



MINUTES

SCHOOL COUNCIL

27 May, 2022, 1000-1200, Virtual Meeting

- Present: D. Allard, K. Anderson, D. Askey, K. De Long, K. den Boon, K. Frail,
C. Harbak, L. MacLeod, I. Martyniak, M. McNally, C. Mosimann, P. Martinez,
T. Oliphant, D. Rathi, J. Rodger, T. Samek, R. Stobbs, C. Trepanier
- Regrets: M. Carbonaro, N. Erickson, S. Farnel, L. Latta, C. Lynch, B. Reyes Ayala,
D. Zhao,
- Minutes: C. Mosimann

Materials before members are contained in the official meeting file. Votes were conducted via Google Form.

Call to Order.

1.0 Approval of Agenda dated 27 May, 2022

Motion: It was moved by P. Martinez, seconded by D. Allard, that the agenda be approved.

CARRIED

2.0 Roundtable Introductions

Roundtable introductions of all members present.

3.0 Approval of Minutes dated 29 October, 2021

Motion: It was moved by T. Samek, seconded by J. Rodger, that the minutes be approved.

CARRIED

4.0 Committee Reports

4.1 Curriculum Committee Updates and Voting

T. Oliphant thanked all students and faculty members who participated in the Curriculum Committee this year. T. Oliphant overviewed the purpose and mission of the committee and work done over the past year. Ten course recommendation forms were presented for approval: six course changes and four course deletions.

T. Oliphant overviewed the rationale for course changes. With consent of the council, changes were approved via omnibus motion.

Motion: It was moved by T. Oliphant, seconded by D. Rathi, that the following course changes be approved:

- Item 4.1.1 CC Recommendation LIS 505
- Item 4.1.2 CC Recommendation LIS 516
- Item 4.1.3 CC Recommendation LIS 543
- Item 4.1.4 CC Recommendation LIS 595
- Item 4.1.5 CC Recommendation LIS 597
- Item 4.1.6 CC Recommendation LIS 599

CARRIED

T. Oliphant overviewed the rationale for course deletions. With consent of the council, changes were approved via omnibus motion.

Motion: It was moved by T. Oliphant, seconded by K. den Boon, that the following course deletions be approved:

- Item 4.1.7 CC Recommendation LIS 518
- Item 4.1.8 CC Recommendation LIS 521
- Item 4.1.9 CC Recommendation LIS 546
- Item 4.1.10 CC Recommendation LIS 580

CARRIED

K. De Long acknowledged the work of T. Oliphant and the entire committee, and thanked them for their work.

4.2 Scholarship, Awards, and Bursaries Committee Update

M. McNally thanked staff members G. Johnson and J. White, and faculty members D. Allard and D. Rathi for their work. Over the past year there have been awards unfulfilled because of a lack of qualified applicants. K. De Long thanked M. McNally and committee members for their contributions. A member asked if the unfulfilled awards resulted from changes to policy, restructuring, or a combination of factors. M. McNally responded that some changes come from restructuring and some from policy. The approach for identifying eligible applicants has shifted from being committee-driven to being student-driven.

5.0 New Business

5.1 Administrative Updates

I. Martyniak delivered an administrative update. The Faculty of Education has centralized services for all programs including timetabling, student advising, finance, and others. SLIS will now be supported by central units including Finance & HR, and Education Student Services (ESS). Scholarships and Awards work has very recently moved to ESS. C. Mosimann will be moving to fully support SLIS.

5.2 Restructuring in the Faculty of Education

K. De Long spoke about restructuring within the faculty and overviewing the history of restructuring and the process to date, the steering committee, and the working groups. Work is not complete and will continue over the next academic year.

5.3 Council Representative Updates

Council representatives were invited to give updates on behalf of their stakeholder groups.

