

Mixture of ALA & NCATE Schools;

- Core curriculum not required; no cataloging
- Some schools have less credit hours (33 vs. 36) so students only take the core and thus no variety
- Students are graduating without taking the basics (ref, cat., collection development). Employers must mentor them and fit people into rolls. Can't always find grads that have it.
- Core is small (Electives are big)
- Multiple ways to do it. (Rutgers no core & NC – Chapel Hill has six schools in the top five programs)
- What about specializing in areas?
- Medical school analogy (They love to take the basics) then they can choose specialties
- Modular type programs (Split into thirds; core, electives, etc.)
- 48 vs. 36 hour programs; most are core, very few specialty courses. Program would lose students if longer!
- Intellectual Freedom course should be there
- Passion can't be motivation – time for expression. Create a habit of reflection
- Theory in classroom and practical outside; Address both with them.
- The “whys” are the theory. We do things for reasons. Why do you do it??
- Passion developed later.
- Student quality issue. Some are better, some are worse
- Re-doing the projects because of lack of entry skills

Placement of Graduates

- Required internship & practicum's for people who have never worked in a library. (portfolio) (should be the model)
- Career counseling (academic advising in programs)
- Some faculty overloaded in the area of academic advising

Teaching library

- Could have worked
- Field experience where veteran librarians would guide the student through
- Doctoral students taught the classes (electives). (Service mission learning) (lab schools)

LIS Education

- Conversation should not be continuous. “Kick the curriculum”
- What should be ALA's role? Bringing people together for a dialogue
- LIS is doing some
- Create professional for cataloguing & other “re-tooling”
- Former student at the table very disappointed in his education