Minutes

DLS Curriculum Committee

February 26, 2013

7:30 p.m. – 8:30 p.m.

Present: Robin Boltz, Tavia Clark, John Harer, Jami Jones
Absent: Jane Blackburn, Kristin Johnson, Lou Sua

DLS Committee members were provided a copy of the present School Library Pathway program and a proposed program. A discussion about the proposed program ensued.

The purpose of the proposed program is to allow MLS students to have more options. Second, is there some way we can encourage MLS students to be in graduate classes with other educators thus encouraging collaborations?

Robin Boltz sent to Kathy Parker, DPI’s recent school library coordinator hire, a copy of the proposed revision but she has not responded to Robin yet.

**Importance of standards**: DPI is very concerned that students in school library programs be exposed to substantial knowledge about Common Core. Robin said that school librarians need serious schooling in Common Core and to understand the entire curriculum. Tavia Clark responded that school librarians must also know the Essential Skills and the Information Technology Standards as well. Library school is the place to begin to learn about these standards but additional knowledge would be gained in district professional development, etc.

**Technology requirement**: In the proposed revision for the school library pathway, Jami Jones allowed for students to take courses other than LIBS 6042. The DLS merger with BITE provides additional
opportunities for development of technology courses. A course in the new certification area of assistive technology might be another option. Clark likes the idea of choice since some students come to the program with much more knowledge. Boltz said that most students do not need an assistive technology course unless they are going to work for the School of the Deaf, etc. Boltz was concerned that a baseline needs to be established for students who might claim more experience than they really have.

What is important is that technology be integrated throughout all courses. A requirement of school librarians is that they know how to integrate technology into the curriculum. Many school librarians are functioning as instructional technology specialists as well.

Technology needs to be integrated into all courses. The tools are less important than the problem to be solved.

**A reading course:** Tavia and Robin were opposed to a reading course, but when questioned supported the notion that students understand how K-12 children (perhaps adults too?) learn. The school library pathway might consider a course on developmental stages of children and youth and use of books.

**Diversity:** Both Tavia and Robin expressed opinion that diversity is less important than being able to differentiate instruction.

**Cataloging:** Focus less on cataloging per se and more on the organization of information, web resources, and ebooks.

**Research:** Jami discussed why LIBS 6012 was developed in the first place, which was to have students reading the professional and associated literature to solve problems. This course has been revised and lost much of its original purpose. It is important that student read professional literature in all classes. Tavia commented that we need to instill the idea of reading professional literature since we are responsible for our own professional development.
School librarians need to understand and use research methods to help them tell their story and justify their program. For instance, survey and focus group research is important.

At the March meeting, the committee will discuss the research requirement a bit more. Committee members are asked to review the School Library Pathway courses (attached) and be prepared to discuss the following questions: are these courses in the correct order; are these the courses school librarians need; and where should we be moving.

At this meeting we agreed about the integration of technology into all courses. School librarians need to understand the process of technology instruction and learning standards.

For the April 23 meeting, this committee must have identified a plan for the Department of Library Science.