

**SAM HOUSTON STATE UNIVERSITY**

*A Member of the Texas State University System*

**COLLEGE OF EDUCATION**



**A SELF-STUDY OF THE  
MASTER OF LIBRARY SCIENCE (MLS) PROGRAM**

March 2014

Sam Houston State University is an Equal Opportunity / Affirmative Action Institution

Huntsville, Texas 77341-2236 \* 936.294.1151 \* Fax 936.294.1153

## TABLE OF CONTENTS

Introduction to the University and College.....	5
About Sam Houston State University .....	5
College of Education.....	7
College Mission and Goals .....	8
I. Master of Library Science Program Profile.....	11
Mission of MLS program.....	12
Program Goals .....	12
History of Program .....	16
Program Demographics .....	17
Student to faculty ratio.....	21
Alignment of Program with Stated Program and Institutional Goals and Purposes .....	22
II. Program Administration.....	24
Administrative Processes.....	24
Department of Library Science Administrative Structure .....	24
Program Academic Expectations, Guidelines, and Policies .....	25
Grading System.....	25
Academic Honesty .....	26
Academic Probation and Suspension.....	26
University Academic Policy Manual and Student Guidelines .....	27
Mentoring and Academic Advising .....	27
Admission to the Library Science Program .....	28
Barriers: Academic, Administrative, and Institutional Policies and procedrues.....	30
Academics.....	30
Administration .....	30
Institution .....	31
III. Curriculum .....	32
Description of the Curriculum .....	32
Appropriateness of the Curriculum.....	38
Description of Electronic Portfolio .....	38
Accreditations .....	39
IV. Faculty .....	40
Credentials .....	41
New Research Initiatives .....	59

Teaching load.....	60
Diversity.....	60
Program responsibilities.....	61
Program faculty profile .....	61
Core Faculty.....	61
Support Faculty.....	62
V. Students.....	63
Admission Criteria.....	63
Number of Applicants, Admits, and Enrolled.....	63
Demographics .....	65
Profile of Admitted Students .....	70
Full-time/Part-time students.....	70
Assistantship Responsibilities.....	72
Student Funding .....	72
Percentage of Full-time Students with Financial Support.....	72
Graduation Rate .....	75
Student Retention Rates.....	76
Graduate Licensure Rates .....	77
Employment Profile Upon Graduation .....	79
Student Awards and Recognitions: .....	80
Publications & Grants .....	81
VI. Resources and Finances.....	83
Travel funds .....	83
Assistantships.....	83
Scholarships .....	84
Program Budget .....	84
Clerical/administrative support.....	85
External funding.....	86
Faculty .....	86
VII. Facilities and Equipment.....	87
Facilities.....	87
Technology .....	89
Other equipment.....	91
VIII. Assessment efforts .....	92
Alumni and Employer surveys.....	92

Clinical supervisor surveys .....	93
Content Knowledge Assessments .....	95
Professional and Pedagogical Knowledge, Skill and Dispositions .....	96
Field Experiences Assessments .....	97
Electronic Portfolio quality .....	99
Student publications/grants/presentations .....	101
Recognition/Awards .....	101
Internships.....	102
IX. Recruitment and Marketing Efforts .....	105
Demand for graduates .....	105
Geographical location from which students come .....	106
Marketing and Recruitment Efforts and Their Effectiveness .....	109
Current markets.....	110
Potential new markets .....	110
Enrollment plan for the next 5 years .....	111
Alumni and donor relations .....	111
X. Outreach.....	113
Distance Education .....	113
Service learning or community engaged learning.....	113
Internships.....	115
Professional Outreach .....	115
XI. Program specific issues.....	118
TExES Scores .....	118
Electronic Portfolio .....	121
Faculty and Student Diversity.....	122
XII. Program Strengths and Recommendations.....	123
Program Strengths.....	123
Program Recommendations .....	127

# INTRODUCTION TO THE UNIVERSITY AND COLLEGE

## ABOUT SAM HOUSTON STATE UNIVERSITY

Sam Houston State University is a member of The Texas State University System and is the oldest teacher training institution in the state of Texas with approved teacher education programs. In the beginning, the school was founded by the Texas Legislature in 1879 and named after Texas's greatest hero, General Sam Houston. Known as Sam Houston Normal Institute, its purpose was to educate teachers for the public schools of Texas. It was the first Normal School or teachers' training school west of the Mississippi River. Sam Houston Normal Institute's stated mission was "to elevate the standard of education throughout the State, by giving thorough instructions and special training to as many as possible of our present and future teachers."

The first baccalaureate degree was awarded in 1919. In 1923, Sam Houston Normal Institute changed its name to Sam Houston State Teachers College. A couple of years later, the college became a member of the Southern Association of Colleges and Schools. A Master's Degree in Education was first offered in 1936, and the curriculum was expanded to emphasize preparation in a variety of fields. In 1938, the Sam Houston Catalog was altered to reflect a broader horizon and an expanding concept of its educational mission. Courses contributing to the preparation of those students who wished to enter the professions such as dentistry, medicine, and law were offered as pre-professional courses. In 1965, the word "Teachers" was dropped from the name of the institution and in 1969 the institution became Sam Houston State University.

In the 1970s, the University offered its first doctorate, a Ph.D. in criminal justice. This program has grown to be one of the largest and most recognized doctoral programs in the

country. In the 1990s, the University expanded its reach by offering online programs. During the following years, a tremendous surge in enrollment and name recognition.

Beginning in 2000, the University expanded its building program and committed resources to develop and maintain nationally-recognized academic support programs. Sam Houston State University increased the number of doctoral programs, including programs in education and psychology, and experienced a tremendous surge in enrollment and name recognition. Sam Houston State University is classified as a “Doctoral Research University” by the Carnegie Commission on Higher Education, placing SHSU in the top 7% of all U.S. colleges and universities.

The mission statement of the university is as follows:

*Sam Houston State University is an inclusive institution whose mission is to provide high quality education, scholarship, and service to students and to regional, state, national, and international constituencies.*

The university has established several goals, which are as follows:

1. Promote students’ intellectual, social, ethical, and leadership growth.
2. Pursue continuous improvement.
3. Recruit and retain qualified, dedicated faculty and staff.
4. Recruit, motivate, and retain qualified students.
5. Provide the necessary library, technology, and other facilities to support quality instruction, research, and public service.
6. Promote scholarly and research activities that contribute to knowledge and understanding.

7. Promote and support diversity and provide equitable opportunities for underrepresented groups.
8. Offer a wide range of pre-professional, baccalaureate, master's, and doctoral programs. Promote cooperation with educational institutions, government and non-profit agencies, and the private sector.

## COLLEGE OF EDUCATION

The College of Education is one of five colleges that make up Sam Houston State University and there are four departments directly or indirectly involved in public education contained within the College of Education. The four departments are: (1) Curriculum and Instruction, (2) Educational Leadership and Counseling, (3) Language, Literacy, and Special Populations, and (4) Library Science. College of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since January 1954.

The College of Education's commitment to the education of students from Pre-K through Grade 12, the preparation of practicing professionals in a variety of education related fields, and the continued development of practicing professionals through the graduate and certification programs shapes the program decisions that are made. The College of Education offers undergraduate, post-baccalaureate, certificate, masters, and doctorate programs. Programs are reviewed by the Texas Higher Education Coordinating Board, University of Collegiate Education Administration, or others; accredited by the Southern Association of Colleges and Schools, Council for Accreditation of Counseling and Related Educational Programs, or the National Council for Accreditation of Teacher Education. All programs devoted to the instruction and preparation of PreK-16 learners are accredited by a special program association specific to the program.

## COLLEGE MISSION AND GOALS

The mission and goals of the College of Education contribute to and serve as the foundation for the department's Conceptual Framework. The following mission statement details its commitment to excellence:

*Through excellent instruction, research, and public service, the College of Education provides all students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society.*

The goals of the College of Education are:

1. To further excellence in instruction, the College of Education will:
  - a. Recruit and support outstanding faculty.
  - b. Provide the physical environments, resources, and technology for instruction and continued professional development.
  - c. Recruit, advise, and retain qualified students.
  - d. Evaluate the success of students and faculty in achieving personal career goals.
  - e. Provide for the evaluation of and improvement of teaching effectiveness.
2. To model lifelong learning and further opportunities for research, the College of Education will:
  - a. Promote, support, and recognize faculty and student research activities.
  - b. Promote research as a tool to improve instruction.
  - c. Provide resources, including funds and time, for the support of research.
  - d. Encourage presentations and attendance at professional conferences.
  - e. Involve students in research activities.



3. To further public service in support of the university community, the College of Education will:
  - a. Share expertise and resources with individuals and groups through consultant services and applied research.
  - b. Work with other institutions, agencies, and professional groups to exchange ideas, conduct research, share mutual concerns, and foster intellectual growth.
  - c. Provide its expertise to other public institutions at the local, state, national, and international levels.

This mission statement and goals are addressed by instructional programs based on the conceptual framework and implemented by well-prepared professionals serving as Dean, Associate Dean, Department Chairs, Program Directors, and Faculty in the College of Education. Ongoing data collection leads to program evaluation and change where needed.

Educator preparation programs within the College of Education are accredited by several agencies. One is the National Council for Accreditation of Teacher Education (NCATE) which has consolidated with Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation (CAEP). The accreditation uses Specialized Professional Associations (SPAs) for assessments. According to College of Education's Center for Assessment and Accreditation, ten of the nineteen programs within the College of Education are nationally recognized. The others are either in process of submitting, submitting with new standards, submitting to CACREP, or there is one that is not submitting.

Another accrediting agency is the Southern Association of Colleges and Schools (SACS). A third agency is the State Board for Educator Certification (SBEC) through the Texas

Accountability System. Additionally, in 2012, the College of Education was named by *US News and World Report* as being in the top 5% of schools nationally.

## I. MASTER OF LIBRARY SCIENCE PROGRAM PROFILE

The Master of Library Science provides the professional degree for teachers who aspire to be school librarians in the PK-12 school setting. The MLS program is a sole purpose program which has national accreditation and program recognition through the National Council for Accreditation of Teacher Education (NCATE) following the Specialized Professional Association (SPA) standards from the American Library Association / American Association of School Librarians (ALA/AASL). The standards are titled ALA/AASL Standards for the Initial Preparation of School Librarians (2010). These consist of five standards with four elements under each standard. The five standards are:

1. Teaching for Learning
2. Literacy and Reading
3. Information and Knowledge
4. Advocacy and Leadership
5. Program Management and Administration

The MLS program is dedicated to serving the teachers and librarians. The program is online and is designed to equip school librarians with a strong knowledge base and skillset and to facilitate teaching and learning. Included are the elements of collaboration, leadership, and technology that are integral to every aspect of the school library program and the school librarian's role (AASL, 2009). Degree candidates work toward school librarian certification. The degree requirements include a prescribed curriculum of required courses. The master's degree is awarded after candidates achieve the following components: coursework completion, and successful completion of an electronic portfolio in lieu of a comprehensive examination.

## MISSION OF MLS PROGRAM

Sam Houston State University is an inclusive institution whose mission is to provide high quality education, scholarship, and service to students and to regional, state, national, and international constituencies. The Department of Library Science is housed within the College of Education and its program is devoted to the instruction and preparation of PK-12 school librarians. The Department of Library Science is charged with applying the University's mission and the College of Education's mission specifically to the field of Library and Information Science.

## PROGRAM GOALS

The Department of Library Science goals work in conjunction with the University and College of Education goals. Table 1 demonstrates how the goals and objectives of the Department of Library relate to the College of Education and Sam Houston State University goals.

TABLE 1

*A Comparison of Current Goals for the University, College of Education, and the Department of Library Science, including the Department's Objectives*

<b>University Goal</b>	<b>College of Education Goal</b>	<b>Department of Library Science Goal</b>	<b>Department of Library Science Objectives</b>
<p>Enhance marketing outreach and visibility to include academic and scholarly activities through consistent and integrated messaging while optimizing communication channels.</p>	<p>Recruit and support outstanding faculty.</p> <p>Provide the physical environments, resources, and technology for instruction and continued professional development.</p> <p>Recruit, advise and retain qualified students.</p>	<p>Increase student enrollment in Department of Library Science Programs.</p>	<p>Enrollment Management and the Office of Graduate Studies recruit students for graduate programs. The Library Science Department will support their efforts when faculty members attend national conferences to expand the department's outreach beyond the State of Texas.</p>
<p>Increase and develop university resources and infrastructures that support the intellectual transformation of students.</p>		<p>Work in conjunction with other College of Education Departments to develop doctoral-level cooperative programs that enrich and enhance the studies of doctoral students who have a library science background.</p>	<p>Contact interested department leaders in the College of Education doctoral programs involved with literacy, leadership, and technology and collaborate on providing information about how the school librarian can assist in literacy learning, leading, and teaching.</p>

<b>University Goal</b>	<b>College of Education Goal</b>	<b>Department of Library Science Goal</b>	<b>Department of Library Science Objectives</b>
Foster a lifelong learning environment in support of a diverse faculty and staff who are excellent scholars, educators, and professionals.	<p>Promote, support and recognize faculty and student research activities.</p> <p>Provide resources, including funds and time, for the support of research.</p> <p>Encourage presentations and attendance at professional conferences.</p>	Increase faculty excellence and scholarly productivity within the Department.	Faculty will engage in collaborative research, writing, and presentations.
		Provide opportunities for the Department of Library Science faculty to build professional collegiality and community.	Faculty will engage in weekly staff meetings.
Promote efficient data driven decision making through the integration of centralized data analysis, review and dissemination.		Plan, implement, and evaluate the academic curriculum, teaching effectiveness, physical resources, program policies, and the learning environment.	Faculty will analyze data from multiple sources in order to maintain quality instruction. Ex: TExES results, IDEA scores, and surveys.

<b>University Goal</b>	<b>College of Education Goal</b>	<b>Department of Library Science Goal</b>	<b>Department of Library Science Objectives</b>
<p>Promote a stimulating learning environment through the integration of academic settings, campus culture and service.</p> <p>Cultivate a continually sensitive and proactive response to the ever-changing needs of constituents.</p>	<p>Promote research as a tool to improve instruction.</p>	<p>Prepare competent professionals for school librarianship.</p>	<p>Implement various methods of online instruction in order to meet the needs of all students.</p>
	<p>Share expertise and resources with individuals and groups through consultant services and applied research.</p> <p>Work with other institutions, agencies, and professional groups to exchange ideas, conduct research, share mutual concerns, and foster intellectual growth.</p> <p>Provide its expertise to other public institutions at the local, state, national, and international levels.</p>	<p>Offer educational services to schools, libraries, and the community</p>	<p>While attending conferences or participating in other professional activities, faculty will promote the availability of professional development/consultation services.</p>

## HISTORY OF PROGRAM

Courses in Library Science were first offered during the 1929-1930 academic year. In 1937 the Department of Library Science was instituted. In the following years, a minor in Library Science was developed and offered at the Bachelor's degree level in 1940-41. A major in Library Science was introduced in the following academic year, 1941-42. A minor in the Master's degree was implemented during the 1949-50 school year. In 1964, a major was initially offered that led to the subsequent approval of a Master of Library Science by the Coordinating Board of the Texas College and University System in November 1972.

