia so currently, everyone in Virginia who wants to go for an MLIS has to go out-of-state.

Although the jobs for Library Technicians and Assistants do not require master’s degrees, their work in libraries is supervised by librarians who have this credential.

Employment Postings
In their 2012 study, Detmering and Sproles found that a third of entry-level library job postings included work in assessment. Evidence suggests that this area will continue to grow. Passoneau and Erickson looked at academic job advertisements between 2012 and 2014 and found 44 job titles that included assessment, with an additional 187 that mentioned assessment or evaluation in the ad. These are positions that will be attracting graduates of the proposed MLIS.

A recent Georgetown University policy paper reviewed the impact of the 2008 recession and project recovery of the economy noting an approximate 20% increase in the specific demand for jobs in the sector that includes library science. The report also noted Information Services as having strong potential, forecasting “Between 2010 and 2020, information services will experience the largest growth in productivity ($350,220 per employee) and become the most productive industry in the country.”

Virginia Needs
Since Virginia does not have an ALA-accredited program, employers must look to out-of-state universities to fill positions for librarians. This creates a situation in which Virginia standards, Virginia information history and resources, and the diversity of cultures within Virginia are not part of librarian education for any professional position in the Commonwealth requiring an ALA-accredited MLS.

The table below notes the specific demand in Virginia for the jobs most commonly associated with an ALA-accredited degree, either for professional librarians, or for the types of jobs that professional librarians are required to supervise. An analysis of this chart shows the need for professional librarians in the Commonwealth, with digital information-related jobs showing the strongest need.

**Occupational Projections (Long Term) for Multiple Occupations in Virginia, 2014-2024**

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[https://repository.library.georgetown.edu/bitstream/handle/10822/559311/Recovery2020.FR.Web.pdf?sequence=1&isAllowed=y](https://repository.library.georgetown.edu/bitstream/handle/10822/559311/Recovery2020.FR.Web.pdf?sequence=1&isAllowed=y)
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Occupational Projections Table

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2014 Estimated Employment</th>
<th>2024 Projected Employment</th>
<th>Employment Change</th>
<th>Annual Avg % Change</th>
<th>Total % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians</td>
<td>4,238</td>
<td>4,559</td>
<td>321</td>
<td>.73%</td>
<td>7.57%</td>
</tr>
<tr>
<td>Library Technicians</td>
<td>2,661</td>
<td>3,006</td>
<td>345</td>
<td>1.23%</td>
<td>12.97%</td>
</tr>
</tbody>
</table>

Virginia statistics report 91 libraries, with an additional 356 branch libraries. There are currently 953 librarians, with 3856 library staff. The Commonwealth has established Standards of Quality (SOQ) that outlines the requirements for school structures, staffing, curricula, and policy. The 2016 SOQ requires one full-time librarian in every public school with more than 300 students, and two full-time librarians in schools with enrollment that exceed 1,000 students.

Employer survey—to be added
Employer letters of support—to be added

Appendix E provides sample job listings for the proposed program.

Student Demand

Demand for the existing MSed in Elementary and Secondary Education with a concentration in library science has been growing in recent years, based on data from the Office of Institutional

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Research at ODU. Since 2014, the growth in overall student FTE is evident, as shown below. The graduate numbers also show increases.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student FTEs</td>
<td>19</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>Graduates</td>
<td>7</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

Student survey—to be added

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF THE PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment:
Committee C recommends approval of the Master’s degree in Information and Library Studies (MILS) to be offered through the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS), Darden College of Education. The proposal addresses resources and appears to meet a specific, unmet need. This program, if accredited by the American Library Association (The plan is to apply for accreditation), this would be Virginia’s only ALA-accredited Masters of Library Science program, so it would bring in a lot of students and it is a huge need in our state. An ALA-accredited degree is required for most librarian jobs in the country, including academic and public libraries in Virginia so currently, everyone in Virginia who wants to go for an MLIS has to go out-of-state.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4 Target Year (2-year institutions)</th>
<th>Year 5 Target Year (4-year institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDCT 80</td>
<td>HDCT 80</td>
<td>HDCT 80</td>
<td>HDCT 80</td>
<td>HDCT 80</td>
</tr>
<tr>
<td>FTES 55</td>
<td>FTES 55</td>
<td>FTES 55</td>
<td>FTES 55</td>
<td>FTES 55</td>
</tr>
<tr>
<td>HDCT 80</td>
<td>HDCT 80</td>
<td>HDCT 80</td>
<td>GRAD ___</td>
<td>GRAD ___</td>
</tr>
<tr>
<td>FTES 55</td>
<td>GRAD ___</td>
<td>GRAD ___</td>
<td>FTES 55</td>
<td>HDCT 80</td>
</tr>
<tr>
<td>HDCT 80</td>
<td>FTES 55</td>
<td>GRAD ___</td>
<td>GRAD 20</td>
<td>FTES 55</td>
</tr>
</tbody>
</table>

**Assumptions**
Retention percentage: 80%
Percentage of full-time students: 25%  Percentage of part-time students: 75%
Full-time student credit hours per semester: 9-12, including summer
Part-time student credit hours per semester: 3-6, including summer
Full-time students graduate in 1 year
Part-time students graduate in 3 years

**Duplication**

No Master of Library Science graduate program in library administration, library science or library and information studies exists in Virginia at this time. Therefore, the proposed program would be the first of its kind in the Commonwealth. Longwood University offers an MED in School Librarianship, and the University at Virginia at Wise offers a post-baccalaureate endorsement program. Longwood is accredited by AASL/CAEP but is not eligible for accreditation from the American Library Association, which is the industry standard for all libraries except school libraries.

