

**LS 537 – SCHOOL LIBRARY ADMINISTRATION  
SUMMER 2008**

*LS 537 is a required course for a Master of Library Science and School Librarian Certification.*

**College of Education  
Department of Library Science**

**Instructor:** Dr. Tricia Kuon  
Academic Building IV, Room 425  
P.O. Box 2236/SHSU/Huntsville, TX 77341  
936-294-1151  
Tav005@shsu.edu  
Cell Phone: 817-789-0808

**Text/Readings:**

American Association of School Librarians and Association of Education Communication and Technology, 1998. *Information power: Building partnerships for learning*. Chicago: American Library Association. ISBN: 0-8389-3470-6.

*School library programs: Standards and guidelines for Texas*. Available from Texas Education Agency web site, <http://www.tsl.state.tx.us/ld/schoollibs/libprograms.html> This is a 37-page document that you will need to print out and bring to class meetings. You will need to refer to it in several course assignments.

Woolfs, Blanche. 2004. *The school library media manager*. 3<sup>rd</sup> ed. Westport, Connecticut: Libraries Unlited. ISBN: 1-591-58-144-3.

**Course Description:** Planning, organizing, policy making, staffing, budgeting, facilities planning, decision making, and services. Study of standards, trends, services, research, and evaluation of the library will be emphasized. Required for certification and LS. Prerequisites: LS 530, 532, 534.

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> • TExES Standards • AASL Standards • Conceptual Framework
The candidate:  1. Demonstrates an understanding of the importance of local, state, and national standards appropriate to school libraries.	Unit Three: Standards for Evaluating School Libraries Unit Four: School Library Personnel	Weekly Class Blog; Library Standards Assignment	TExES: Domain II. Competency 003. AASL: 1.3 Access to Information CF: Knowledge-Implement, Assess
2. Demonstrates an understanding of ways to establish and maintain a positive educational climate in the library media center.	Unit Four: School Library Personnel Unit Seven: Managing the Program Unit Eight: Managing Facilities	Weekly Class Blog; Library Facilities Report and Floor Plan	TExES: Domain I. Competency 002. AASL: 1.4 Stimulating learning environments. CF: Knowledge-Plan, Implement, Assess
3. Demonstrates an	Unit One: Evolution of School Libraries	Weekly Class Blog;	TExES: Domain II.

understanding of the larger library community, including professional organizations.	Unit Two: Leadership and Professionalism Unit Six: Beginning the Job	Leadership Connections	<i>Competency 004.</i> <i>AASL: 3.1 Connection with library community.</i> <i>CF: Knowledge-Implement</i>
4. Demonstrates an understanding of the relationship between education and school librarianship.	Unit Five: Managing Services Unit Seven: Managing the Program Unit Eleven: Marketing	Weekly Class Blog; Collaborative Teaching Project	<i>TExES: Domain I. Competency 001; Domain III. Competency 005.</i> <i>AASL: 2.2 Effective and knowledgeable teacher. 3.3 Educational leader</i> <i>CF: Knowledge, Skills, Dispositions-Plan, Implement, Assess</i>
5. Demonstrates an understanding of the physical organization of a library media facility.	Unit Eight: Managing Facilities	Weekly Class Blog; Library Facilities Report and Floor Plan	<i>TExES: Domain II. Competency 003.</i> <i>AASL: 4.1. Managing information resources. 4.2 Managing program resources.</i> <i>CF: Knowledge-Plan, Implement</i>
6. Demonstrates an understanding of accepted management principles and practices that relate to personnel, financial and operational issues.	Unit Nine: Managing Access to Information Unit Ten: Managing the Budget	Weekly Class Blog; Library Budget Request; Five-Year Long-Range Plan	<i>TExES: Domain II. Competency 003.</i> <i>AASL: 4.2 Managing program resources.</i> <i>CF: Knowledge-Plan, Implement</i>
7. Demonstrates an understanding of collaborative planning and assessment within the school community.	Unit Four: School Library Personnel Unit Ten: Managing the Budget Unit Twelve: Managing Program Evaluation	Weekly Class Blog; Five-Year Long-Range Plan; School Library Media Center Assessment Essay	<i>TExES: Domain II. Competency 003.</i> <i>AASL: 4.3 Comprehensive and collaborative strategic planning and assessment.</i> <i>CF: Knowledge-Plan, Implement, Assess</i>

Web address for state standards: [www.texas.ets.org](http://www.texas.ets.org)

Web address for specialty organization standards: [www.ala.org/aasleducation/schoollibraryed/ala-aasl\\_slms2003.pdf](http://www.ala.org/aasleducation/schoollibraryed/ala-aasl_slms2003.pdf)

Web link for Conceptual Framework: [www.shsu.edu/~ncate/concept.html](http://www.shsu.edu/~ncate/concept.html)

**Course Format:**

Interaction will take place through the Blackboard course site. Communication will include group discussions using the BlackBoard’s discussion board feature and e-mail messaging. Course materials will be available through BlackBoard.

In this course our focus will be on three Essential objectives (as assessed by the IDEA course evaluation system):

- Learning to apply course material to improve thinking, problem solving, and decisions.
- Learning how to find and use resources for answering questions or solving problems.
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Course Content:**

Evolution of School Libraries  
 Leadership and Professionalism  
 Standards for Evaluating School Libraries  
 School Library Personnel  
 Managing Services  
 Beginning the Job  
 Managing the Program  
 Managing the Facility  
 Managing Access to Information  
 Managing the Budget  
 Marketing  
 Managing Program Evaluation

**Course Requirements:**

**1)Professionalism/Participation.** It is expected that graduate students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.