The department expanded significantly in the 1970s, adding six full-time, tenure-track positions (eight in all by 1979) as well as numerous adjunct instructors and staff. This was due both to a wider range of course offerings and the establishment of an off-campus MLS program in Houston (1975), Edinburg (University of Texas - Pan American; 1975), Beaumont (Lamar University; 1977), Harlingen (later moving to (Texas A&M University – Corpus Christi; 1980), Laredo (Texas A&M University International; 1984), Conroe/The Woodlands (Lone Star College; 1992), and Nacogdoches (Stephen F. Austin University; 2001).

The department also instituted cohort-based programs in the Cypress-Fairbanks, Katy, Aldine, and North East Independent School Districts in the last decade. With the advent of Internet-based distance learning, the Department of Library Science formally established an online Master's program under the sponsorship of the Texas State University System Board of Regents in 2007.

In addition to its pioneering contributions in distance learning, the Department, primarily through the efforts of Dr. Janelle Paris, played a major role in the establishment of the Texas Bluebonnet Award. In recognition of Dr. Paris's role on the Texas Children's Book Award



Planning Committee (1977-1979) and as Chair of the Texas Bluebonnet Award Committee (1979-1986), the Texas Library Association named her Texas Librarian of the Year in 1986. During this time period, the Department initiated the annual SHSU Children's Book Festival in 1983, followed by the annual Young Adult Book Conference in 1986. In 2010, the combined conferences were renamed in honor of Dr. Paris. The annual conference is now known as the Jan Paris Bookfest.

The Department is currently accredited, either separately or as part of larger University entities, by the State Board for Educator Certification (SBEC), the Southern Association of Colleges and Schools (SACS), and the National Council for Accreditation of Teacher Education (NCATE), in collaboration with the American Library Association's American Association of School Libraries (ALA/AASL).

## PROGRAM DEMOGRAPHICS

The number of students drastically increased in the 2011 – 2012 academic year thanks to the support the Department of Library Science received through a grant awarded by the Institute of Museum and Library Services (IMLS) Laura Bush 21<sup>st</sup> Century Librarian Program. The award was for \$898,195 and with matching funds the total came to \$1,016,499. The award allowed the Department to provide paid master's degrees for forty library science graduate students, supply them with a laptop and a Kindle eReader, and fund three trips to conferences at the national, state, and local levels. Applications were accepted to aid in the selection of the 40 graduate students who would be recipients of this award. There were 600 applications received. Because of this huge response, the University offered scholarship funding for those who were not accepted to receive the IMLS monies. The graduate students who received either the IMLS or University funding entered the program at approximately the same time. This caused an increase

in the number of students in the library science program that is noticeable in the 2011 – 2012 academic year. See Table 2.

TABLE 2

*Number of Students in the Library Science Program*

<b>Academic Year</b>	<b>Semester</b>	<b>Number of Students by Semester</b>	<b>Average Number of Students for Academic Year</b>
2010 – 2011	Fall 2010	332	321.66
	Spring 2011	355	
	Summer 2011	278	
2011 – 2012	Fall 2011	194	177.33
	Spring 2012	188	
	Summer 2012	150	
2012 – 2013	Fall 2012	119	116
	Spring 2013	114	
	Summer 2013	115	

Another consequence of the IMLS and University funding of scholarships for students was the slight increase in the number of courses offered. Many of these courses averaged more than twenty students for each section offered in the Spring 2012 and Summer 2012 semesters. Subsequently, a drop in the number of courses offered followed in the 2012 – 2013 academic year as the students graduated with the MLS See Table 3.

TABLE 3

*Number of Courses for the Library Science Program by Academic Year*

<b>Academic Year</b>	<b>Semester</b>	<b>Number of Courses by Semester</b>	<b>Total Number of Courses for the Academic Year</b>
2010 – 2011	Fall 2010	30	97
	Spring 2011	32	
	Summer 2011	35	
2011 – 2012	Fall 2011	23	92
	Spring 2012	31	
	Summer 2012	38	
2012 – 2013	Fall 2012	23	67
	Spring 2013	18	
	Summer 2013	26	

The result from the increase in the number of students and courses offered led to higher numbers of degrees conferred for several semesters. As the students who were recipients of either the IMLS or University scholarships completed the program and graduated, the number of degrees conferred increased significantly. Once all of these students completed the program in the 2010 – 2011 academic year, a drop in the number of degrees conferred is visible for the following 2011 – 2012 academic year. See Table 4.

TABLE 4

*Number of Degrees Conferred by Academic Year*

<b>Academic Year</b>	<b>Semester</b>	<b>Number of Degrees Conferred by Semester</b>	<b>Total Number of Degrees Conferred for the Academic Year</b>
2010 – 2011	Fall 2010	17	156
	Spring 2011	40	
	Summer 2011	99	
2011 – 2012	Fall 2011	28	132
	Spring 2012	55	
	Summer 2012	49	
2012 – 2013	Fall 2012	16	56
	Spring 2013	15	
	Summer 2013	25	

With the rather quick and temporary increase and decrease in the number of graduate students enrolled in the Library Science program because of the scholarship opportunities that were made available by IMLS and the University, the number of core faculty did not change for the 2010 – 2011 and 2011 – 2012 academic years. Adjunct faculty helped to teach the additional courses that were needed to meet the demand at that time. Towards the end of the 2011 – 2012 academic year, one of the library science professors took early retirement. The position was not filled for the following 2012 – 2013 academic year since the number of students in the library science program had dropped after the large influx that was due to the available funding. See Table 5.

TABLE 5

*Number of Core Faculty*

<b>Academic Year</b>	<b>Tenured and Tenure-track Faculty Members</b>
2010 – 2011	7
2011 – 2012	7
2012 – 2013	6

## STUDENT TO FACULTY RATIO

When calculating the student to faculty ratio, the following formula was used. For each of the three most recent years by semester, the average of full-time student equivalent (FTSE)/average of full-time faculty equivalent (FTFE) of core faculty is used to calculate the student to faculty ratio.

TABLE 6

*Student to Faculty Ratio by Academic Year*

<b>Academic Year</b>	<b>Semester</b>	<b>Student to Faculty Ratio by Semester</b>
2010 – 2011	Fall 2010	47.43 : 1
	Spring 2011	50.71 : 1
	Summer 2011	39.71 : 1
2011 – 2012	Fall 2011	27.71 : 1
	Spring 2012	26.86 : 1
	Summer 2012	21.43 : 1
2012 – 2013	Fall 2012	19.83 : 1
	Spring 2013	19.00 : 1
	Summer 2013	19.16 : 1

Each faculty member teaches three courses per semester as that is the requisite teaching load for tenured and tenure-track faculty members who are on the research track. All of the library science faculty members are designated as research track. The student to faculty ratio is higher for the 2010 – 2011 and 2011 – 2012 academic years. The student to faculty ratio for the 2012 – 2013 academic year is much more representative of the program prior to and after the IMLS and University scholarship funding.

### ALIGNMENT OF PROGRAM WITH STATED PROGRAM AND INSTITUTIONAL GOALS AND PURPOSES

The MLS program is aligned with each of the university goals and its mission to provide a “high quality education.” Library science courses have some alignment to the above-mentioned program goals. In addition, the library science program, as a nationally recognized exemplary National Council for Accreditation of Teacher Education (NCATE) and American Association for School Librarians (AASL) program, aligns with the ALA/AASL Standards for Initial Preparation of School Librarians (2010).

The identified factors that might impact the department’s program include the growing competition and offering of online degrees by other institutions. Other factors include budgetary issues related to state funding for schools as well as how school districts trim their budgets to meet the cut in funding. When school districts elect to remove certified librarians from schools in order to replace them with lower-paid paraprofessionals, potential library science students begin to consider choosing another academic path other than a Masters of Library Science for fear there won’t be a job for them when they graduate. In order to combat this issue, the Department of Library Science has taken a proactive role. The library science faculty members are actively visible within the state and national professional organizations. They advocate for the school

librarian profession with teachers, librarians, and administrators to maintain an awareness regarding the importance of endorsed school librarians and their effect on increased scores for students who were administered standardized tests (Texas State Library and Archives Commission, <https://www.tsl.texas.gov/ld/pubs/schlibsurvey/chVsec2.html>)

The Department of Library Science continues to survey the market and have discussions with its students and colleagues to identify needs. In the spring, the department will gather more input from its advisory board about needs and ideas. More information about these factors are explained in Section IX, Recruitment and Marketing Efforts.

## II. PROGRAM ADMINISTRATION

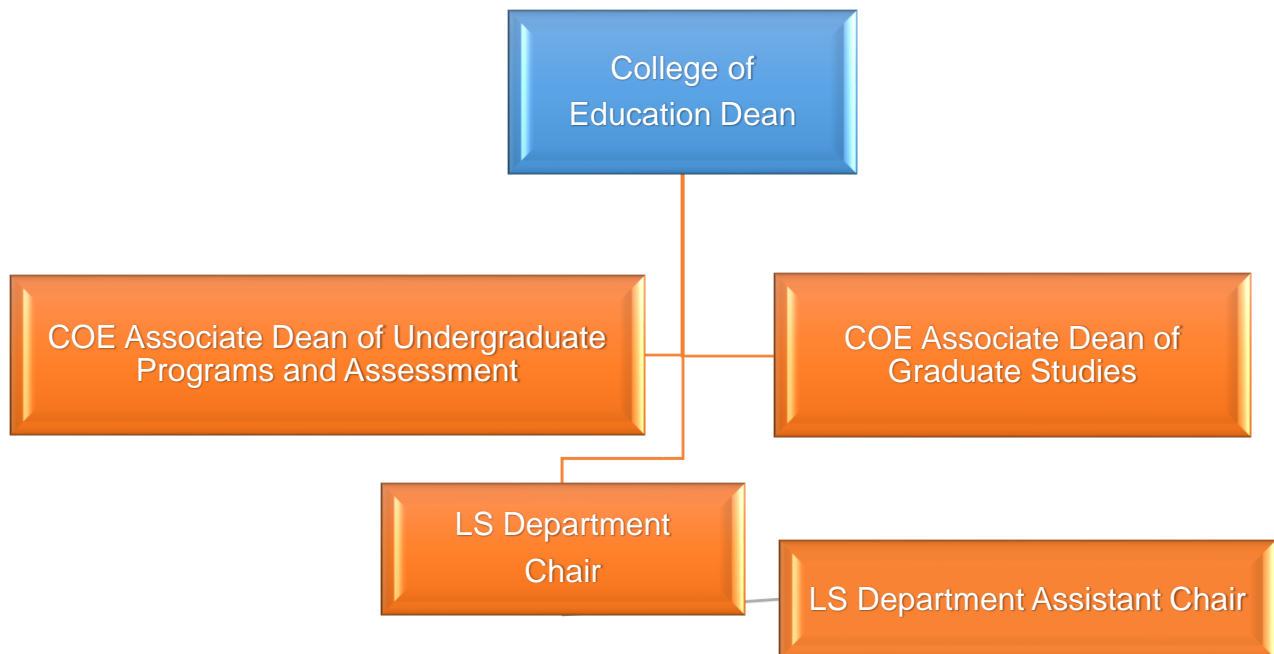
### ADMINISTRATIVE PROCESSES

#### DEPARTMENT OF LIBRARY SCIENCE ADMINISTRATIVE STRUCTURE

The administrative structure for the MLS program includes the college dean, an associate dean of graduate studies, chair of the department, and assistant chair of the department. A flowchart of the organizational structure may be found in Figure 1.

FIGURE 1

*Department of Library Science Organizational Structure*





## PROGRAM ACADEMIC EXPECTATIONS, GUIDELINES, AND POLICIES

The MLS program follows the expectations and guidelines as prescribed by the University, College of Education, and Graduate Studies.

### GRADING SYSTEM

Four grades are given in graduate courses at the University: A, B, C, and F. The designation of X denotes “Incomplete” and is given when the student has not been able to complete the course because of emergency circumstances beyond the student’s control. The circumstances usually prevail over other drop dates and opportunities to withdraw from the course. When the student is given the X mark, it is assumed that the student will be able to finish the course without further instruction or tutoring from the faculty member in charge of the course. Permission to award the mark of X is granted only by the chair of the academic department in conjunction with the recommendation of the instructor. If the student meets the prescribed requirements of the course before the end of the next academic semester (Summer semesters, two sessions, are considered as a unit equivalent to a long semester) after the X is given, the student will receive the grade earned. Otherwise, the mark X will be automatically changed to the grade of F.

Resignations are identified with a mark of W. Resignations are when students decide to withdraw from all of their courses. A different designation is given to those students that want to drop one or more classes without resigning from the university. The mark of Q is given to students who drop courses on or after the 13<sup>th</sup> class day during a semester, or from the fifth class day during a summer session, and prior to the first day for which a letter grade must be assigned. Courses with the mark of Q are not counted as courses attempted, and are not included in

determining grade point averages. The graduate student who elects to drop all courses or resign from the University must notify the Registrar's Office.

### ACADEMIC HONESTY

The University expects students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experience both in and out of the classroom. Acts of academic dishonesty are not tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion (the unauthorized collaboration with another person in preparing work offered for credit), the abuse of resource materials, and/or misrepresentation of credentials or accomplishments. For more information on the academic policies, see <http://www.shsu.edu/syllabus>

### ACADEMIC PROBATION AND SUSPENSION

In order to achieve and remain in academic good standing at Sam Houston State University, a graduate student must maintain an overall grade point average of at least 3.0 (B) on all graduate coursework attempted. A student who earns a total of two grades of C in any combination of courses has his or her graduate status reviewed by a library science graduate advisor, the library science chair of the department, and at least one library science faculty member. This committee considers the advisability of the student's continued enrollment in the library science graduate program. A student who earns three grades of C or one grade of F is terminated from graduate studies. Readmission to graduate studies after termination may be appealed. The final decision regarding readmission rests with the academic dean.

## UNIVERSITY ACADEMIC POLICY MANUAL AND STUDENT GUIDELINES

Sam Houston State University's Academic Policy Manual and Student Guidelines provide specific information pertaining to the educational mission of the University and student conduct. This policy manual is available online at <http://www.shsu.edu/students/guide>.

### MENTORING AND ACADEMIC ADVISING

The chair of the department is responsible for assigning faculty to serve as academic advisors. Currently, the chair and the secretary serve as the academic advisors for all students throughout the program. The MLS program has a prescribed order of courses. When graduate students begin the program, a tentative schedule of coursework that takes them from the beginning to the end of the program is constructed. The graduate students are advised each semester for the courses they should take using DegreeWorks.

DegreeWorks is a web-based, degree-auditing and tracking tool that enables students and academic advisors to monitor progress towards the MLS degree in accordance to University and library science requirements. This tool provides students with the ability to easily view the requirements they have satisfied towards their program, and identify which requirements need to be met. Academic advisors use the Notes section of DegreeWorks to advise students. The Notes provide a timeline of advisement to degree for all parties concerned.

Prior to the advisement that occurs for each semester, the graduate advisor looks at the courses that have been completed and compares this information with the degree plan that is in place and advises accordingly. The academic advisors provides approval for registration for classes each semester. During the program, the academic advisors monitor students' progress in

their coursework and check grades each semester. When the graduate student is in their final semester, the graduate advisors help the graduate student receive clearance for graduation.

A recently created advising resource is the Blackboard Organization group titled LSSL Graduate Students. All library science graduate students and faculty members are included in the organization. This Blackboard tool allows the academic advisors to provide a variety of sources in a course shell available for all. Graduate students receive scheduled updates about procedures that includes registration, reminders of events, and program requirements through this organizational tool.