Because preparation as a school librarian requires approval by the Virginia Department of Education based on a specified set of competencies, the programs of study for the school librarianship concentration at ODU are similar to both UVA-Wise and Longwood. Neither UVA-Wise nor Longwood has coursework similar to the Assessment and Evaluation concentration. Both programs have courses in young adult resources, but none in programming or services for young adults.
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Projected Resource Needs for the Proposed Program

Resource Needs

The Department of Science, Technology, Engineering and Mathematics Education and Professional Studies (STEMPS) has sufficient resources to initiate and sustain the proposed program. The department has the faculty, staff, equipment, space, and library resources that will support the program. Existing resources from the current program under the Master of Science in Education (MSED) in Elementary and Secondary Education—each with a concentration in library science—are available for this proposed degree program.

The proposed program allocates 1.0 FTE of instructional effort for every 11.0 FTE of enrollment. The MLIS will therefore require a total of 5.0 FTE of instructional effort in 2019-2020 when it is launched. It will remain at this level through the target year, 2023-2024.

Full-time Faculty
Three existing full-time faculty will teach academic coursework in the Master of Library and Information Studies. Each of these faculty member’s teaching loads, two at 100% and one at 75%, comprises courses that are designated only for the proposed program. A fourth faculty member, in a one-year appointment, will also teach 100% in this program. A permanent line will fill this role in 2018-19 and beyond. Thus, 3.75 FTE faculty are available when this proposed program is launched and will continue to sustain the program.

Part-Time Faculty
One faculty member will teach one course per year when the program is launched and through to the target year of the proposed program, at .25 FTE.

Adjunct Faculty
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Four adjunct faculty are needed to launch and sustain the proposed program, with instructional efforts at 1.0 FTE per year. The rate for their instruction—combined—is $18,204 with benefits of $1,393.

Graduate assistants
Four graduate assistants are required to launch and sustain the proposed program at a combined pay of $57,000. No benefits are paid to graduate students.

Classified Positions
One classified position, the administrative assistant in the Department of Science, Technology, Engineering and Mathematics (STEM) Education and Professional Studies, will support this proposed program when it is launched and through to the target year. The position’s time allotted to the proposed program is 20%, represented in a salary of $6,000 and benefits of $2,226.

Targeted financial aid
There is no targeted financial aid needed or available to launch and sustain the proposed program.

Library
No new library resources are required to launch and sustain the proposed program.

Telecommunications
No new telecommunication resources are required to launch and sustain the proposed program.

Space
No additional space is necessary to launch and sustain the proposed program.

Equipment (including computers)
No new equipment is necessary to launch and sustain the proposed program.

Other resources (specify)
No additional resources are required to launch and sustain the proposed program.
Committee C recommends approval of the Master’s degree in Information and Library Studies (MILS) to be offered through the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS), Darden College of Education. The proposal addresses resources and appears to meet a specific, unmet need. This program, if accredited by the American Library Association (The plan is to apply for accreditation), this would be Virginia’s only ALA-accredited Masters of Library Science program, so it would bring in a lot of students and it is a huge need in our state. An ALA-accredited degree is required for most librarian jobs in the country, including academic and public libraries in Virginia so currently, everyone in Virginia who wants to go for an MLIS has to go out-of-state.

Resource Needs: Parts A - D

Part A: Answer the following questions about general budget information.

- Has or will the institution submit an addendum budget request to cover one-time costs?
  
  Yes _____ No  X

- Has or will the institution submit an addendum budget request to cover operating costs?
  
  Yes _____ No  X

- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)?
  
  Yes _____ No  X

- Will each type of space for the proposed program be within projected guidelines?
  
  Yes  X  No _____

- Will a capital outlay request in support of this program be forthcoming?
  
  Yes _____ No  X
Committee C recommends approval of the Master’s degree in Information and Library Studies (MILS) to be offered through the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS), Darden College of Education. The proposal addresses resources and appears to meet a specific, unmet need. This program, if accredited by the American Library Association (The plan is to apply for accreditation), this would be Virginia’s only ALA-accredited Masters of Library Science program, so it would bring in a lot of students and it is a huge need in our state. An ALA-accredited degree is required for most librarian jobs in the country, including academic and public libraries in Virginia so currently, everyone in Virginia who wants to go for an MLIS has to go out-of-state.