D. Askey delivered an update on behalf of the University of Alberta Library (UAL) in his role as Vice-Provost (Library & Museums) & Chief Librarian. The portfolio he leads has reached the end of three years of cuts and is now adapting to the new financial position. There are plans to restart the Indigenous residency. They are emerging from a hiring freeze and postings will be emerging. Construction on the new health sciences library will begin in Summer 2022 with a planned opening in Fall 2023. The U of A Museums have moved from Ring Houses to the third floor of Rutherford South.

K. Frail, Library Liaison, had no report and is looking forward to welcoming students to Rutherford Library this coming Fall term.

L. MacLeod gave an update on behalf of the Library Association of Alberta. They have recently created a student mentorship program meant to promote support and encourage students to take on leadership positions.

C. Harback gave an update from the Library and Information Studies Students' Association (LISSA). In April LISSA elected new senior executives. The current goal is to improve the student experience, especially for new students, via means such as resources packages. LISSA is also working on digital opportunities to bring students together across the country and allow students to participate in activities without the barrier of having to attend in-person meetings. LISSA is also working with the U of A Bookstore to get branded sweaters.

K. den Boon delivered an update from the Library and Information Studies Alumni Association (LISAA). They are working on the next version of their newsletter. In January LISAA hosted a networking event with current students and recent graduates. They are currently working with the students' association to ensure a smooth transition for graduating students as they move from the students' association to the alumni association.

5.4 Associate Chair and Graduate Coordinator's Report

D. Rathi presented the Associate Chair and Graduate Coordinator's report. The Admissions Committee has completed reviewing applications for Fall 2022 and have sent admitted applicants to FGSR. This year there is a very strong cohort to begin in September. D. Rathi thanked SLIS faculty for their work on admissions this year. There are 46 students graduating from the School this year; 30 online and 16 on-campus, including MA/MLIS students. FGSR has a new ethics requirement in place for all graduate students.

5.5 Chair's Report

K. De Long presented the Chair's Report. As of 01 July, 2022, Dr. Kenneth Gariepy will be joining SLIS from the University of the Fraser Valley as the new SLIS Director. Dr. Gariepy is a SLIS alum and holds a PhD from our Faculty of Education.

Dr. Adam Worrall is resigning from the School. Though he will not be with us in the next academic year we wish him the best as he moves forward.

Dr. Ali Shiri was awarded the 2021 J. Gordin Kaplan Award for Excellence in Research. This is considered the top research award at the U of A and the last time someone in the Faculty of Education won was in 2002.

K. De Long Acknowledged the achievements of two recent SLIS alumni. Lorisia MacLeod (MLIS 2018) was announced as the new Chair of the Canadian Federation of Library Associations and Institutions. Kayla Lar-Son (MLIS 2017) is named as members of the American Library Association's ALA's 2022 Class of Emerging Leaders.

There is a pilot currently running that explores taking down the wall between online and on-campus courses. There is an evaluation plan to examine the success of these courses, which are running in the Spring/Summer 2022 terms.

K. De Long thanked those who supported her in the role of Interim Chair over the past two years, including I. Martyniak, C. Mosimann, and D. Rathi.

6.0 Announcements

C. Mosimann delivered two announcements to members. The "Random Coffee" program, which pairs participating SLIS students with participating U of A Library or Edmonton Public Library staff once per each Fall and Winter term, has been quite successful. C. Mosimann thanked D. Askey and P. Martinez for supporting their library staff who have participated. There are plans to continue the program in the 2022-2023 academic year, and discussions are underway to potentially include Calgary Public Library in future rounds.

We are working on promoting and raising the profile of the MBA/MLIS combined degree program. Interest has increased, but pandemic-related uncertainties and recent press regarding tuition increases in the MBA program have hindered progress. As the U of A continues to return to normal, work will resume with our colleagues in the MBA program.

7.0 Question Period

There were no questions.

8.0 Other Business

D. Rathi thanked School Council for their work, and thanked K. De Long for her work as Interim Chair. C. Mosimann thanked K. De Long and I. Martyniak for their work and support over the past year.