#### ADMISSION TO THE LIBRARY SCIENCE PROGRAM

The administrative processes for admission are overall efficient and effective for the library science program. Applicants begin their application process by completing the online application through ApplyTexas.org and submitting the application fee. Also, they must submit official transcripts from their degree granting institutions with a GPA of 2.50 or higher. If the GPA is below a 3.0 for the last 60 hours of coursework, the GRE is required. In addition, the Department of Library Science requires an additional program-specific application and a copy of the applicant's valid teacher certificate.

Enrollment Management is the first unit to receive the applications. On average, applications are processed and placed online in about two days. The Office of Graduate Studies accesses the information and adds the information to Hobsons admissions software that helps with communication and enrollment of graduate students. After the information has been added to Hobsons, the following day the Library Science program receives notification that the information is available. The Department processes the application the day it is received. The

process includes a review of the applicant's materials for all necessary components and that the applicant meets the requirements for admission to the program. Once it has been established that the applicant successfully meets the requirements, he or she is sent an informational letter welcoming them to the MLS program.

After the application process is completed and admission to the program is approved, the graduate student is sent an instructive email and letter welcoming them to the Library Science program. The email and letter contain information regarding the online MLS program and the next steps for the new graduate student to complete prior to the first day of class. For example, some of the information in the email includes an attachment of the Library Science degree plan and instructions on how to join LIB\_SCI listserv, one of the ways in which the program communicates with its alumni and graduate students.

The LIB\_SCI listserv is monitored by faculty members and includes both alumni and current graduate students in its membership. It is a place where Library Science faculty share reading lists, program information, and job opportunities. The graduate student is then advised by a Library Science program graduate advisor for the courses for which the graduate student should register. In addition, the graduate advisor adds the graduate student to the LSSL Graduate Students Organization course located in Blackboard.

Currently, there are no changes planned for the application process. The recent addition of Hobsons has provided the tracking system that keeps the entities involved in the application process informed of progress. The ability to track has improved visibility of the application process and provided a means for contacting applicants at strategic points in the application process.

## BARRIERS: ACADEMIC, ADMINISTRATIVE, AND INSTITUTIONAL POLICIES AND PROCEDURES

The following barriers were identified through the completion of this report.

### ACADEMICS

The academic barriers include the recruitment and retention of quality faculty. Within the past three academic years, three faculty members have retired. Two selected to apply for early retirement. These faculty members no longer hold the property right of tenure, but are a part of the teaching faculty as part-time instructors for fall and spring semesters. The third faculty member retired with no further requests for teaching responsibility. With the retirement of three of the seven faculty members, who are considered leaders in their fields, the department has faculty position openings that have yet to be filled by qualified candidates. Currently, the Department is conducting a search for qualified candidates.

### ADMINISTRATION

The administrative barriers in the Library Science program are few. Hobsons admission software is solving the problem related to identifying individual applicants to the Library Science program who are lacking specific documents. In addition, the system has helped to improve the processing of the applicants' paperwork for the Library Science program.

Another barrier is related to the awarding of scholarships to library science graduate students who are eligible for the awards. The administration of the scholarships from the available endowment funds for eligible graduate students has a set timeline that matches the calendar for the College of Education. This is problematic for the Summer I starters. The timeline places them at a disadvantage. With applications for these scholarships only accepted

one time per year with the due date of February 1<sup>st</sup>, graduate students who began their studies with the library science program in Summer I are ineligible for the distribution of scholarship monies because the distribution would occur after they graduate. Typically, library science graduate students complete two courses per semester. The master's program is 36 hours, which if two 3-hour courses are taken per semester (Summer I, Summer II, Fall, Spring, Summer I, and Summer II), the graduate student will complete the program and graduate in August. If they had qualified and had been approved for a scholarship for the next academic year, the graduate students who began their coursework in Summer I would be unable to receive the funding to support any of their coursework because they would have completed the program for degree.

To reduce the scholarship barrier, the University and College of Education have been supportive by offering a one-time scholarship for library science graduate students, including those who begin Summer I. These scholarships have been instrumental in supporting the program's diverse student population, especially Hispanics and African Americans.

## INSTITUTION

Institutional barriers include the transition to the Banner data management system. The change to Banner has presented many challenges for the program in terms of degree plans, graduation, and interaction with the Office of the Registrar and with the Office of Graduate Studies in terms of initial applications. In addition, the Office of Graduate Studies requires applicants to send all records to their office, which they scan into the system. The delay in processing applications has been an ongoing challenge that the department has managed by interacting with graduate studies staff on a regular basis. With the recent reduction in duties as related to enrollment, graduate studies is navigating their new workflow. In addition, Enrollment Management has assumed the initial application process from the Office of Graduate Studies.

Until a solid routine is established and impending changes are completed and reduced, the library science program will need to maintain persistent diligence in obtaining the necessary materials for processing new applicants to the program.

### III. CURRICULUM

#### DESCRIPTION OF THE CURRICULUM

The Master of Library Science (MLS) program is a 36-hour degree program which prepares graduate students for EC-12 school librarianship. Although the degree requirements include a prescribed curriculum of required and elective courses, the master's degree is awarded not solely on the basis of coursework completion. In addition, each library science graduate student is expected to complete an electronic portfolio. For the electronic portfolio students are expected to analyze, synthesize, and evaluate the body of knowledge gained during their courses in the MLS program.

In Texas, to become a certified school librarian, a graduate with a MLS must also have a valid teaching certificate and two years of EC-12 classroom experience prior to taking the TExES School Librarian Certification exam. The exam is based on the educator standards for school librarians. The educator standards for school librarian are:

- I. Learner-centered teaching and learning
- II. Learner-centered library program leadership and management
- III. Learner-centered technology and information access
- IV. Learner-centered library environment
- V. Learner-centered connections to the community



## VI. Learner-centered information science and librarianship

The content of the exam is organized into broad areas of content referred to as domains. Each domain covers one or more of the educator standards for librarianship. Within each domain, the content is further defined by a set of competencies. The domains and competencies are:

### I. Teaching, learning, and the school library environment

a. Educator standards that are assessed: I and IV

b. Competencies:

1. The school librarian understands teaching and learning processes and promotes the integration of curriculum, resources, and teaching strategies to ensure all students' success as creators and users of ideas and information.
2. The school librarian establishes a library environment that enables and encourages all members of the learning community to explore and meet their information needs.

### II. Program management, leadership, and connections to the community

a. Educator standards that are assessed: II and V

b. Competencies:

3. The school librarian understands library program management and acquires, organizes, and manages resources.
4. The school librarian exhibits library program leadership and collaborates within the school and community to promote the success of all students.

- III. Librarianship, information science, and technology
  - a. Educator standards that are assessed: III and VI
  - b. Competencies:
    - 5. The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.
    - 6. The school librarian uses and integrates technology, telecommunications, and information systems to enrich the curriculum, enhance learning and promote the success of the school community.

For more information about the standards for the TExES exam, please visit

<https://www.tsl.texas.gov/ld/schoollibs/sls/index.html> .

In addition to the Texas educator standards, domains, and competencies, the library science program curriculum is aligned with the ALA/AASL Standards for the Initial Preparation of School Librarians (2010), which may be found at

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010\\_standards\\_with\\_rubrics\\_and\\_statements\\_1-31-11.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf) . These standards and their elements are:

#### Standard 1: Teaching for learning

1.1 Knowledge of learners and learning

1.2 Effective and knowledgeable teacher

1.3 Instructional partner

1.4 Integration of twenty-first century skills and learning standards

Standard 2: Literacy and reading

2.1 Literature

2.2 Reading promotion

2.3 Respect for diversity

2.4 Literacy strategies

Standard 3: Information and knowledge

3.1 Efficient and ethical information-seeking behavior

3.2 Access to information

3.3 Information technology

3.4 Research and knowledge creation

Standard 4: Advocacy and leadership

4.1 Networking with the library community

4.2 Professional development

4.3 Leadership

4.4 Advocacy

## Standard 5: Program management and administration

### 5.1 Collections

### 5.2 Professional ethics

### 5.3 Personnel, funding, and facilities

### 5.4 Strategic planning and assessment

The required coursework for the MLS is listed in Table 6. Courses marked with an asterisk (\*) indicate a required course for the certification program as well.

TABLE 7

#### *Library Science Program Required Coursework*

<b>Course Number</b>	<b>Course Title</b>
*LSSL 5330	Collection Development
*LSSL 5332	Organization of Collections
*LSSL 5334	Information Services and Resources
*LSSL 5337	School Library Administration
*LSSL 5360	Literature for Children
*LSSL 5366	Library Internship
LSSL 5367	Research Design and Methodology
*LSSL 5370	School Librarianship

*LSSL 5385	Literature for Young Adults
LSSL 5391	Internet for School Library Media Specialists
LSSL 5396	Computer Science Applications to Librarianship
	+1 elective course

In the past five years, the department has added several new courses to the curriculum in response to the offering of a library science cognate as part of a doctoral degree from other departments in the College of Education. Doctoral courses include:

**LSSL 7337**      *Administration and Leadership Issues in School Librarianship*

**LSSL 7361**      *Literature and Related Materials for EC-12 School Libraries*

**LSSL 7367**      *Research in Library Science*

**LSSL 7370**      *Leadership in Technology and Information Literacy for School Libraries*

Two additional courses are being proposed currently to complement the courses listed above.

**LSSL 7387**      *Library Science Field Study*

**LSSL 7366**      *Library Science Internship/Practicum*

The program is proposing an additional course to address the growing need for library services for the preschool child.

Finally, the program has proposed an undergraduate course as a possible element of the core curriculum. That course has been sent to the coordinating board for consideration.

## APPROPRIATENESS OF THE CURRICULUM

The MLS program has been specifically designed for the preparation of school librarians. Work in all the courses reflects the work library science graduate students will be expected to perform in their role as school librarians. The coursework for the MLS includes the standards and requirements of the state, addresses the standards of the library science accrediting agencies (NCATE and SPA: ALA/AASL), and reflect annual reviews in light of trends, changes, and requirements at the state and national level. The program routinely conducts a survey of employers and graduates in an ongoing effort to ensure library science graduates are fully equipped for their positions upon graduation from the program. An Advisory Board meets with the Department annually to address topics that assist the Department in reviewing, aligning, and revising its curriculum.

## DESCRIPTION OF ELECTRONIC PORTFOLIO

Every graduate program requires a final product for its course of study. Historically, the Department of Library Science has utilized a written comprehensive exam, followed by an oral review and, most recently an electronic portfolio. For the electronic portfolio students are expected to analyze, synthesize, and evaluate the body of knowledge gained during their courses in the MLS program. They are expected to plan on how they will implement each of the five ALA/AASL Standards for the Initial Preparation of School Librarians (2010).

Library science graduate students must be enrolled in a course during the semester that they satisfactorily complete the electronic portfolio. The portfolio is completed during the

student's final semester of coursework. Portfolio is a competency, in lieu of comprehensive examination, that must be completed in order to meet the requirements for the Master of Library Science degree.

The portfolio is completed using LiveBinders, an electronic curator and presentation tool for resources. Library science students are provided with a template portfolio, documents, instructions, and examples to follow as they work on their electronic portfolio. To access the LSSL Portfolio Suggestions, Tips, Resources LiveBinder, go to <http://livebinders.com/edit?id=148978>. To access the LSSL Portfolio Template LiveBinder, go to <http://livebinders.com/edit?id=204820>. Both required the same access code: "portfolio key."

The format for the portfolio is divided into five sections. Each section addresses one of the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). For each section, the student provides anecdotal evidence for each of the elements, a narrative describing the evidence as related to the element, and an action plan. Upon completion of the electronic portfolio, the students submit their unique LiveBinder URL and password for review by the library science faculty. A grade of pass or fail is assigned to each portfolio. If a student fails the requirement of portfolio, he or she must register for an additional course the following semester in order to resubmit an improved electronic portfolio to be re-assessed.

## ACCREDITATIONS

The Department of Library Science is accredited by the National Council for Accreditation of Teacher Education (NCATE/CAEP) as part of the College of Education. Accreditation is also granted through the Southern Association of Colleges and Schools (SACS).

Accreditation received through NCATE and SACS assist the master's program in monitoring and sustaining state, federal, and institutional standards of quality educational standards. The NCATE Standards can be located at the following website:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf> . Additionally, the library science program has been acknowledged as a nationally recognized school librarian preparation program for the last 15+ years.

## IV. FACULTY

Faculty members in the library science program are involved in an array of research, service, and grant writing projects. Students are advised and taught by faculty who are leaders in their fields. At this time, the MLS program has a small faculty. There are 5 full-time faculty members and a handful of adjunct instructors. Each faculty member, therefore, must serve in a myriad of capacities and roles. In addition to serving on all departmental committees (curriculum, facilities, etc.), each member serves on 2-3 college committees. Additionally, several of the faculty serve on university committees. All members of the library science program faculty are on the research track at the University. Thus, their normal teaching load is three courses in fall and spring, and two courses each summer semester (summer employment is not guaranteed nor is it required of full-time faculty; however, demand generally necessitates full summer loads for tenured and tenure-track faculty). In addition to teaching, full-time faculty must meet the standards for research and scholarship of service.



## CREDENTIALS

The following charts include the credentials for the full-time faculty in the Department of Library Science.

Faculty Memer Name & Rank	Mary Ann Bell
Degrees	Ed.D. in Curriculum & Instruction, Baylor University; MLS, Sam Houston State University; B.S. in English and Secondary Education, Baylor University
Appropriateness of degrees	Teaching library science courses: School Librarianship, Information Services and Resources, Internet for School Media Specialists
Publications	<p>Bell, M., Van Roekel, J., &amp; Weimar, H. (2013). <i>School librarians and the technology department: A practical guide to successful collaboration</i>. ABC-CLIO.</p> <p>Bell, M. (2011). Native knowledge: Knowing what they know... and learning how to teach them the rest. <i>Dancing with Digital Natives: Staying in Step with the Generation that Is Transforming the Way Business Is Done</i>. Medford, NJ: Information Today Press.</p> <p>Bell, M. (2011, August/September). Terrific tried and true techie teachers! <i>Internet@School</i>.</p>
External Grants	Bell, M. (2009-2010). Institute of Museum and Library Sciences (IMLS) Laura Bush 21 <sup>st</sup> Century Grant. IMLS funding: \$330,746
Presentations	<p>Bell, M., &amp; Weimar, H. (2013, October). Online badges and students. <i>Internet Librarian Conference</i>, Monterey, CA.</p> <p>Bell, M., &amp; Weimar, H. (2013, February). Can't we all just get along? TEA Region 5 Conference. Beaumont, TX.</p> <p>Bell, M., &amp; Weimar, H. (2012, October). Can't we all just get along? <i>Internet Librarian Conference</i>, Monterey, CA.</p> <p>Bell, M. (2011, October). Down with techno-fear! Positive steps to counter negative times. <i>Internet Librarian Conference</i>, Monterey, CA.</p>

	Bell, M. (2010, October). What do kids really know about technology? <i>Internet Librarian Conference</i> , Monterey, CA.
Awards/Recognitions	College of Education, Sam Houston State University, Grantsmanship Award, 2008. Awarded by the College.
Service to the Profession	Texas Computer Education Association, President of Librarians SIG Group, 2011-2012 Delta Kappa Gamma Honorary Educators Association, 2002-present
Professional Experience	Part-time faculty, Department of Library Science, 2014 – present Assistant Chair/Professor, Department of Library Science, 2011-2013; Chair/Associate Professor, Department of Library Science, 2008-2011, Sam Houston State University; Associate Professor, Department of Library Science, 2006-2009, Sam Houston State University; Assistant Professor in Library Science, 2000-2006, Sam Houston State University;

<b>Faculty Member Name &amp; Rank</b>	<b>Rosemary Chance, Associate Professor</b>
Degrees	Ph.D. in Library Science, Texas Woman's University; MLS, Texas Woman's University; MLS, Sam Houston State University; BA in English, Texas A & I at Kingsville
Appropriateness of degrees	Teaching library science graduate courses: Collection Development, Literature for Children, Literature for Young Adults, School Library Administration; ALA/NCATE SPA Report Writer
Publications	Chance, R. (2014). <i>Young adult literature in action: A librarian's guide</i> . 2 <sup>nd</sup> ed. Westport, CT: Libraries Unlimited. Chance, R. & Sheneman, L. (2012). <i>Crash course in family literacy programs</i> . Westport, CT: Libraries Unlimited.