**2)Assignments:****Refer to detailed guidelines in Blackboard Assignments.**

A. Leadership Connections – Program Administration Project - Perform several tasks: Explore the AASL and TLA web sites and a few recent issues of School Library Journal. Write a brief report reflecting on your findings; submit one question or comment to the Department’s discussion group (LIB\_SCI); prepare and submit a homepage on the course site, including a brief introduction and your photo.

B. Library Facilities Report and Floor Plan – Program Administration Project - Critique the floor plan of an existing school library and prepare an updated, improved floor plan to scale based on the exemplary level of Standards and Guidelines for Texas (Texas Standards).

C. Library Budget Request – Program Administration Project - Prepare a budget request for an existing school library using examples provided and based on the exemplary level of Texas Standards.

D. Five-Year Long-Range Plan – Program Administration Project – Write a five-year long-range plan for an existing school library based upon the exemplary level of Texas Standards, addressing needs in four categories: facilities, personnel, equipment, and materials.

E. Daily Class Discussion Board – Participate in 12 weekly discussions using Blackboard Discussion Board Tool.

F. Student Dispositions – Required by the Department of Library Science – Submit a self-assessment of dispositions based on the Student Dispositions (available in Syllabus Plus on Blackboard course site).

**Evaluation (\* indicates field-based activity):**

Because your active participation is so important, it is imperative that all assignments be submitted on due dates. All blogs and other assignments are due by midnight of the due date.

- Late Work: Discussion Board entries made after midnight will not be accepted. Assignments submitted after midnight will receive late penalties. I accept late work with an appropriate penalty depending upon tardiness. No late work will be accepted after June 29<sup>th</sup>. Emergency situations affecting due dates will be considered on an individual basis. If you are ill and have a doctor’s note, fax a copy to me to avoid late penalties.
- Rewrites: Rewritten assignments are accepted only if the content of the first one is unacceptable. Then points from the original assignment and the rewritten assignment will be averaged.
- All assignments must be completed in order to pass this course.

**Assignment Points:**

Leadership Connections*	15 points
Library Facilities Report and Floor Plan	35 points
Library Budget Request	35 points
Five-Year Long-Range Plan	15 points
Class Discussion Board	36 points

---

Total Points      136 points

**Grading Scale:**

122-136 – A  
 108-121 – B  
 94-107 – C  
 80-93 – D  
 Below 80 – F

**Expectations:**

**Technology Requirements.** It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving e-mail messages, attaching documents to e-mail messages, and conducting an online search. Microsoft Word is the word processing program that is necessary to complete assignments. It is necessary that students have access to a computer at home since much of the work for the course is done in the evenings and on weekends. It is expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to begin on the first official day of classes for the university. This is NOT a place to begin learning technology skills.

**LIB\_SCI.** It is expected that you have already joined the electronic discussion group for the Department of Library Science.

**Style Sheet.** It is expected that you understand research conventions and have a style sheet at your disposal, such as Turabian, Chicago, MLA, or APA.

**Student Syllabus Guidelines:**

For detailed information about academic dishonesty, classroom rules of conduct, student absences on religious holy days, students with disabilities policy, and visitors in the classroom, go to the following university link:

[www.shsu.edu/syllabus/](http://www.shsu.edu/syllabus/)

**Academic Dishonesty:**

Plagiarism is serious. In this class copying another student's work (current or past) and allowing another student to copy your work will result in a failing grade on the assignment copied.

**A Selected Bibliography:**

Bolan, Kimberly. *Teen Spaces: The Step-by-Step Library Makeover*. Chicago: American Library Association, 2002.

Carter, Betty. "Leading Forward by Looking Backward." *Library Media Connection* (January 2007): 16-20.

Eisenberg, Michael, Carrie A. Lowe, and Kathleen L. Spitzer. *Information Literacy: Essential Skills for the Information Age*. 2<sup>nd</sup> ed. Westport, CT: Libraries Unlimited, 2004.

Erikson, Rolf and Carolyn Markuson. *Designing a School Library Media Center for the Future*. Chicago: American Library Association, 2001.

Everhart, Nancy. "School Library Media Specialists as Effective School Leaders." *Knowledge Quest* 35 (March/April 2007) 54-57.

Kravitz, Nancy. *Censorship and the School Library Media Center*. Westport, CT: Libraries Unlimited, 2002.

Loertscher, David V. *Taxonomies of the School Library Media Program*. 2<sup>nd</sup> ed. Englewood, CO: Libraries Unlimited, 2000.

Office of Intellectual Freedom, comp. *Intellectual Freedom Manual*. 7<sup>th</sup> ed. Chicago: American Library Association, 2005.

Toor, Ruth and Hilda K. Weisburg. *New on the Job: A School Library Media Specialist's Guide to Success*. Chicago: American Library Association, 2007.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7<sup>th</sup> ed. Chicago: The University of Chicago Press, 2007.

Woolls, Blanche and David V. Loertscher, eds. *The Whole School Library Handbook*. Chicago: American Library Association, 2004.