Motion to Adjourn

Motion: It was moved by I. Martyniak, seconded by C. Harbak, that the meeting be adjourned.

CARRIED

Meeting Adjourned.

Curriculum Committee Recommendation form

This form is used by the SLIS Curriculum Committee to document and recommend course changes, additions and modifications to the SLIS Academic Council and SLIS School Council for approval.

Date: 27 May, 2022

Type of Change: NEW COURSE* EXISTING COURSE COURSE DELETION

CALENDAR COPY

CURRENT Calendar Section Number §[231.166] <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number §[231.166] <i>(Underline all additions)</i>
<p>LIS 505 - Introduction to Research in Library and Information Studies</p> <p>★ 3 <i>(fi 6)</i> (second term, 3-0-0) An introduction to the fundamental concepts, approaches, and uses of research in library and information environments. Includes research design, proposal writing, identifying and defining research problems, critically evaluating and analyzing research, and applying research findings to solve practical problems in libraries and information centres. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. Prerequisite: LIS 501 and 503.</p>	<p>LIS 505 - Introduction to Research in Library and Information Studies</p> <p>★ 3 <i>(fi 6)</i> (<u>either term</u>, 3-0-0) An introduction to the fundamental concepts, approaches, and uses of research in library and information environments. Includes research design, proposal writing, identifying and defining research problems, critically evaluating and analyzing research, and applying research findings to solve practical problems in libraries and information centres. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. <u>Prerequisite: LIS 501 Co-requisite: LIS 503 or the consent of the instructor.</u></p>

Recommendation:

The course description symbols and figures for LIS 505 Introduction to Research in Library and Information Studies be updated to reflect the course as a 3-credit course available in either term rather than as a second-term course. Second, that “corequisite” and “or consent of the instructor” be added.

Rationale:

LIS 505 Introduction to Research in Library and Information Studies may be offered in either term and does not need to be designated as offered in the second term only. Occasionally,

students may not have the LIS 503 pre- or corequisite but are able to meet LIS 505 course requirements particularly regarding searching the literature.

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<p>LIS 516 - Canadian Children’s Literature for Young People in Schools and Libraries</p> <p>★ 3 <i>(fi 6)</i> (second term, 3-0-0) A survey of Canadian children’s materials from books for babies to those aimed at the young adult market. Focus on contemporary works, trends in both publishing and content, and issues such as censorship, multimedia forms and the Internet. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. Pre or corequisite: LIS 501 or consent of instructor.</p>	<p>LIS 516 - Canadian Children’s Literature for Young People in Schools and Libraries</p> <p>★ 3 <i>(fi 6)</i> (<u>either term</u>, 3-0-0) A survey of Canadian children’s materials from books for babies to those aimed at the young adult market. Focus on contemporary works, trends in both publishing and content, and issues such as censorship, multimedia forms and the Internet. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. Pre or corequisite: LIS 501 or consent of instructor.</p>

Recommendation:

The course description symbols and figures for LIS 516 Canadian Children’s Literature for Young People in Schools and Libraries be updated to reflect the course as a 3-credit elective available in either term rather than as a second-term course.

Rationale:

LIS 516 Canadian Children’s Literature for Young People in Schools and Libraries may be offered in either term and does not need to be designated as offered in the second term only.

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<p>LIS 543 - Human Information Interaction ★ 3 <i>(fi 6)</i> (first term, 3-0-0) An examination of individual and collaborative information needs, uses and practices in context. Students will develop an understanding of the crucial interaction between people and information. Pre or corequisite: LIS 501 or consent of the instructor</p>	<p>LIS 543 - Human Information Interaction ★ 3 <i>(fi 6)</i> (<u>either term</u>, 3-0-0) An examination of individual and collaborative information needs, uses and practices in context. Students will develop an understanding of the crucial interaction between people and information. <u>Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.</u> Pre or corequisite: LIS 501 or consent of the instructor</p>

Recommendation:

The course description symbols and figures for LIS 543 Human Information Interaction be updated to reflect the course as a 3-credit elective available in either term rather than as a first-term course and that the notice of increased rate of fee assessment be added to the course description.