	<p>Chance, R. (2013, February). <i>National recognition report: Initial preparation of school library media specialists</i>. NCATE/ALA/AASL. Nationally Recognized SPA.</p> <p>Chance, R., &amp; Lesesne, T. (2012, June). Rethinking reading promotion: Old school meets technology. <i>Teacher Librarian: The Journal for School Library Professionals</i>, 39(5), 26-28.</p> <p>Chance, R. (2011, December). Adult audio books for teen girls on the brink of womanhood. <i>VOYA (Voice of Youth Advocates)</i>, 34(5), 474-475.</p> <p>Chance, R. (2011, January). Young Adults' Choices: A Popular List of Outstanding Novels. <i>California English</i>, 16(3), 18-19.</p>
External Grants	None
Presentations	<p>Chance, R. "Family Literacy Events Made Easy." Jan Paris Bookfest, The Woodlands, Texas, September 28, 2013.</p> <p>Chance, R., &amp; Lesesne, T. "100 New Children's Books You Should Know." Texas Library Association Annual Conference, Fort Worth, Texas, April 25, 2013.</p> <p>Chance, R., &amp; Lesesne, T. "New Books for Teens and Some Tweens Too." Texas Library Association Annual Conference, Fort Worth, Texas, April 25, 2013.</p> <p>Chance, R., &amp; Lesesne, T. "Let the Heart of a Book Touch the Heart of a Child." College of Education, Sam Houston State University, Huntsville, Texas, February 14, 2013.</p> <p>Chance, R. "Celebrate with a Family Literacy Event." Sixth Annual Iowa Small Libraries Online Conference, January 17, 2013.</p> <p>Chance, R., &amp; Lesesne, T. "Collapsing Boundaries: Being Hit by Blurred Genres." Young Adult Literature Symposium, St. Louis, Missouri, November 4, 2012.</p> <p>Chance, R. "Celebrate with a Successful Family Literacy Event!" Association for Rural &amp; Small Libraries, Raleigh, North Carolina, September 29, 2012.</p> <p>Chance, R., &amp; Sheneman, L. "What a Night! Turn the Page of Family Literacy from Passive to Active." American Association of School Librarians 15<sup>th</sup> National Conference and Exhibition, Minneapolis, Minnesota, October 19, 2011.</p>

Awards/Recognitions	None
Service to the Profession	ALSC/ALA Notable Children's Books Committee, 2012 and 2013.
Professional Experience	Associate Professor, Department of Library Science, 2012-2014, Sam Houston State University;  Assistant Professor, Department of Library Science, 2006-2011, Sam Houston State University

<b>Faculty Member Name &amp; Rank</b>	<b>Jennifer Crispin, Assistant Professor</b>
Degrees	Ph.D. in Information Science and Learning Technologies (Library Science), University of Missouri-Columbia
Appropriateness of degrees	Teaching library science graduate courses: Organization of Collections; Literature for Young Adults
Publications	Gerber, H., Lesesne, T.S., & Crispin, J. (2012, Spring/Summer). Making the familiar strange and the strange familiar: Using New Literacies to Promote Lifelong Learning. <i>English in Texas</i> .
External Grants	None
Presentations	Presentation: Negotiating the social organization of school library work. International Association of School Librarians. Abano Terme, Italy. September 2009.
Awards/Recognitions	Recipient of Beta Phi Mu Eugene Garfield Doctoral Dissertation Fellowship, 2009
Service to the Profession	ALISE representative for Department of Library Science, 2010-2011
Professional Experience	Assistant Professor, Department of Library Science, 2009-2011, Sam Houston State University

Faculty Member Name & Rank	Joanna F. Fountain, Assistant Professor
Degrees	<p>Ph.D. in Library Management and Bilingual Education, Texas Woman's University;</p> <p>MLS in Library Science, University of Texas at Austin;</p> <p>B.A. in Spanish and Library Science with French minor, Syracuse University</p>
Appropriateness of degrees	Teaching library science graduate courses: Organization of Collections; Research Design and Methodology
Publications	<p>Fountain, J. F. (In Press). <i>Subject headings for school and public libraries = Encabezamientos de materia para bibliotecas escolares y públicas</i> (4th ed.). Westport, Conn.: Libraries Unlimited.</p> <p>Intner, S. I., Fountain, J. F. &amp; Weihs, J. (Eds.). (2010). <i>Cataloging correctly for kids: An introduction to the tools</i> (5th ed.). Chicago, Ill.: American Library Association.</p> <p>Intner, S. I., Fountain, J. F. &amp; Weihs, J. (Eds.). (2010). <i>Cataloging correctly for kids: An introduction to the tools, 5th ed.</i> Electronic ed. <a href="http://www.alastore.ala.org/detail.aspx?ID=3134">http://www.alastore.ala.org/detail.aspx?ID=3134</a></p>
External Grants	Principal Investigator: ACCESO: Improving Library Access for Spanish Speakers. Institute of Museum and Library Services, Laura Bush 21st Century Librarian Program, Early Career Development Program. June 2011. Funding: \$324,691.
Presentations	<p>Fountain, J. F. (2012). <i>Subject headings for school and public libraries, bilingual fourth edition</i>. Libraries Unlimited.</p> <p>Fountain, J. F. (2010). <i>Sources of subject headings in various languages</i>. Presented at Serving Non-English Speaking and Pre-literate Children: How Cataloging Can Help, Cataloging and Classification Section, Committee on Cataloging of Children's Materials, Washington, D.C. (Invited)  <a href="http://presentations.ala.org/index.php?title=Sunday,_June_27#Serving_Non-English_Speaking_and_Pre-literate_Children:_How_Cataloging_Can_Help">http://presentations.ala.org/index.php?title=Sunday,_June_27#Serving_Non-English_Speaking_and_Pre-literate_Children:_How_Cataloging_Can_Help</a></p> <p>Fountain, J. F. (2010) <i>Subject cataloging: The essentials</i>. Presented at Texas Library Association, Annual Conference. San Antonio, Tex. (Invited)</p>

Awards/Recognitions	Amazing Librarian Award, Library Special Interest Group, Texas Computer Education Association (TCEA)
Service to the Profession	Participation in the Pan American Round Table of Austin (Diversity activity)  Convener, “Stars of Texas” providing volunteer database management of “SchoolCat,” Texas’ P-12 union catalog
Professional Experience	Assistant Professor in Library Science, 2005-2011, Sam Houston State University

<b>Faculty Member Name &amp; Rank</b>	<b>Tricia Kuon, Assistant Professor</b>
Degrees	Ph.D. in Curriculum & Instruction, University of Wyoming; M.S. in Education/School Library Media, University of Wyoming; B.S. in Elementary Education, University of Wyoming
Appropriateness of degrees	Teaching in library science under-graduate courses: Information Access Strategies, Literature and Related Materials for Children; Teaching in library science graduate courses: Introduction to School Librarianship, Computer Science Applications to Librarianship, Literature for Children, School Library Administration, Master’s Seminars: Storytelling, Current Trends in Literature and Related Materials for Children and Young Adults/Conference Class, Programming for the School Library, Internship for School Librarians, Directed Professional Study; Jan Paris Bookfest Coordinator, TExES remediation liaison
Publications	Kuon, T. & Weimar, H. (2013). Top 10 best practices for online teaching. <i>Performance Assessment for Leadership Research Journal Online</i> .  Kuon, T.A. & Weimar, H. (2012). <i>How does your boss see you? Proof that principals value librarians</i> . <i>School Library Journal</i> , 58:9. pp. 36-39.  Kuon, T. (2011). The Jetson’s have arrived. In K. Fontichiaro & B. Hamilton (Eds.), <i>School libraries: What’s now, what’s next, what’s</i>

	<p><i>yet to come</i> (pp. 13-14). Retrieved from <a href="http://www.smashwords.com/books/view/96705">http://www.smashwords.com/books/view/96705</a>.</p> <p>Kuon, T. &amp; Weimar, H. (2009). Wake up Sleeping Beauty: Strong heroines for today's youngest women. <i>Advancing Women in Leadership</i>, <a href="http://advancingwomen.com/awl/awl_wordpress/">http://advancingwomen.com/awl/awl_wordpress/</a>.</p>
External Grants	<p>“South Texas Project for School Librarians,” Institute of Museum and Library Services Laura Bush 21<sup>st</sup> Century Program Grant, 2009-2011. IMLS funding: \$898,195. Principal Investigator: Weimar, H. A. (Sam Houston State University). Co-PI: Kuon, T. (Sam Houston State University).</p> <p>Hoffman, F., Sheneman, L. &amp; Kuon, T. (2010-2011). South Texas Literacy Project, Congressional Earmark, \$250,000.</p>
Presentations	<p>Kuon, T., &amp; Weimar, H. (2013, November). Game on: Using the latest and greatest to entice patrons and promote literacy. <i>American Association of School Librarians 16<sup>th</sup> Annual Conference &amp; Exhibition</i>, Hartford, CT.</p> <p>Kuon, T., &amp; Weimar, H. (2013, April). The library Avengers: What we do and why it matters. <i>Texas Library Association Annual Conference</i>, Fort Worth, TX.</p> <p>Kuon, T., &amp; Weimar, H. (2012, February). Administrator perceptions of school librarians. <i>Region V Expo</i>, Silsbee, TX.</p> <p>Sheneman, L., Weimar, H., &amp; Kuon, T. (2011, April). Implementing the Kindle as a textbook platform with students. <i>Texas Library Association Annual Conference</i>, Austin, TX.</p> <p>Kuon, T., &amp; Weimar, H. (2011, March). Portrayals of women in fairy tales. <i>Women's Research Forum</i>. Sam Houston State University</p> <p>“Administrator Perceptions Versus Librarian Realities,” American Association of School Librarians 15<sup>th</sup> National Conference and Exhibition, October, 2011, Minneapolis, Minnesota.</p> <p>Kuon, T. (2010, November). Pleeeaaasssseeeee tell me a story: How storytelling gets kids excited about reading. <i>Jan Paris Bookfest</i>, Corpus Christi, TX.</p> <p>Weimar, H., &amp; Kuon, T. (2010, August). How to write and win a large grant. <i>Rising Stars of the College of Education</i>, Sam Houston State University.</p>

Awards/Recognitions	2010 Grantsmanship of the Year Award, College of Education, Sam Houston State University
Service to the Profession	<p><i>Knowledge Quest</i>, Editorial Board, 2013-present</p> <p>Keller Independent School District, Strategic Planning Committee, 2013-present</p> <p>Texas Library Association Advocacy &amp; Legislation Committee, 2012-present</p> <p>Coordinator, Jan Paris Bookfest, 2011-present</p> <p>TEExES remediation instructor, 2012-present</p>
Professional Experience	Assistant Professor in Library Science, 2007-present, SHSU

<b>Faculty Member Name &amp; Rank</b>	<b>Teri S. Lesesne, Professor</b>
Degrees	<p>Ed.D. in Language, Literature and Reading, 1991, University of Houston</p> <p>M.Ed. in Curriculum and Instruction, 1984, University of Houston</p> <p>B.A. in English Education, 1976, University of Houston</p>
Appropriateness of Degrees	Teaching library science graduate courses in children's and young adult literature.
Publications, Presentations, and Artistic Endeavors	<p>Lesesne, T. S. (2013). Tell me a (real) story: The demand for literary nonfiction. <i>The ALAN Review</i>, 41:1, pp. 64-69.</p> <p>Lesesne, T. S. &amp; Cox, E. (2013). How to locate great nonfiction. <i>Educational Leadership</i>, 71:3, pp. 26-27.</p> <p>Lesesne, T.S. (2013). The un-common piece of Common Core: The librarian. <i>VOYA</i>, 35:6, pp. 536-537.</p> <p>Lesesne, T. S., &amp; Perry, K. (2013). Haunted histories: Creepy castles, dark dungeons, and powerful places. <i>English in Texas</i>, 42:2, pp. 27-30.</p>



	<p>Gerber, H. R. &amp; Lesesne, T.S. (2013). In defense of young adult texts: Learning through the fan-driven spaces of YAL. <i>SIGNAL</i>, 35:3, pp. 21-28.</p> <p>Lesesne, T. S. &amp; Hynes, J., &amp; Warnock, J. (2013). Under attack: The right to read. <i>VOYA</i>, 36:1. pp. 626-628.</p> <p>Lesesne, T. S. (2013). Reading with our ears: An Odyssey for all. <i>YALS (Young Adult Library Services)</i>, 11:32, pp. 30-33.</p> <p>Lesesne, T., &amp; Perry, K. (2012). Text of note: Haunted histories: creepy castles, dark dungeons, and powerful places. <i>English in Texas</i>, 42(2), 27-30.</p> <p>Lesesne, T.S. (2012). Review of <i>Under the mesquite</i> by Guadalupe Garcia McCall in <i>SIGNAL</i>, 35:1. p.45.</p> <p>Lesesne, T. S. (2012). Sharing the wealth: Committee members pass along books. <i>VOYA</i>, 35:1, pp. 30-31.</p> <p>Lesesne, T.S. with Gerber, H, &amp; Crispin, J. (2011). Making the familiar strange and the strange familiar: Using new literacies to promote lifelong reading. <i>English in Texas</i>, 42:1, pp. 71-75.</p> <p>Lesesne, T.S. (2012). Review of <i>Feedback</i> by Robison Wells. <i>VOYA</i>, 35:4, p. 390.</p> <p>Lesesne, T.S. (2012). Review of <i>My super sweet sixteenth century</i> by Rachel Harris. <i>VOYA</i>, 35:5, pp. 485.</p> <p>Lesesne, T.S. (2012). Review of <i>Endangered</i> by Eliot Schrefer. <i>VOYA</i>, 35:5, pp. 475.</p> <p>Lesesne, T. S. (2011). Selecting books for teens: The more the merrier. <i>California English</i>, 16:3, pp. 13-16.</p> <p>Lesesne, T. S. (2011). Review of <i>Spotting for Nellie</i> by Pamela Lowell in <i>SIGNAL</i>, 34:1, p. 92.</p> <p>Lesesne, T. S. (2011). Review of <i>Poser</i> by Sue Wyshynski in <i>SIGNAL</i>, 34:1, p. 86.</p> <p>Lesesne, T. S. (2011). Lessons in listening: Reflections on the listening experience. <i>VOYA</i>, 34:1. Pp. 44-46.</p>
--	---

Lesesne, T. S. (2010). *Reading Ladders: Leading Readers from Where They Are to Where We'd Like Them to Be*. Portland, ME: Heinemann.

Lesesne, T. S. (2010). Review of *A Million Shades of Gray* by Cynthia Kadohata. *VOYA*, 32:6. p. 495.