<table>
<thead>
<tr>
<th>Program Initiation Year</th>
<th>Expected by Target Enrollment Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>2023-2024</td>
</tr>
<tr>
<td><strong>On-going and reallocated</strong></td>
<td><strong>Added (New)</strong></td>
</tr>
<tr>
<td>Full-time faculty FTE*</td>
<td>3.75</td>
</tr>
<tr>
<td>Part-time faculty FTE**</td>
<td>0.25</td>
</tr>
<tr>
<td>Adjunct faculty</td>
<td>1.00</td>
</tr>
<tr>
<td>Graduate assistants (HDCT)</td>
<td>4.00</td>
</tr>
<tr>
<td>Classified positions</td>
<td>0.20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9.20</td>
</tr>
</tbody>
</table>

*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit. *** Added after initiation year.
Committee C recommends approval of the Master’s degree in Information and Library Studies (MILS) to be offered through the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS), Darden College of Education. The proposal addresses resources and appears to meet a specific, unmet need. This program, if accredited by the American Library Association (The plan is to apply for accreditation), this would be Virginia’s only ALA-accredited Masters of Library Science program, so it would bring in a lot of students and it is a huge need in our state. An ALA-accredited degree is required for most librarian jobs in the country, including academic and public libraries in Virginia so currently, everyone in Virginia who wants to go for an MLIS has to go out-of-state.

### Part C: Estimated resources to initiate and operate the program

<table>
<thead>
<tr>
<th></th>
<th>Program Initiation Year</th>
<th>Expected by Target Enrollment Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019-2020</td>
<td>2023-2024</td>
</tr>
<tr>
<td>Full-time faculty salaries</td>
<td>$281,250</td>
<td>$281,250</td>
</tr>
<tr>
<td>fringe benefits</td>
<td>$104,344</td>
<td>$104,344</td>
</tr>
<tr>
<td>Part-time faculty salaries</td>
<td>$18,750</td>
<td>$18,750</td>
</tr>
<tr>
<td>fringe benefits</td>
<td>$6,956</td>
<td>$6,956</td>
</tr>
<tr>
<td>Adjunct faculty salaries</td>
<td>$18,204</td>
<td>$18,204</td>
</tr>
<tr>
<td>fringe benefits</td>
<td>$1,393</td>
<td>$1,393</td>
</tr>
<tr>
<td>Graduate assistants salaries</td>
<td>$57,000</td>
<td>$57,000</td>
</tr>
<tr>
<td>Classified Positions salaries</td>
<td>$6,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>fringe benefits</td>
<td>$2,226</td>
<td>$2,226</td>
</tr>
<tr>
<td>Personnel cost salaries</td>
<td>$381,204</td>
<td>$381,204</td>
</tr>
<tr>
<td>fringe benefits</td>
<td>$114,919</td>
<td>$114,919</td>
</tr>
<tr>
<td>Total personnel cost</td>
<td>$496,123</td>
<td>$496,123</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Telecommunication costs</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other costs</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$496,123</td>
<td>$0</td>
</tr>
</tbody>
</table>
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Part D. Certification Statement

The institution will require additional state funding to initiate and sustain this program.

_____ Yes __________________________________________
Signature of Chief Academic Officer

X ___ No ___________________________________________
Signature of Chief Academic Officer

If “no,” please complete Items 1, 2, and 3 below.

1. Estimated $ and funding source to initiate and operate the program.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Program initiation year</th>
<th>Target enrollment year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocation within the department (Note below the impact this will have within the department)</td>
<td>2019 - 2020</td>
<td>$496,123</td>
</tr>
<tr>
<td>Reallocation within the school or college (Note below the impact this will have within the school or college.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Reallocation within the institution
(Note below the impact this will have within the institution.)

Other funding sources (Specify and note if these are currently available or anticipated.)

2. Statement of Impact/Funding Source(s). A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department: Within the Department of Science, Technology, Engineering, and Mathematics (STEM) Education and Professional Studies, an existing budget includes base funding for the MSED in Secondary and Elementary Education with a concentration in library science. These same funds will be reallocated for the proposed Master of Library and Information Systems. No adverse impact is anticipated on existing programs within the department.

3. Secondary Certification
If resources are reallocated from another unit to support this proposal, the institution will not subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree ____________________________________________
Signature of Chief Academic Officer

__X__ Disagree ____________________________________________
Signature of Chief Academic Officer
Issue AY17-19-C
Committee C recommends approval of the Master’s degree in Information and Library Studies (MILS) to be offered through the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS), Darden College of Education. The proposal addresses resources and appears to meet a specific, unmet need. This program, if accredited by the American Library Association (The plan is to apply for accreditation), this would be Virginia’s only ALA-accredited Masters of Library Science program, so it would bring in a lot of students and it is a huge need in our state. An ALA-accredited degree is required for most librarian jobs in the country, including academic and public libraries in Virginia so currently, everyone in Virginia who wants to go for an MLIS has to go out-of-state.
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APPENDICES