Rationale:

LIS 543 Human Information Interaction may be offered in either term and does not need to be designated as offered in the first term only. LIS 543 has been offered online at a different rate of fee assessment already and the calendar should reflect this.

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<p>LIS 595 - Issues and Trends in Public Librarianship</p> <hr/> <p>★ 3 <i>(fi 6)</i> (either term, 3-0-0) This survey course examines public librarianship from a community-led framework, which emphasizes the collaborative nature of developing and implementing library services. The course focuses on issues and trends in public librarianship, including programming, technology, library governance, service models, and services for diverse communities. Prerequisite: LIS 501</p>	<p>LIS 595 - Issues and Trends in Public Librarianship</p> <hr/> <p>★ 3 <i>(fi 6)</i> (either term, 3-0-0) This survey course examines public librarianship from a community-led framework, which emphasizes the collaborative nature of developing and implementing library services. The course focuses on issues and trends in public librarianship, including programming, technology, library governance, service models, and services for diverse communities. Prerequisite: LIS 501 <u>or consent of the instructor.</u></p>

Recommendation:

That the course description for LIS 595 Issues and Trends in Public Librarianship be updated and harmonized with other SLIS course pre and corequisites by adding “or consent of the instructor.”

Rationale:

LIS 595 Issues and Trends in Public Librarianship does not have the qualifier “or consent of the instructor” similar to all of the SLIS courses. It is helpful to have this course description harmonized with other SLIS courses.

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<p><u>LIS 597: Advanced Scholarship and Research in LIS</u></p> <p>★ 3 <i>(fi 6)</i> (first term, 0-3s-0) In-depth exploration of systematic approaches to scholarship and research in library and information studies for students pursuing thesis route master's programs or other advanced projects. Prerequisites: LIS 501, 502, 503 and 505; corequisite: LIS 504; or consent of the instructor.</p>	<p><u>LIS 597: Advanced Research and Scholarship and Research in LIS</u></p> <p>★ 3 <i>(fi 6)</i> <u>(either term, 3-0-0) Opportunity to initiate, design, and develop a self-selected research and/or scholarly project that builds upon or enhances previous knowledge, relevant experiences, or thesis work in library and information studies. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.</u> Prerequisites: LIS 501, 502, 503 and 505; corequisite: LIS 504; or consent of the instructor.</p>

Recommendation:

- (1) The course description symbols and figures for LIS 597 Advanced Scholarship and Research in LIS be updated to reflect LIS 597 as a 3-credit elective course available in either term.
- (2) The course is structured similarly to other SLIS electives in terms of course structure and delivery such as 3-hour lectures.
- (3) The course description includes the notice of increased rates of assessment.
- (4) The course description more clearly articulates that LIS 597 is an opportunity for SLIS students to pursue further study and scholarship on a self-selected project and for thesis-route master's students to further their thesis projects.

Rationale:

- (1) LIS 597 has typically been offered in the first term but this may not necessarily be the case in the future. Therefore, LIS 597 should reflect that it is similarly structured as

other SLIS electives and offered in either term. LIS 597 has been offered in the past at an increased rate of fee assessment and the course calendar can reflect this.