Lesesne, T. S. (2010). Review of *Undead Much?* By Stacey Jay. *VOYA*, 32:6, p. 508.

Lesesne, T. S. (2010). Review of *Dragon Flight* by Jessica Day George. *SIGNAL*, 33:1, p. 30.

Lesesne, T. S. (2010). Review of *Before I Fall* by Laurie R. King. *VOYA*, 33:1, pp. 60.

Lesesne, T. S. (2010). *Making the Strange Familiar and the Familiar Strange: Out of the Ordinary Audiobooks*. *VOYA*, 33:1, pp. 50-52.

Lesesne, T. S. (2010). Review of *Raising thinking children and teens: Guiding mental and moral development* by Angela Browne-Miller. *VOYA*, 33:2, p. 184.

Lesesne, T. S. (2010). *Fall-ing into audiobooks: Starting off the school year with new ears*. *VOYA*, 33:3, pp. 232-235.

Lesesne, T. S. (2010). Review of *Brilliant* by Rachel Vail in *VOYA*, 33:3, p. 258.

Lesesne, T. S. (2010). Review of *Metatropolis* edited by John Scalzi in *VOYA*, 33:3, p. 272.

Lesesne, T. S. (2010). A Text of Note. *English in Texas*, 40:1, pp. 7-9.

Lesesne, T. S. (2010). Review of *A Ghost in the Machine* by Patrick Carman in *SIGNAL*, 33:2, p. 70.

Lesesne, T. S. (2010). Reflections on the writing of Edmund J. Farrell in *Living the English Profession*. pp. 153-154. Spring, TX: Absey and Company.

Lesesne, T. S. (2010). The long and the short of it: Different purposes in listening. *VOYA*, 33:5, pp. 439-441.

	Lesesne, T. S. (2010). Review of <i>Beatle Meets Destiny</i> in <i>VOYA</i> , 33:5, p. 464.
External Grants	N/A
Service to the Profession	<p>Cybils Judge – Children’s and Young Adult Bloggers’ Literary Awards, 2012-13</p> <p>Audies Judge – Audio Publishers Association Award, 2009– Present</p> <p>Chair, Morris Award, YALSA, 2012</p> <p>Chair, Odyssey Committee, YALSA/ALSC, 2013</p> <p>AEWalden Award, ALAN, Member, 2009-2010</p> <p>AEWalden Award, ALAN, Chair, 2010-11</p> <p>Executive Secretary, Assembly on Literature for Adolescents of NCTE, 2010-2015</p> <p>Representative to USBBY from NCTE, 2010-11</p> <p>Instructor, YALSA Online courses, 2007-present</p> <p>Member, YALSA Excellence in Nonfiction Committee, 2010-11</p> <p>Member, YALSA Preconference Planning Committee, 2010-11</p> <p>Chair, Standing Committee on Censorship, NCTE, 2008-2011</p>
Selected Presentations	<p>Lesesne, T. &amp; Perry, K. (2013, June). Igniting the love of reading. Central Texas Writing Project &amp; Central Texas Council of Teachers of English Joint Conference. Round Rock, TX.</p> <p>Lesesne, T. &amp; Chance, R. (2013). PACE Workshop, Sam Houston State University, February 14, 2013.</p> <p>Lesesne, T. (2013). <i>What Librarians Make</i>. Region V Librarian Conference.</p> <p>Lesesne, T. (2013). <i>Kindling a Love of Reading</i>. Write to Learn (Missouri Association of Teachers of English).</p>

	<p>Lesesne, T. &amp; Chance, R. (2013). <i>100 books in 100 minutes: Can it be done?</i> Texas Library Association Conference.</p> <p>Lesesne T. &amp; Chance R. (2013). <i>Hot off the press: Great new books for teens and tweens, too.</i> Texas Library Association.</p> <p>Lesesne, T. (2013). <i>Leading to Reading.</i> International Reading Association Conference.</p> <p>Lesesne, T. (2013). <i>Applications.</i> Iowa Council of Teachers of English.</p> <p>Lesesne, T. (2013). <i>Tools of the trade.</i> Region X and Region XV service centers.</p> <p>Lesesne, T. &amp; Gerber H. (2013). <i>Evolution and revolution in literature and literacies.</i> European Reading Council. Stockholm, Sweden.</p> <p>Lesesne, T. (2012). <i>We have books for everyone.</i> Keynote speech. ALAN/NCTE.</p> <p>Lesesne, T. (2012). <i>Censorship: It's not a black and white issue.</i> NCTE.</p> <p>Lesesne, T. (2012). <i>Books about bullying.</i> NCTE.</p> <p>Lesesne, T. &amp; Chance, R. (2012). <i>Hot off the press: New books for teens and tweens, too.</i> Texas Library Association Conference.</p> <p>Lesesne, T. (2012). <i>The changing landscape of literature and literacy.</i> Region X ESC.</p> <p>Lesesne, T. (2011). <i>Meeting standards with best practices.</i> Utah Council of Teachers of English.</p> <p>Lesesne, T. (2011). <i>Best new books.</i> Heinemann Institute, San Antonio.</p> <p>Lesesne, T. &amp; Miller, D. (2011). <i>Literacy in action.</i> Region XV ESC.</p> <p>Lesesne, T. (2010). <i>Naked reading: Working with Tweens.</i> San Diego county librarian's staff development.</p>
--	--

	<p>Lesesne, T. (2010). <i>The librarian's role in reading</i>. TCEA Library SIG speech.</p> <p>Lesesne, T. (2010). <i>Making the match: The right book for the right reader at the right time</i>. Hawaii Council of Teachers of English.</p> <p>Lesesne, T. (2010). <i>TARGET-ing readers</i>. Missouri Association of School Librarians.</p> <p>Lesesne T. &amp; Chance, R. (2010). <i>Censorship: The mind you close may be your own</i>. YALSA Literature Symposium.</p>
Awards and Recognitions	TCTELA Teaching Award, 2013
Professional Experience	Professor, SHSU, 2010-present

<b>Faculty Member Name &amp; Rank</b>	<b>Karin Perry, Assistant Professor</b>
Degrees	<p>Ph.D. in Instructional Leadership and Academic Curriculum – English Education from The University of Oklahoma</p> <p>Master of Library and Information Science from The University of Oklahoma</p> <p>Bachelor of Science in Education from The University of Central Oklahoma</p>
Appropriateness of degrees	Teaching library science graduate courses: Collection Development, Organization of Collections, Information Services and Resources, Literature for Children, Library Internship, Research Design and Methodology, Literature for Young Adults, Internet for School Librarians.
Publications	Perry, K. (2014). Science fiction. <i>Young adult literature in action: A librarian's guide</i> . Santa Barbara, CA: ABC-CLIO.

	<p>Perry, K. (2013). Literacy and technology: A historical view. <i>Technological Tools for the Literacy Classroom</i>. Hershey, PA: IGI Global.</p> <p>Perry, K. (2013). What's on Karin's iPod? <i>VOYA</i>, 36 (5), 46 – 50.</p> <p>Perry, K. (2013). Spotlight on a narrator. <i>VOYA</i>, 36(3), 48 – 50.</p> <p>Perry, K. (2013). Do you read books? <i>Young Adult Library Services</i>, 11(4), 46 – 50.</p> <p>Perry, (2013). A manner of speaking. <i>VOYA</i>, 36(1), 650 – 652.</p> <p>Lesesne, T., &amp; Perry, K. (2012). Text of note: Haunted histories: creepy castles, dark dungeons, and powerful places. <i>English in Texas</i>, 42(2), 27-30.</p> <p>Perry, K. (2012). The Author Visit That Should Have Been. <i>True Stories of Censorship Battles in America's Libraries</i>. Chicago: American Library Association.</p> <p>White, S., Krieger, C. &amp; Perry, K. (2012). Digital Literacies: Virtual Learning Communities and Curriculum Renovation. In P. Resta (Ed.), <i>Proceedings of Society for Information Technology &amp; Teacher Education International Conference 2012</i>, 4116-4119.</p> <p>Crispin, J., &amp; Perry, K. (2012). Text of note: Chopsticks by Jessica Anthony and Rodrigo Corral. <i>English in Texas</i>, 42(1), 28-30.</p> <p>Perry, K. (2012). Can you keep a secret? <i>VOYA</i>, 35(5), 450-451.</p> <p>Perry, K. (2012). Want a pick-me-up? Don't listen to these. <i>VOYA</i>, 35(3), 244-246.</p> <p>Perry, K. (2012). Love is in the ear. <i>VOYA</i>, 35(1), 42-44.</p> <p>Perry, K. (2012). When technology goes wrong. <i>VOYA</i>, 34(6) 548-549.</p>
--	---

	Perry, K. & Krieger, C. (2010). Collaboration in Young Adult Literature: Examples and Practical Applications. <i>English Journal</i> , (May).
External Grants	IMLS Grant – iLibrarian: Preparing School Librarians for Mobile Learning \$497,577 (pending)
Presentations	<p>Alaniz, C., Lesesne, T., Miller, D. &amp; Perry, K. (2014, February). Relevance, Relationships, and Reading. <i>Texas Council of Teachers of English Language Arts Annual Conference</i>. Corpus Christi, TX.</p> <p>Perry, K. (2014, February). Sci Fi for the Non-Sci Fi Fans. <i>Texas Council of Teachers of English Language Arts Annual Conference</i>. Corpus Christi, TX.</p> <p>Perry, K. &amp; White, S. (2013, October). Mobilizing Your Online Community. <i>Association for the Advancement of Computing in Education – E-learn Conference</i>. Las Vegas, NV.</p> <p>Perry, K. (2013, October). Incorporating Apps into Literature Assignments. <i>Technology and Curriculum Conference of Aldine</i>. Houston, TX.</p> <p>Lesesne, T. &amp; Perry, K. (2013, June). Igniting the love of reading. <i>Central Texas Writing Project &amp; Central Texas Council of Teachers of English Joint Conference</i>. Round Rock, TX.</p> <p>Perry, K. (2013, February). What’s New in Young Adult Literature? <i>Library and Literacy Expo 2013</i>. Beaumont, TX.</p> <p>Perry, K. (2012, November). Using virtual learning communities to ignite student engagement. <i>National Council of Teachers of English Annual Conference</i>. Las Vegas, NV.</p> <p>Perry, K. (2012, November). Using social networking, web 2.0, and e-readers to engage students. <i>YALSA’s Young Adult Literature Symposium</i>. St. Louis, MO.</p> <p>Perry, K. (2012, April). Sci-fi for teens and tweens who don’t like sci-fi. <i>The University of Southern Mississippi Children’s Book Festival</i>. Hattiesburg, MS.</p> <p>Perry, K. (2012, February). Sci-fi for teens and tweens who don’t like sci-fi. <i>Region 5 Library Expo</i>, Silsbee, TX.</p> <p>Perry, K. (2011, November). Sci-fi for teens and tweens who don’t like sci-fi. <i>Jan Paris Book Fest</i>, San Antonio, TX.</p>

	Perry, K. (2010, November). Pretend it doesn't exist, and it won't go away: Cliques, bullying, and racism. <i>National Council of Teachers of English Annual Conference</i> . Orlando, FL.
Awards/Recognitions	None
Service to the Profession	<p>Cybils Judge – Children’s and Young Adult Bloggers’ Literary Awards, 2013</p> <p>Audies Judge – Audio Publishers Association Award, 2011 – Present</p> <p>YALSA Quick Picks for Reluctant Young Adult Readers Committee 2012 and 2013</p> <p>AASL Blog Committee 2013 – 2015</p> <p>ALAN (Assembly on Literature for Adolescents of NCTE) Membership Secretary 2012 - Present</p> <p>YALSA Midwinter Paper Committee 2013</p> <p>YALSA Teen Read Week Committee 2013 – 2014</p>
Professional Experience	2011 – Present, Assistant Professor, Department of Library Science, SHSU

<b>Faculty Member Name &amp; Rank</b>	<b>Holly Weimar, Associate Professor/Chair</b>
Degrees	<p>Ed.D. in Curriculum and Instruction, University of Houston;</p> <p>MLS, Sam Houston State University;</p> <p>B.S. Ed. in Elementary Education, Stephen F. Austin State University</p>
Appropriateness of degrees	Teaching library science graduate courses: Library Internship; Computer Science Applications to Librarianship; Directed Individual Study in Library Science; Special Topics in Library Science; Organization of Collections I; Instructional Design and Library Media Production; Internet for School Librarians



Publications	<p>Bell, M. A., Van Roekel, J. &amp; Weimar, H. (2013). <i>School librarians and the technology department: A practical guide to successful collaboration</i>. Santa Barbara, CA: Libraries Unlimited.</p> <p>Weimar, H., &amp; Kuon, T. (2013, Spring). What are some of the best practices for online teaching? <i>Performance Assessment for Leadership (PAL) Educational Research Journal</i>. Retrieved from <a href="http://www.shsu.edu/~edu_pal/publications.htm">http://www.shsu.edu/~edu_pal/publications.htm</a></p> <p>Kuon, T., &amp; Weimar, H. (2012, September). How does your boss see you? <i>School Library Journal</i>, 58(9), pp. 36-39.</p> <p>Weimar, H. (2011). Living in the material world? Well, virtually I am. In K. Fontichiaro &amp; B. Hamilton (Eds.), <i>School libraries: What's now, what's next, what's yet to come</i>. Smashwords. Retrieved from <a href="http://www.smashwords.com/books/view/96705">http://www.smashwords.com/books/view/96705</a></p>
External Grants	<p>South Texas Project (STP) for School Librarians. Program development grant funded by the Institute of Museum and Library Services, Laura Bush 21<sup>st</sup> Century Grant. IMLS funding: \$898,195. Principal Investigator: Weimar, H. A. (Sam Houston State University). Co-PI: Kuon, T. (Sam Houston State University).</p>
Presentations	<p>Kuon, T., &amp; Weimar, H. (2013, November). Game on: Using the latest and greatest to entice patrons and promote literacy. <i>AASL 16<sup>th</sup> National Conference &amp; Exhibition</i>, Hartford, CT.</p> <p>Bell, M. A., &amp; Weimar, H. (2013, October). I'll show you mine if you show me yours, badging that is. <i>Internet@Schools at Internet Librarian 2013</i>, Monterey, CA.</p> <p>Claes, J., Hawamdeh, S., Jeng, L. H., Roy, L., and Weimar, H. (2013, April). Library education vs. library practice: Are we truly preparing the next generation? <i>Texas Library Association Annual Conference</i>, Fort Worth, TX.</p> <p>Grissom, S., Kuon, T., Patrick, G. D., &amp; Weimar, H. (2013, April). School library avengers: A Model for</p>

	<p>advocacy. <i>Texas Library Association Annual Conference</i>, Fort Worth, TX.</p> <p>Bell, M. A., &amp; Weimar, H. (2012, October). School Librarian/Tech Specialist collaboration. <i>Internet@Schools at Internet Librarian 2012</i>, Monterey, CA.</p> <p>Kuon, T., Weimar, H., &amp; Sheneman, L. (2011, October). Administrators' perceptions v. librarians' reality. <i>American Association of School Librarians</i>, Minneapolis, MN.</p> <p>Sheneman, L., Weimar, H., &amp; Kuon, T. (2011, April). Implementing the Kindle as a textbook platform with students. <i>Texas Library Association Annual Conference</i>, Austin, TX.</p> <p>Weimar, H., &amp; Sheneman, L. (2011, January). Stages of concern: Implementing eReaders as a textbook platform (research poster session). <i>Association for Library and Information Science Education (ALISE)</i>, San Diego, CA.</p>
Awards/Recognitions	College of Education, Sam Houston State University, Grantsmanship Award, 2010. Awarded by the College.
Service to the Profession	<p>ALA/AASL NCATE Reviewer, 2012;</p> <p>ALA/AASL Advocacy Committee, Librarians' Toolkit, 2013 to present;</p> <p>AERA/REISL SIG Reviewer of Conference Presentations, 2009-2013;</p> <p><i>Library Media Connection</i>, Book Reviewer, 2011-present;</p> <p>Huntsville Area Literacy Council, Board Member, 2008-present</p>
Professional Experience	<p>Associate Professor in Library Science, 2013-present, SHSU;</p> <p>Assistant Professor in Library Science, 2007-2013, SHSU</p>

## NEW RESEARCH INITIATIVES

Each faculty member pursues her own interests when it comes to research. However, all members of the department focus on issues that are of importance and interest to school librarians. The two IMLS grants funded, and the one submitted for funding this year, are in response to those issues. The first two IMLS grants focused on the need for bilingual library services in the schools. The one currently submitted for consideration zeroes in on the need for school librarians who are technically proficient in addition to their working knowledge of school libraries. Research topics range from censorship and gatekeeping in school libraries to issues about filtering of resources in libraries. Administrative views of librarian services have been examined as have how the use of Kindles vary with graduate students. All of the varied areas of research address concerns of Texas school librarians. Though the number of library science faculty is small, the department has already been awarded two sizable IMLS grants which allowed it to offer scholarships to 60 new MLS students.

