Department of Library Science
Curriculum Committee 2012-2013

Suggestions and Plan

The Department of Library Science met seven times during 2012-2013. The Curriculum Committee was chaired by Dr. Jami Jones, Associate Professor in the Department of Library Science. Members of the 2012-2013 DLS Curriculum Committee were: Drs. Harer and Sua, Department of Library Science; Dr. Robin Boltz, North Carolina School of Science and Mathematics; Tavia Clark, Elizabeth City High School; Kristin Johnson, Joe P. Elblen Intermediate School; and Jane Blackburn, Braswell Memorial Library.

The Curriculum Committee discussed a variety of topics to update curriculum for School Pathway students and to provide additional opportunities for electives. The Committee took into account the newly-drafted *North Carolina Evaluation Process: School Library Media Coordinator* that emphasizes the school librarian as a leader who is knowledgeable about diverse student populations, implements a comprehensive 21st Century library media program through collaboration and application of the NC Essential Standards and the Common Core State Standards, and reflects on practice. These Standards are available at


Suggestions made by the 2012-2013 DLS Curriculum Committee are grouped into seven areas for MLS faculty consideration.

**Provide additional elective opportunities for School Pathway students**

At this time, School Pathway students have only one elective. Providing additional electives for School Pathway students could be accomplished in several ways. One way might be to integrate technology throughout the program and into existing courses thus not requiring a technology course, which would open up an elective opportunity for School Pathway students. Merging with BITE provides opportunities for MLS faculty to develop additional skills in technology and integrate technology more effectively in courses. If a technology requirement remains, students could select a technology course outside of the MLS program that extends their knowledge of technology and addresses individual needs and interests. LIBS 6042 *Technology for Library Services* would be one way students could meet the technology requirement. There was an opposing view that a baseline technology course is necessary and students might register for courses too advanced for them; however, it seems that through advising and by identifying appropriate technology courses this concern could be addressed by MLS faculty.
Removing LIBS 6026 *Organization of Information in Libraries* as a required course for School Pathway students could open up another opportunity for an elective. Other suggestions included focusing this course on the organization of information with lesser focus on cataloging. Perhaps organization of information could become part of another required course. An opposing view was that cataloging is an important skill for school librarians and is required in public and academic librarianship. One committee member mentioned that she was cataloging donated books and other books that did not have records in Follett’s Destiny system.

**Develop additional opportunities to meet the newly-drafted NC Standards for School Library Media Coordinators**

Ensure educational opportunities through readings, blog discussions, assignments, and school and community engagement for school librarians to develop understanding and skills in the following areas:

- Leadership
- Reflective practice
- Learning
- Knowledge of diverse student populations
- Differentiation
- Collaboration

Assignments in required courses (when appropriate) and courses specific to the School Pathway must engage school librarians with the NC Essential Skills and the Common Core State Standards. School Pathway students must understand and apply these standards in assignments and in their practice of school librarianship.

**Connections and Collaborations**

Discussion ensued about the need for school librarians to engage with and understand the community in which their students live. As identified in the newly-drafted North Carolina evaluation of school librarians, distinguished school librarians provide leadership beyond the school level and leverage partnerships to advocate at the local, district, state, and/or national level for highly effective media programs.

It was suggested that required courses (when appropriate) and courses specific to school librarianship include assignments/experiences in which School Pathway students engage in the community and with the libraries these students frequent. A change in the distribution of North Carolina’s share of LSTA grants is the discontinuation of collection development grants that school librarians would be eligible in favor of "collaboration and innovation" grants requiring collaboration.
among librarians. Since the collection development grants for school libraries were discontinued, the only way a school library grant can be funded via LSTA is through these collaborations.

**Integrate technology and collaboration throughout the MLS**

Provide additional opportunities for school pathway students to practice and use technology in meaningful ways (discussed above) and to collaborate, which is a vital skill for school librarians.

**Revision of courses**

Revise LIBS 6018 Collection Development in general and by developing an assignment in which students build/weed part of an existing collection. Change grade levels for LIBS 6135 Materials for Children to PK-5 and LIBS 6137 Materials for Young Adults to 6-12 to align more closely with ALA age ranges. Redevelop LIBS 6133 Materials for Early Childhood as a possible elective for School Pathway students. LIBS 6133 Materials for Early Childhood could become a required course in the Public Library Pathway or remain an elective. Early literacy is an important focus of public libraries. Revision of LIBS 6042 Technology for Library Services and LIBS 6026 Organization of Information in Libraries was discussed earlier in this document.

A research course is being developed. School Pathway students need to understand how data can be used to support their library programs. School librarians must understand quantitative and qualitative methods to develop surveys and conduct focus groups and be able to present these findings to their building, district, community, and state stakeholders. School Pathway students must be able to interpret data.

**Readings**

Add appropriate foundational, theoretical, and practice-based readings to courses. Do not depend solely on the text book.

**Grantwriting**

Either develop a course on grantwriting or integrate grantwriting assignments in required and School Pathway specific courses.