- (2) The course is not necessarily a 3-hour seminar but rather similar to other SLIS electives in terms of course structure and delivery such as 3-hour lectures.
- (3) The course is offered in the online teaching and learning stream and consequently needs to have the notice of increased rates of assessment.
- (4) The fourth recommendation is that the course description more clearly articulates that LIS 597 is an opportunity for SLIS students to pursue further study on a self-selected project and for thesis-based master's students to further their thesis projects. The rationale for the fourth recommendation is based on a number of factors. First, LIS 597 is structured around the students' topics of interest (whether that is a thesis topic or a stand alone project)—students read in relevant areas, have different outcomes for the course, options for their final assignments (e.g., a publication reporting on pilot projects, a research proposal, complete ethics review, etc.). One of the benefits of taking LIS 597 as a cohort is that students are engaged in their work alongside others; they have a community of interested colleagues which increases their exposure to others' work, different perspectives, research methodologies and methods, and support. Second, in addition to LIS 597 being a required course for thesis students, LIS 597 is offered as an elective for non-thesis based students which will allow SLIS to more explicitly offer opportunities for in-depth study (i.e. students select the topic of interest and have choices about the final "product") for students in both the on-campus and online teaching and learning streams.

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<p><u>LIS 599: Directed Study</u></p> <p>★ 1-3 (variable) (either term, variable) Further study of special topics and issues, based on knowledge acquired in previous courses or on significant prior experience. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. Topic and course weight to be approved by the School. Prerequisite: consent of department.</p>	<p><u>LIS 599: Directed Study</u></p> <p>★ <u>3 (fi 6)</u> (either term, 3-0-0). <u>In-depth study of related topics for students pursuing thesis-based master's programs. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. Topic to be approved by the thesis supervisor or co-supervisor. Prerequisite: consent of the thesis supervisor or co-supervisor.</u></p>

Recommendation:

- (1) The course description symbols and figures for LIS 599 Directed Study be updated to reflect LIS 599 as a 3-credit elective course available in either term.
- (2) That LIS 599 Directed Study be restricted to students pursuing thesis-based master's programs only.
- (3) Those students who would like to pursue further scholarship and research in special topics and issues, including thesis-based students, enroll in LIS 597 Advanced Research and Scholarship in LIS.
- (4) That the consent no longer needs to come from the Department but rather from the supervisor or co-supervisor if the LIS 599 Directed Study is offered to thesis-based students only.

Rationale:

- (1) In terms of the course description symbols and figures, SLIS no longer offers variable credit courses. Therefore, LIS 599 should reflect that it is a full 3-credit course (not variable) and offered in either term.
- (2) The rationale for the second recommendation that LIS 599 Directed Study be restricted to students pursuing thesis-based master's programs only, is based on several factors. First, directed studies are extra to load for faculty members who have

agreed to supervise a directed study and require a significant time commitment from the faculty member to design the course, develop a reading list, and determine assignments, for example. In addition, SLIS currently offers LIS 599 Directed Study to on-campus students only, which has two implications: (1) there is not parity between our on-campus and online streams when online students are unable to take LIS 599 and (2) SLIS does not have the faculty capacity to offer LIS 599 Directed Study to our online students because of the higher enrollment in the online teaching and learning stream. However, LIS 599 Directed Study can be an important option for students who are in thesis-based master's programs and who can work directly with their thesis supervisor or co-supervisor.

- (3) The third recommendation is that students who would like to pursue further scholarship and research in special topics and issues be directed toward LIS 597 Advanced Research and Scholarship in LIS. The rationale for this is based on several factors. First, LIS 597 is structured around the students' topics of interest—students will read in their area of interest, have different options for their final assignments (e.g., a publication, a research proposal, complete ethics review, etc.). One of the benefits of taking LIS 597 is that students are engaged in their work alongside others; they have a community of interested colleagues which increases their exposure to others' work, different perspectives, research methodologies and methods, and support. Second, in addition to LIS 597 being a required course for thesis students, LIS 597 is offered as an elective for non-thesis based students which will allow SLIS to more explicitly offer opportunities for in-depth study (i.e. students select the topic of interest and have choices about the final “product”) for students in both the on-campus and online teaching and learning streams. Third, having a single faculty member teach LIS 597 to a number of students will ease the potential demands that can be placed on other faculty members for LIS 599 Directed Study while still providing a viable option for students who want to explore a topic in-depth.
- (4) If LIS 599 Directed Study is offered to thesis-based students only, consent no longer needs to come from a student's academic advisor or from the SLIS Chair.