The small size of the department, the teaching load, and the committee service all combine to constrain how productive the department might be. The department does not have assistants at the graduate level; start-up funds are not available. The work that needs to be done for grants is performed by the people who are applying to be the principal investigators assisted by members of the library science faculty who help edit and revise the submissions. One of the ways the department is attempting to enhance productivity is by working together on projects. The department simply cannot compete with its counterparts at other institutions (UNT, UTA, and TWU) who have much more faculty and a larger staff. However, the department remains as competitive as possible by continuing to publish and present at the local, state, and national levels.

## TEACHING LOAD

Sam Houston State University Academic Policy Statement recognizes that work and teaching load enhance faculty members' ability to engage in effective teaching, innovative research, and high-impact service. The teaching load at Sam Houston State University is 12 credit hours, equivalent to 1.0 FTE. However, to support the advancement of research, 0.25 faculty load is devoted to research. Tenured and tenure-track faculty members on the normative nine-hour teaching load are a 0.75 FTE for teaching, which is typically nine hours, and a 0.25 FTE for research. The Sam Houston State University policy outlines criteria for releases for program directors and other teaching, research, or service duties. The full policy can be found online at <http://www.shsu.edu/dotAsset/292bc562-1522-4851-bc78-fdf8bf5860fd.pdf>

## DIVERSITY

During the 2012 – 2013 academic year of the six faculty members, all were women and all were European-American. In regards for the department's search for faculty positions, the department has made an effort to increase diversity. The department has sent requests to library schools across the country, reviewed applications submitted to ALISE, and used Listservs and social media to ensure the call for applications has been as widespread as possible. The department is aware of the need to have a more diverse faculty. Unfortunately, there are few newly minted doctorates in library science emerging from the university system. The faculty is diverse when it comes to education, to areas of research interest, and to experience brought from the school to the university.

## PROGRAM RESPONSIBILITIES

Faculty members are responsible for teaching, research, and service. A full description of faculty responsibilities may be accessed using the following link:

<http://www.shsu.edu/dept/academic-affairs/faculty-handbook/>

One of the responsibilities of library science faculty members includes evaluation of the program's capstone electronic portfolio of all MLS students. Each member of the full-time faculty, a total of five at the time of the writing of this report, evaluates the portfolios submitted. The portfolios are structured around the five ALA/AASL Standards for the Initial Preparation of School Librarians (2010). Therefore, there is one standard per faculty member to serve as expert for that standard. Scores are collected and summed from the five standards. The number of portfolios will vary each semester depending upon the number of graduates.

Faculty members are often invited to serve on dissertation committees mostly from other programs within the College of Education. Since the department has a cohort of doctoral students who are working on a doctorate in Educational Leadership with a cognate in Library Science, library science faculty members will serve on those committees. In addition, some of the library science faculty members will serve as co-chairs of those committees. Also, some of the library science faculty have served on dissertation committees at other universities.

## PROGRAM FACULTY PROFILE

### CORE FACULTY

There are five full-time faculty members at this time. Most of the full time faculty possess an MLS and have experience as school teachers and school librarians. The exception is Dr. Teri Lesesne

who has classroom teaching experience but no school library experience. All faculty members have terminal degrees either in library science or related areas (technology, curriculum and instruction, etc.).

## SUPPORT FACULTY

Support faculty include two .5 faculty who have retired and elected to teach part time for the library science program. The department also employs a handful of adjunct professors as needed. All of the adjunct faculty possess the terminal degree, have experience in the public EC-12 schools, and have backgrounds as school librarians.

## V. STUDENTS

### ADMISSION CRITERIA

Applicants to the library science program begin their application process by completing the online application through ApplyTexas.org and submitting the application fee. Also, they must submit official transcripts from their degree granting institutions with a GPA of 2.50 or higher. If the GPA is below a 3.0 for the last 60 hours of coursework, the GRE is required. In addition, the Department of Library Science requires an additional program-specific application and a copy of the applicant's valid teacher certificate.

The following charts provide detailed information concerning applicants, profiles of applicants, student funding, graduation rates, time to completion, student retention rates, employment profile, and graduate licensure rates.

### NUMBER OF APPLICANTS, ADMITS, AND ENROLLED

Using the information in Chart 1, for the last three academic years, the library science program has averaged 85 applicants per semester and 255 applicants per year ( $n = 767$ ). Of those who applied, an average of 66 were admitted each semester and 198 each year ( $n = 594$ ). Of those who were admitted, an average of 48 of the admitted students enrolled each semester, and 143 each year ( $n = 428$ ).

## CHART 1

*Library Science Program Graduate Students Applied, Admitted and Enrolled*

Academic Year	Semester	Library Science		
		Applied	Admitted	Enrolled
2010 – 2011	Fall 2010	152	152	112
	Spring 2011	158	154	118
	Summer 2011	61	46	36
2011 – 2012	Fall 2011	40	27	18
	Spring 2012	69	47	30
	Summer 2012	92	59	41
2012 – 2013	Fall 2012	48	27	19
	Spring 2013	30	19	16
	Summer 2013	117	63	38

*Information provided by the Office of Institutional Effectiveness*

*Sam Houston State University*

According to the information in Chart 2, the library science program had an average of 205 graduate students enrolled each semester, and an average of 615 graduate students enrolled each year ( $n = 1845$ ).



## CHART 2

*Number of Library Science Program Graduate Students Enrolled*

<b>Academic Year</b>	<b>Semester</b>	<b>Library Science</b>
<b>2010 – 2011</b>	<b>Fall 2010</b>	332
	<b>Spring 2011</b>	355
	<b>Summer 2011</b>	278
<b>2011 – 2012</b>	<b>Fall 2011</b>	194
	<b>Spring 2012</b>	188
	<b>Summer 2012</b>	150
<b>2012 – 2013</b>	<b>Fall 2012</b>	119
	<b>Spring 2013</b>	114
	<b>Summer 2013</b>	115

*Information provided by the Office of Institutional Effectiveness*

*Sam Houston State University*

## DEMOGRAPHICS

For the last three years, the library science program and the University have improved the ability to identify students by ethnicity. For example, an average of 154 graduate students were classified as unknown each year ( $n = 463$ ). Looking at the data included in Chart 3, the number of graduate students classified as unknown decreases dramatically from a total of 349 for academic year 2010 – 2011 to a total of 14 for academic year 2012 – 2013.

For the academic year of 2010 – 2011, there was one graduate student identified as American Indian and one as International enrolled in the program. For the remaining two academic years, there were not any additional library science graduate students who were classified as American Indian or International.

The program had an average of one Asian/Pacific Islander each semester and year for the past three years ( $n = 8$ ). For African American/Black, an average of eight graduate students each semester and 23 graduate students per year were in the program ( $n = 69$ ). Hispanic graduate students averaged 66 per semester and 197 per academic year ( $n = 591$ ). The largest group was White with an average of 78 graduate students enrolled each semester and 234 each year ( $n = 701$ ).

## CHART 3

*Library Science Program Graduate Students by Ethnicity*

Semester	Ethnicity	Number of Students
<b>Fall 2010</b>	Unknown	124
	American Indian	1
	Asian/Pacific Islander	2
	African American/Black	6
	Hispanic	85
	International	1
	White	113
<b>Spring 2011</b>	Unknown	170
	American Indian	1
	Asian/Pacific Islander	1
	African American/Black	6
	Hispanic	76
	International	1
	White	100
<b>Summer 2011</b>	American Indian	1

	Asian/Pacific Islander	1
	African American/Black	6
	Hispanic	105
	Unknown	55
	White	109
	International	1
<b>Fall 2011</b>	African American/Black	5
	Hispanic	67
	Unknown	41
	White	81
<b>Spring 2012</b>	African American/Black	8
	Hispanic	64
	Multi-Races	1
	Unknown	36
	White	79
<b>Summer 2012</b>	Asian/Pacific Islander	1
	African American/Black	9
	Hispanic	58
	Multi-Races	1
	Unknown	23
	White	58
<b>Fall 2012</b>	Asian/Pacific Islander	1
	African American/Black	9
	Hispanic	44
	Multi-Races	2
	Unknown	9
	White	54
<b>Spring 2013</b>	Asian/Pacific Islander	1

	African American/Black	10
	Hispanic	44
	Multi-Races	2
	Unknown	3
	White	54
<b>Summer 2013</b>	Asian/Pacific Islander	1
	African American/Black	10
	Hispanic	48
	Multi-Races	1
	Unknown	2
	White	53

*Information provided by the Office of Institutional Effectiveness*

*Sam Houston State University*

The number of female graduate students averaged 194 per semester and 583 per year ( $n = 1749$ ). The number of male graduate students averaged 11 per semester and 32 per year ( $n = 96$ ). When looking at Chart 4, the decrease in the number of male graduate students is noticeable with 21 in Fall 2010 narrowing down to two by Summer 2013.

## CHART 4

*Library Science Graduate Student Enrollment by Gender*

<b>Academic Year</b>	<b>Semester</b>	<b>Gender</b>	<b>Number of Library Science Students</b>
<b>2010 – 2011</b>	<b>Fall 2010</b>	<b>Female</b>	311
		<b>Male</b>	21
	<b>Spring 2011</b>	<b>Female</b>	331
		<b>Male</b>	24
	<b>Summer 2011</b>	<b>Female</b>	259
		<b>Male</b>	19
<b>2011 – 2012</b>	<b>Fall 2011</b>	<b>Female</b>	184
		<b>Male</b>	10
	<b>Spring 2012</b>	<b>Female</b>	180
		<b>Male</b>	8
	<b>Summer 2012</b>	<b>Female</b>	144
		<b>Male</b>	6
<b>2012 – 2013</b>	<b>Fall 2012</b>	<b>Female</b>	116
		<b>Male</b>	3
	<b>Spring 2013</b>	<b>Female</b>	111
		<b>Male</b>	3
	<b>Summer 2013</b>	<b>Female</b>	113
		<b>Male</b>	2

*Information provided by the Office of Institutional Effectiveness*

*Sam Houston State University*

## PROFILE OF ADMITTED STUDENTS

### FULL-TIME/PART-TIME STUDENTS

Chart 5 provides information about financial aid and graduate student enrollment. The University and Financial Aid consider full-time status as more than six hours. However, the Department of Library Science considers full-time as six hours of library science graduate coursework. Most of the program's students take two courses per semester, which is six hours. The following Chart 6 provides information from the University and financial aid perspective of full-time as more than six hours per semester.

## CHART 5

*Graduate Student Enrollment Part Time/Full Time Status*

<b>Academic Year</b>	<b>Semester</b>	<b>Part Time/Full Time</b>	<b>Number of Students</b>
<b>2010 – 2011</b>	<b>Fall 2010</b>	<b>Full Time</b>	5
		<b>Part Time</b>	327
	<b>Spring 2011</b>	<b>Full Time</b>	6
		<b>Part Time</b>	349
	<b>Summer 2011</b>	<b>Full Time</b>	168
		<b>Part Time</b>	107
<b>Unknown</b>		3	
<b>2011 – 2012</b>	<b>Fall 2011</b>	<b>Full Time</b>	0
		<b>Part Time</b>	194
	<b>Spring 2012</b>	<b>Full Time</b>	2
		<b>Part Time</b>	186
	<b>Summer 2012</b>	<b>Full Time</b>	129
		<b>Part Time</b>	20
<b>Unknown</b>		1	
<b>2012 – 2013</b>	<b>Fall 2012</b>	<b>Full Time</b>	1
		<b>Part Time</b>	118
	<b>Spring 2013</b>	<b>Full Time</b>	2
		<b>Part Time</b>	112
	<b>Summer 2013</b>	<b>Full Time</b>	101
		<b>Part Time</b>	14

*Information provided by the Office of Institutional Effectiveness*

*Sam Houston State University*

## ASSISTANTSHIP RESPONSIBILITIES

The library science program does not currently employ graduate assistants. Since the program is online, many of the library science graduate students live off campus and more than 100 miles away. The Department of Library Science does employ undergraduate student workers who provide support to the library science faculty and staff.

## STUDENT FUNDING

### PERCENTAGE OF FULL-TIME STUDENTS WITH FINANCIAL SUPPORT

Financial Aid has been an important for graduate students enrolled in the library science program. For the 2010 – 2011 academic year, 80% of students received financial support. The support was provided by the Institute of Museum and Library Services (IMLS) Laura Bush 21<sup>st</sup> Century Librarian Program grant for 40 graduate students fully funded per semester and university funding for 192 students who received \$1,000 per semester and 14 students who received \$600 for Summer 2011 semester. For the 2011 – 2012 academic year, 122 students received \$1,000 and 10 students received \$600 for the Fall 2011 semester; 103 students received \$1,000 and 41 students received \$600 for the Spring 2012 semester; and 42 students received \$1,000 and 81 students received \$600 for the Summer 2012 semester.

For the 2012 – 2013 academic year, the University provided \$600 scholarships. For Fall 2012, 49 students received \$600; Spring 2013, 48 students received \$600; for Summer I, 43 students received \$600; and for Summer II, 28 students received \$600. The numbers reflect students who either graduated or completed their coursework for certification. Only a few left the program and did not complete their requisite coursework for 2012 - 2013; they returned the



following academic year. See Chart 6 for numbers of students who received financial aid for the past three academic years.

## CHART 6

*Graduate Student Enrollment by Financial Aid Status*

<b>Academic Year</b>	<b>Semester</b>	<b>FAID</b>	<b>Number of Students</b>	
<b>2010 – 2011</b>	<b>Fall 2010</b>	<b>No</b>	69	
		<b>Yes</b>	263	
	<b>Spring 2011</b>	<b>No</b>	86	
		<b>Yes</b>	269	
	<b>Summer 2011</b>	<b>No</b>	3	
		<b>Yes</b>	237	
		<b>NA</b>	38	
	<b>2011 – 2012</b>	<b>Fall 2011</b>	<b>No</b>	5
			<b>Yes</b>	146
<b>NA</b>			43	
<b>Spring 2012</b>		<b>No</b>	5	
		<b>Yes</b>	159	
		<b>NA</b>	24	
<b>Summer 2012</b>		<b>No</b>	6	
		<b>Yes</b>	125	
		<b>NA</b>	19	
<b>2012 – 2013</b>	<b>Fall 2012</b>	<b>No</b>	6	
		<b>Yes</b>	77	
		<b>NA</b>	36	
	<b>Spring 2013</b>	<b>No</b>	9	
		<b>Yes</b>	74	
		<b>NA</b>	31	
	<b>Summer 2013</b>	<b>No</b>	6	
		<b>Yes</b>	91	
		<b>NA</b>	18	

*Information provided by the Office of Institutional Effectiveness, Sam Houston State University*

## GRADUATION RATE

According to the information in Chart 7, for the past three years, the library science program has had a total of 334 graduate students graduate. An average of 38 graduate students graduated per semester. An average of 111 graduate students graduated each year. For average semester graduation, refer to Chart 7.

### CHART 7

#### *Library Science Program Graduate Degrees Conferred*

<b>Academic Year</b>	<b>Semester Graduated</b>	<b>Library Science</b>	<b>Average Semesters Graduation</b>
<b>2010 – 2011</b>	<b>Fall 2010</b>	17	7.76
	<b>Spring 2011</b>	40	5.77
	<b>Summer 2011</b>	99	5.76
<b>2011 – 2012</b>	<b>Fall 2011</b>	28	6.82
	<b>Spring 2012</b>	55	6.96
	<b>Summer 2012</b>	49	4.4
<b>2012 – 2013</b>	<b>Fall 2012</b>	16	7.63
	<b>Spring 2013</b>	15	8.07
	<b>Summer 2013</b>	25	5.32

*Information provided by the Office of Institutional Effectiveness*

*Sam Houston State University*

The 2-year graduation rate for library science program graduate students is based on the calendar years 2008, 2009, 2010, and 2011. In Chart 8, the percentages increase each year for

first-time master library science graduate students. Chart 9 has percentages for graduation rate for first-time master students.

#### CHART 8

##### *2 Year Graduation Rate for First Time Master (FM) Student for Library Science*

<b>Graduated before F10 (FM cohort F08)</b>	<b>Graduated before F11 (FM cohort F09)</b>	<b>Graduated before F12 (FM cohort F10)</b>	<b>Graduated before F13 (FM cohort F11)</b>
13.0%	46.3%	53.0%	54.2%

*Information provided by the Office of Institutional Effectiveness*

*Sam Houston State University*

#### CHART 9

##### *Year Graduation Rate for First Time Master (FM) Student for Library Science*

<b>Graduated before F10 (FM cohort F07)</b>	<b>Graduated before F11 (FM cohort F08)</b>	<b>Graduated before F12 (FM cohort F09)</b>	<b>Graduated before F13 (FM cohort F10)</b>
42.9%	26.1%	57.4%	60.6%

*Information provided by the Office of Institutional Effectiveness*

*Sam Houston State University*

## STUDENT RETENTION RATES

The percentages for student retention rates for first-time master students are listed in Chart 10 by calendar years for the past four years.

## CHART 10

*Year Retention Rate for First Time Master (FM) Student for Library Science*

<b>Retained F10</b>	<b>Retained F11</b>	<b>Retained F12</b>	<b>Retained F13</b>
<b>(FM Cohort F09)</b>	<b>(FM Cohort F10)</b>	<b>(FM Cohort F11)</b>	<b>(FM Cohort F12)</b>
68.5%	65.2%	70.8%	65.2%

*Information provided by the Office of Institutional Effectiveness*

*Sam Houston State University*

## GRADUATE LICENSURE RATES

Chart 11 includes data on the pass/fail rate for library science program students on the TExES Certification Exam for School Librarian. A percentage of those who passed and failed is also included. The pass rate has dropped each year. Several factors may have attributed to this, such as new preparation materials were obtained from the agency. The certification exam is based upon the Standards and Guidelines for Texas found at <https://www.tsl.texas.gov/ld/schoollibs/sls/index.html>.

For 2010 – 2011, 58 people took the TExES and 54 passed the certification exam. For 2011 – 2012, 81 people attempted the exam and 67 passed. The demographic with the lowest pass rate of 67% was male; 3 took the exam and 2 passed. Hispanics had the next to lowest pass rate of 79% with 33 attempts and 26 passing. For 2012 – 2013, 37 took the exam and 30 passed. The demographic with the lowest pass rate of 50% was African American/Black with 2 attempts and 1 passing. The next lowest pass rate was 73% for Hispanics with 11 attempts and 8 passing.

The library science faculty met to discuss the falling pass rates for the exam. Immediate action and implementation was taken. A glossary of terms was constructed to provide students with an additional aid for preparing for the certification exam. Several students contacted faculty

members to say that the glossary was beneficial to their preparation and passing of the exam.

After receiving this feedback, faculty members have decided to provide an online exam over the glossary of terms for students to take when they apply for internship because at that time they should have completed the majority of their coursework. In addition, scenarios are being added to select courses to help prepare students for the presentation style of the certification exam. The scenarios are in the process of being developed at this time and have yet to be implemented.

## CHART 11

*Pass/Fail/Not Taken Rate of Graduates on TExES Certification Exam*

	<b>Fall 2010- Summer 2011</b>	<b>Fall 2011- Summer 2012</b>	<b>Fall 2012- Summer 2013</b>
<b>Number Graduated</b>	162	132	56
<b>Number Passed Exam</b>	141	104	41
<b>Pass Rate Percentage</b>	87%	79%	73%
<b>Number Failed Exam</b>	4	7	7
<b>Fail Rate Percentage</b>	2%	5%	13%
<b>Number of Students Who Never Took Exam</b>	17	21	8
<b>Never took exam Percentage Rate</b>	10%	16%	14%

*Information Provided by Center of Assessment and Accreditation*

*College of Education, Sam Houston State University*

## EMPLOYMENT PROFILE UPON GRADUATION

Most of the students who complete the MLS program at Sam Houston State University are employed throughout PK-12 educational institutions across Texas. For the last three academic years, data about the number of students who graduated from the library science program and how many were working in a school library may be found in Chart 12.

## CHART 12

*Graduates Working as School Librarians*

	<b>Summer &amp; Fall 2009, Spring 2010</b>	<b>Summer &amp; Fall 2010, Spring 2011</b>	<b>Summer &amp; Fall 2011, Spring 2012</b>
<b>Number Graduated</b>	71	170	242
<b>Working in Library</b>	40	63	106

*Information Provided by Center of Assessment and Accreditation*

*College of Education, Sam Houston State University*

**STUDENT AWARDS AND RECOGNITIONS:**

Students who are enrolled in the library science program have received awards and special recognitions for their excellence in scholarly activities and service to the profession. Highlighted in Table 8 are selected awards that library science graduate students have earned. Recent graduates of the program have been selected for prestigious awards including Humanitarian of the Year, Teacher of the Year, and Outstanding New Librarian of the Year award.



TABLE 8

*Recent Library Science Student Awards*

<b>Students</b>	<b>Awards and Recognition</b>
Veronica Barajas	Texas Bluebonnet Award Newsletter Reviewer, 2010
Mary Ellen Bryant	Humanitarian of the Year, Mitchell Intermediate School, Conroe ISD
Amanda Cone	Winner, YALSA's Great Books Giveaway, John B. Hood Junior High, Odessa ISD
Kristine Hall	Secretary/Treasurer of Texas Library Association's New Member Round Table
Tracy Hora	Outstanding Library Science Student Award
Marjie Podzielinski	Teacher Advisory Committee for the International Reading Association
Catherine Seidenberger	Lake Travis Elementary School, Teacher of the Year
Robert Steagall	State semi-finalist for HEB Teacher of the Year
Arnulfo Talamantes	Terrell Wells Middle School, Teacher of the Year, 2010
Joe Tedesco	Nominated for Aspiring Leaders Academy, 2011
Ann Vega	Nominated for the Amazing Librarian Award, 2013 Texas Computer Education Association (TCEA) conference
Ann Vega	Her blog was nominated for Texas Association of School Librarians (TASL) Most Valuable Presence Award
Mandy Watson	Texas Librarian's Outstanding New Librarian of the Year Award

## PUBLICATIONS &amp; GRANTS

The student publications and grants have increased in recent years. Table 9 lists some of library science graduates and students most recent work.

TABLE 9

*Recent Library Science Student Publications and Grants*

<b>Students</b>	<b>Publications and Grants</b>
Shawna Ford	Ford, Shawna. (2012). Association of Texas Professional Educators (ATPE) Literacy Grant, \$1000.
Aileen Kirkham	Kirkham, Aileen. (2014). Webliography. <i>Library Sparks</i> .
Nita Luna	Luna, Nita. (2012-2013). Laura Bush Foundation Grant, \$5,000.
Janie Pickett	Pickett, Janie. (2013). Five steps with a library advisory committee. <i>Knowledge Quest</i> , 42:1, pp. 14-17.
Janet Trumble	Trumble, Janet. (2013). <i>Just Between Us</i> . New York: Kensington Publishing Corporation.
Janet Trumble	Trumble, Janet. (2012). <i>Where You Are</i> . New York: Kensington Publishing Corporation.
Janet Trumble	Trumble, Janet. (2011). <i>Don't Let Me Go</i> . New York: Kensington Publishing Corporation.
Christine Ullrich-Saulter	Ullrich-Saulter, Christine. (2012). Christina B. Woll Memorial Fund Grant.
Mandy Watson	Watson, Mandy. (2014). Tips from the Trenches. <i>Library Sparks</i> .

## VI. RESOURCES AND FINANCES

### TRAVEL FUNDS

The Department of Library Science receives its allocation of travel funds from the College of Education. The funds are spent on travel to conferences for scholarly work and professional development. The majority of the funds are spent for travel to the following conferences:

- Texas Library Association Annual Conference
- American Library Association Annual Conference
- American Library Association Midwinter Meeting
- National Council of Teachers of English
- Texas Computer Education Association

In addition, faculty members present at additional local, state, national, and international conferences.

### ASSISTANTSHIPS

The Library Science program does not support any assistantships at this time. The large majority of its students live more than 100 miles from campus and have existing work as school teachers or school librarians.

## SCHOLARSHIPS

The administration of the scholarships from the available endowment funds for eligible library science program graduate students has a set timeline that matches the calendar for the College of Education. This is problematic for the Summer I starters. The timeline places them at a disadvantage. With applications for these scholarships only accepted one time per year with the due date of February 1<sup>st</sup>, graduate students who began their studies with the department in Summer I are ineligible for the distribution of scholarship monies because the distribution would occur after they graduate. Typically, library science graduate students complete two courses per semester. The master's program is 36 hours, which if two 3-hour courses are taken per semester (Summer I, Summer II, Fall, Spring, Summer I, and Summer II), the graduate student will complete the program and graduate in August. If they qualified and had been approved for a scholarship for the next academic year, the graduate students would be unable to receive the funding to support any of their coursework because they would have completed the program for degree.

To reduce the scholarship barrier, the University and College of Education have been supportive by offering a one-time scholarship for library science graduate students for academic year 2013 – 2014. These scholarships have been instrumental in supporting the program's diverse student population especially Hispanics and African Americans.

## PROGRAM BUDGET

The Library Science program's budget is based on semester credit hours (SCH) and need. The amounts in the budget appear to be sufficient levels of support in sustaining the goals for the MLS program at this time.

## CLERICAL/ADMINISTRATIVE SUPPORT

The library science program is supported by one secretary. The secretary provides advanced clerical, secretarial, and administrative skills for the Department of Library Science. She executes requisitions for professors' travel. She records and tabulates department and University information that is saved each semester.

Oftentimes, the secretary is the first point of contact for applicants to the program. Over time, the current secretary has built up a repertoire of knowledge concerning the application process and scheduling track that the graduate students should follow so that they complete their coursework and other necessary requirements in a timely manner. Following the Chair's example for advising each graduate student every semester, the secretary uses the program called DegreeWorks. This program provides a comprehensive set of tools for personalized advisement of students.

In addition, the secretary also holds the role of a graduate advisor. She advises incoming students on the proper procedure for paperwork. She advises new and current students for the courses that they should register for semester by semester. She answers questions about administrative issues when graduate students email or call the office. Also, she uses technology to maintain student information and to track their progress through the program.

Another duty that the secretary completes is the training, scheduling, monitoring and supervision of the student workers for the department. She maintains the handbook on procedures that the student workers are to follow as they perform routine tasks for the department and program.

## EXTERNAL FUNDING

External funding for the program's graduate students has come from grants. The two grants that the program has received are from the Institute of Museum and Library Services (IMLS). The IMLS program from which the funding came was the Laura Bush 21<sup>st</sup> Century Librarian Program. This program "supports projects to recruit and educate the next generation of librarians, faculty, and library leaders" ([www.ims.gov](http://www.ims.gov)). The recipients of the money awarded from IMLS to the Department of Library Science had to meet certain criteria: Demonstrate the potential for leadership, and serve the Hispanic population of South Texas. The two grants resulted in 60 applicants being selected for scholarships to support the funding of their coursework towards their seeking the Master of Library Science degree. The first grant of \$330,746 was successful and led to the subsequent IMLS grant for \$1,016,499. The call for applicants to the second IMLS grant led to 600 applications from which 40 were selected.

Additional funding came from the South Texas Literacy Project, which was a Congressional Earmark (2010-2011) of \$250,000. Most of the monies provided for the project went to Corpus Christi Independent School District to support their literacy initiative. The Department of Library Science participated in the research aspect of this project.

## FACULTY

The Faculty Senate monitors the market and merit pay for the faculty. In addition, comparison studies are conducted to ensure that salaries are competitive.

## VII. FACILITIES AND EQUIPMENT

### FACILITIES

In the 2010-2011 school year, the library science program offered both hybrid and online classes. In the hybrid classes, students were assigned to courses according to cohorts related to the geographical location of their residence. The cohorts met with the professor several times during the semester at assigned locations. The locations where the department held classes were (1) the Huntsville campus in Academic Building 4; (2) reserved space at The Woodlands Center in The Woodlands, TX; and the University Center in Tomball, TX.

At least once or twice a semester, faculty members would accommodate their students in the Rio Grande Valley by teaching classes in one of the following locations: University of Texas at Brownsville; The University of Texas-Pan American in McAllen; a reserved space in San Marcos; and a reserved space in Harlingen. Depending on the course, some faculty members also included visits to public school libraries or computer labs, the local public libraries, or, if need be, reserved hotel space when it was more convenient for the students to gather in a more centralized location.

In the 2011 – 2012 school year, the Department of Library Science transitioned to a completely online program. By taking on that designation, the faculty could no longer require face-to-face class meetings. As a result, faculty members began offering optional course meetings in Academic Building IV on the main Sam Houston State University campus in Huntsville, TX.

The Department of Library Science is located on the fourth floor of Academic Building IV. Each full-time faculty member has a personal office space that includes a computer, desk,

chair, a filing cabinet, and multiple bookshelves. The department secretary and student workers also have office space located near the faculty members' offices. Being on the fourth floor provides individual faculty members with a nice view of the campus. This view is highly valued by the faculty members who were previously located on the first floor of the Newton Gresham Library where the offices were very cramped with restricted shelving and the only lighting was from the fluorescent bulbs. Many of the faculty offices had papers and books stacked high on their desks or in piles on the floor. Having adequate space and natural lighting has been greatly appreciated by faculty and staff.