University of Alberta

Faculty of Education – School of Library and Information Studies

CALENDAR CHANGE REQUEST FORM

Implementation Calendar Year: 2023/24

Date: 27 May, 2022

Type of Change: NEW COURSE* EXISTING COURSE COURSE DELETION

CALENDAR COPY

CURRENT Calendar Section Number §[231.166] <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number §[231.166] <i>(Underline all additions)</i>
<p>LIS 518 – Comic Books and Graphic Novels in Schools and Public Libraries</p> <p>Examines the history and contemporary reality of comic book publishing and readership in Canada, Great Britain, Japan and the United States, and issues related to perception of the format by educators, librarians, and readers. Focus on collection development, censorship concerns and challenges, gender issues in both readership and content, genres, and impact of the Internet. Open to MLIS students and other graduate students. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. Pre or corequisite: LIS 501 or consent of instructor.</p>	

Course title:

LIS 518 Comic Books and Graphic Novels in Schools and Public Libraries

Rationale:

This course has not been offered in the previous six years and the course content is included in other courses (e.g. LIS 516). The recommendation is to delete this course from the University of Alberta’s administrative systems.

University of Alberta

Faculty of Education – School of Library and Information Studies

CALENDAR CHANGE REQUEST FORM

Implementation Calendar Year: 2023/24

Date: 27 May, 2022

Type of Change: NEW COURSE* EXISTING COURSE COURSE DELETION

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CURRENT Calendar Section Number §[231.166] (Use strike out for <i>all</i> changes)	PROPOSED Calendar Section Number §[231.166] (Underline <i>all</i> additions)
<p>LIS 521 – Access, Control, and Dissemination of Government Information</p> <p>The focus will be on the Canadian federal system with a view towards discovering patterns, approaches, and techniques applicable to other jurisdictions and bodies, in particular, the United States and International Governmental Organizations.</p> <p>Pre-requisites: LIS 501, 502, and 503 or consent.</p>	

Course title:

LIS 521 Access, Control, and Dissemination of Government Information

Rationale:

This course has not been offered in the previous six years and is included on the University of Alberta's reserve list. To remove a course from the reserve list, the course must be inactivate from the calendar or scheduled. The recommendation is to delete this course from the University of Alberta's administrative systems.

University of Alberta

Faculty of Education – School of Library and Information Studies

CALENDAR CHANGE REQUEST FORM

Implementation Calendar Year: 2023/24

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CURRENT Calendar Section Number §[231.166] (Use strike out for all changes)	PROPOSED Calendar Section Number §[231.166] (Underline all additions)
LIS 546 Marketing Library and Information Services The principles of marketing and public relations for nonprofit organizations, with an emphasis on library and information services. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. Prerequisites: LIS 501, 502, and 503, or consent of instructor.	

Course title:

LIS 546 Marketing Library and Information Services

Rationale:

This course has not been offered in the previous six years and is included on the University of Alberta's reserve list. To remove a course from the reserve list, the course must be inactivate from the calendar or scheduled. The recommendation is to delete this course from the University of Alberta's administrative systems.

University of Alberta
Faculty of Education – School of Library and Information Studies

CALENDAR CHANGE REQUEST FORM

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<p>LIS 580 – Contemporary Theories and Practices of Reading</p> <p>A study of different theories of reading (e.g. social, psychological, literary) and of sites and practices of literacy in an era of rapid cultural and technological change. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. Pre or corequisite: LIS 501 or consent of instructor.</p>	

Course title:

LIS 580 Contemporary Theories and Practices of Reading

Rationale:

This course last ran in Winter 2017. It was scheduled to run in Winter 2018 but was canceled. This course was a niche course offered by a former faculty member whose area of expertise was on this topic. There is no faculty member at SLIS who is an expert in this area. The recommendation is to delete this course from the University of Alberta's administrative systems.