In addition to the office space, the department has one room devoted to books. The walls are lined with bookshelves and contain children's and young adult literature. The department also has a conference room, storage closet, and kitchen.

The Newton Gresham Library (NGL) contains numerous databases and resources to meet the needs of library science graduate students. NGL resources consist of over 1.3 million books, bound volumes of periodicals, government documents, newspapers, multimedia, and sound recordings. Databases that are specific to library science are provided and include:

- Information Science and Technology Abstracts (ISTA)
- Library, Information Science, and Technology Abstracts (LISTA)
- Library & Information Science Source
- Classification Web
- Children's Core Collection
- Children's Literature Comprehensive Database (CLCD)
- Middle and Junior High Core Collection



- Fiction Core Collection
- Public Library Core Collection: Nonfiction
- Sears List of Subject Headings
- Senior High Core Collection
- Something About the Author Online

Some of the services that are available for online graduate students are:

1. One-to-one program provided academic librarian to support graduate student work if they are engaged in scholarly research (LSSL 5375 Individual Study)
2. Interlibrary loan services for requesting materials from other libraries
3. Distance learning services provides reference and research assistance, instruction in the use of library resources, and delivery of books, electronic files/documents and photocopies to authenticated distance learners
4. TexShare is a cooperative program designed to improve library service to students and allows students to have direct, personal access to library materials that are not available through NGL.

The department believes that it receives excellent support from the library services at Sam Houston State University. The library databases and resources have been more than adequate for the faculty and student research projects.

## TECHNOLOGY

As instructors of future school librarians it is imperative that the faculty have access to the appropriate technology. Each faculty member is provided a computer account and a desktop computer (or laptop if they prefer) that is maintained by the Sam Houston State University

Information Technology (IT@SAM) department. In addition to the desktop computer, each faculty member is allowed one additional device, usually a mobile computing device. If it is determined that a faculty member needs more devices, there is a procedure in place to request the needed equipment.

The Department of Library Science has provided its faculty with needed equipment throughout the years. For instance, each faculty member received a second-generation Kindle to support a grant that was awarded and included funding for students to receive Kindles to use for their required course readings. In order for the faculty to know what the students would be able to accomplish for class using the Kindles, it was important for the faculty to be knowledgeable and use them as well.

Other equipment such as projectors and cameras, which were checked out to faculty when needed, is no longer being purchased by the department. This is due to the fact that most facilities have projectors in place and most everyone has a camera on their phone that they prefer to use.

Most of the technology used by faculty in The Department of Library Science are online tools. Since the library science program is an online program, faculty members and students use the learning management system of Blackboard to manage course content and assignments. Within Blackboard, faculty members have created and maintain course modules beyond their normal course loads. The modules include a place for graduating library science students to turn in their electronic portfolio, and a student organization course that is a reference source for students. In addition to Blackboard, faculty members use tools such as: Screencast-o-matic to record step-by-step tutorials to assist students with assignments; Livebinders for students' final

electronic portfolio; and many other online tools to support students at their point of need and allow for more individualized learning experiences.

## OTHER EQUIPMENT

As with most offices, the Department of Library Science has a work room that includes a copy machine, fax machine, and various supplies that are used to prepare materials for optional classes meetings, meetings with faculty members, and presentations. Since the department of Library Science receives and uses print books on a daily basis, it has multiple book trucks for moving and organizing the books.

Overall, the library science program receives excellent support from the library and technology services.

## VIII. ASSESSMENT EFFORTS

The faculty continuously assesses the library science program based upon the mission of the University, the mission and conceptual framework of the College of Education, and the mission of the Department of Library Science. The faculty meets weekly during the fall and spring semesters providing time to examine results of each semester's key assessments, to review student feedback through course evaluations, and to discuss ways to improve the library science program. The faculty strives to offer the best education possible for classroom teachers on their journey to becoming certified school librarians.

### ALUMNI AND EMPLOYER SURVEYS

The College of Education Assessment Office administers surveys to alumni and employers based on records obtained from the Texas Education Agency. The surveys are sent out each spring and, in the past, the response rate is low. Information is shared with the Department of Library Science. The data typically do not provide much information for the library science program because of the low numbers. In the Spring 2013 semester, the department reviewed and edited the surveys to better reflect the gathering of the desired information for the results. The decision was made to reduce the number of questions so that the surveys would not require a great amount of time commitment from the alumni or employers. As a result, the program received a higher percentage of responses, about 17% of those surveyed responded. The department will continue to monitor the response rate and the data for identifying areas for improvement.

## CLINICAL SUPERVISOR SURVEYS

During LSSL 5366 Library Internship, school library interns work closely with their supervising librarians. The number of clock hours that are required for the library internship are 130. At the end of the internship experience the supervising librarian completes an evaluation of the library intern based upon the ALA/AASL Standards for the Initial Preparation of School Librarians (2010). There are five standards. Each standard has four elements. The standards are included in Table 10.

TABLE 10

*Student learning outcomes; Required Assessments for Library Science Program*

<b>Type of Assessment</b>	<b>Name of Assessment</b>	<b>Type or Form of Assessment</b>	<b>When the Assessment is Administered</b>
Licensure assessment, or other content	TE <sub>x</sub> ES	State Licensure Test	Completion of the program
Assessment of content knowledge in the field of school librarianship	Electronic Portfolio	Live Binder/Reflection	Completion of required courses
Assessment of student's ability to plan to meet school library program needs	Program Administration Project	Project	LSSL 5337 – School Library Administration
Assessment of practicum or internship	Assessment of Internship by Supervising Librarian and Supervising Professor	Assessment of Elements by Chart and Comments	LSSL 5366 – Library Internship
Student effect on students learning	Collaborative Information Literacy Lesson	Lesson/Reflection	LSSL 5366 – Library Internship
Literature for Additional assessment that addresses ALA/AASL (2010) Standards	Reaching Youthful Readers	Project	LSSL 5385 – Literature for Young Adults
Literature for Additional assessment that addresses ALA/AASL Standards (2010)	Program Information Technology Project	Project	LSSL 5396 – Computer Science Applications to Librarianship
Additional assessment that addresses ALA/AASL (2010) Standards	Advocacy and Leadership	Project	LSSL 5370 – School Librarianship

## CONTENT KNOWLEDGE ASSESSMENTS

A major improvement since 2009 was the addition of the use of Tk20 as a data collection program where assignments are added by students and assessed by instructors to provide evidence for comprehensive and customized reporting

(<http://www.tk20.com/company/index.php>). Using Tk20 to specifically assess ALA/AASL Standards for the Initial Preparation of School Librarians (2010), and its elements and sub-elements has given the department the opportunity to pinpoint strengths of the library science program and areas that need improvement.

In 2010, a shift in the ALA/AASL Standards from four to five standards with more emphasis on student achievement, impact on student learning, reading strategies, ethics, and advocacy and leadership, compelled faculty to review areas of overlap in courses and a few areas that were not being sufficiently addressed, mainly advocacy and leadership. Additionally, a major change prompted by attention to key assessments in the 2009 SPA Report led the department to develop Graduate Seminars for introducing and disseminating information about the program. In the beginning, Graduate Seminars were held on Friday nights, an inconvenient time for some students to attend. Beginning in 2010, the seminars were integrated into LSSL 5370 as part of the course to alleviate the identified problem. The switch has prompted the department to apply for a change in the title of the course to School Librarianship to more accurately reflect the course's content.

Four assessments provide evidence of content knowledge: TExES, the licensure test; and electronic portfolio; a youth literature project; and an information technology project. The faculty has discussed all four assessments and has made adjustments either to the assessment itself or to course material.

## PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILL AND DISPOSITIONS

Four assessments provide evidence of professional and pedagogical knowledge, skill, and dispositions: Library internship, an administration project, an advocacy and leadership project, and a field experience assessment. The first three are key assessments; the fourth one is an assessment created for all graduate programs in the College of Education, entitled, “Dispositions and Diversity Proficiencies” (DDP).

Library internship provides the best opportunity in the Library Science program to showcase students’ knowledge and to participate in using their knowledge in a real school library setting. Some of their experiences are submitted to the electronic portfolio as applications of the ALA/AASL Standards. To add another viewpoint of students’ competencies, professors who teach an internship course include a Tk20 assessment accessed by supervising librarians, similar to the College of Education assessment of student teachers by mentors. Examining the data for each element and reading comments submitted by supervising librarians confirmed how well students perform. Variation in target scores is most likely due to lack of available experiences in those areas while in an internship situation. This is particularly likely in ALA/AASL (2010) Standards 4. Advocacy and Leadership and 5. Program Management and Administration. Students may not have the time or opportunity to network directly with the library community or even communicate in a leadership role as fully as would be desirable. Students may not have an opportunity to actually select materials and place them in the collections or impact personnel or facilities. Given the variables of internship situations and how supervisors assessed students, the faculty will continue to monitor the results of assessments and provide extra support and



suggestions for how to make the most of their internship hours. Professors continually revise the Library Internship Manual to include advice and aids to interns.

## FIELD EXPERIENCES ASSESSMENTS

Students enrolled in Library Internship are assessed by a supervising librarian, who has at least three years of experience, and by a supervising professor, who visits the student once during the semester at the internship school. A visit is scheduled in the student's internship school after completion of 100 hours, documented through journal entries submitted to the supervising professor. Students are expected to experience a wide range of school library activities, including teaching a collaborative lesson in information literacy with a classroom teacher as a partner. Assessments of interns consist of the following requirements:

- a) Collaborative information literacy lesson focuses on librarian-teacher collaboration and impact on student learning evaluated through pretest and posttest assessments.
- b) Assessment checklist of American Library Association (ALA) / American Association of School Librarians (AASL) Standards for the Initial Preparation of School Librarians (2010), including twenty elements, is completed by each intern's supervising librarian through the College of Education Tk20 data collection system.
- c) Journal entries for 130 hours in a school library require a course template and a chart based upon the twenty elements of the ALA/AASL Standards (2010) and assessed by the intern's supervising professor.
- d) Participation in two online synchronous meetings with classmates enrolled in the same course section is required. The first meeting is an informational one at the beginning of

the semester and when interns discuss how the beginning of their internship experiences are progressing; the second meeting is a group sharing session of internship experiences.

- e) Completion of Dispositions and Diversity Proficiencies instrument is required by students three times during the program. Students enter evidence of their field experiences as educators during LSSL 5370, their initial course; during LSSL 5337, their mid-program course; and during LSSL 5366, a culminating course and a course that offers opportunities to expand their teaching and librarianship experiences.

In Texas, students who are hired into a school library position before completing a master's degree, may substitute one documented year as a school librarians in place of LSSL 5366 Library Internship.

Other Library Science courses include brief field experiences:

- LSSL 5337 School Library Administration – Program Administration Project is a required project includes five assignments: School Library Budget Request, School Library Facility Report, Five-Year Long-Range Plan, School Library Assessment, and Policy and Procedures Manual. Students must analyze a school library's facility and administrative tasks by visiting a school library and consulting with a school librarian to complete aspects of each assignment.
- LSSL 5385 Literature for Young Adults – Reaching Youthful Readers requires students to visit a book store to analyze displays and offerings for young adults, and students must participate in three social networks for promoting reading. Additionally, each student must present a booktalk to a group of adolescents as part of the Reaching Youthful Readers assignment.

## ELECTRONIC PORTFOLIO QUALITY

The electronic portfolio is a final assessment library science program students must pass before earning a Master of Library Science degree. It is not part of a course and is administered in place of a comprehensive exam. The Electronic Portfolio consists of two overall requirements: 1) an anecdotal resume that is aligned to each of the 20 elements and 2) a five-step self-reflection on one element of their choice in each standard. The electronic portfolio is designed to encourage graduate students to show faculty what they have learned in the program, to demonstrate how they have applied their knowledge during internship and throughout the program, and to reflect upon their work as evidence of their progress and potential as a library media specialist. Although reporting the results of the assessment is holistic by standard, each element is individually addressed.

LiveBinders is the platform for students' submission of each of five ALA/AASL Standards, including 20 elements. Students submit relevant narratives and artifacts for each element within each of the five ALA/AASL Standards. Students align each element to an anecdotal resume framework provided for them. For each standard a student submits a five-step reflection on one element of their choice. In Standards 1-4 students choose relevant artifacts from their internship work or from appropriate course assignments. In Standard 5 specific artifacts are required. The primary guide for students is an anecdotal resume providing examples of artifacts a student could submit for Standards 1-4 and a list of required artifacts for Standard 5. Thus, evidence submitted for Standard 1 demonstrates a student's ability in teaching for learning. Evidence submitted for Standard 2 demonstrates a student's competency related to literacy and reading. Evidence submitted for Standard 3 demonstrates a student's competency regarding

information and knowledge. Evidence submitted for Standard 4 demonstrates a student's contributions to advocacy and leadership. Evidence submitted for Standard 5 demonstrates a student's competency in program management and administration.

Evidence for meeting all five AASL Standards is demonstrated by using an Anecdotal Resume for each element of each standard and by students reflecting on one element of their choice in each standard through a five-step self-reflection process. By submitting a brief narrative description of applicable artifacts through LiveBinders, students show their understanding of each element. Further, each student selects one element in each standard and writes a self-reflection on that one element using a five-step self-reflection that consists of selecting, describing, analyzing, appraising, and transforming. Each applicable artifact shows evidence of a student's understanding of the element and the standard. Artifacts in the Electronic Portfolio are not duplicated in any other key assessment. Artifacts are created by the student or the artifacts were assignments that were not submitted to Tk20 as part of a key assessment. Students had the choice of creating artifacts during their internship experience, while performing their responsibilities as a school librarian, or by their own creation, separate from a course, internship, or job. Students demonstrated their content knowledge of library science, their ability to apply that content in real situations, and their skill using technology for teaching and learning. Differences in target level percentages between Standards 2 and 3 are likely due to two primary factors: 1) several professors teach courses in children's and young adult literature, but responsibility for grading Standard 2 is the responsibility of one professor. The professor who is grading may have emphasized different elements from those emphasized by other professors and 2) professors may differ among themselves in how critical they are in scoring elements.

Differences in scoring provide an opportunity for the department to review calibration of grading portfolio elements.

Most recently, changes have been made to the electronic portfolio to improve the quality of the assessment as beneficial to students. The introductory webpage of the LiveBinder is no longer a letter to the faculty about their experiences in the library science program. The webpage now hosts the student's vision of a school library media specialist. Instead of a five-step reflection for each standard, the student now writes a plan of action that focuses on the elements for each standard. The plan includes components of the library program the student would develop. These changes are expected to have a positive impact on a student's librarianship.

## STUDENT PUBLICATIONS/GRANTS/PRESENTATIONS

A few of library science graduate students have publications, presentations, and grants before they leave the program. A list of some of these is included in Section V. Many of the grants that library science students receive come from one course where they learn how to write a grant and which they are encouraged to submit for funding. This course is LSSL 5367 Research and Design Methodology.

## RECOGNITION/AWARDS

A few of the department's students have publications, presentations, and grants before they leave the program. A list of some of these is included in Section V.

## INTERNSHIPS

All students complete an internship as part of their MLS program. The internship requires 130 hours of work within a school library setting. This field study ensures that the graduates of the department are prepared to administer a school library and library program. Students taking the internship course are supervised by a certified school librarian. Additionally, they are evaluated by a faculty member who is charged with the internship courses during a given semester. Internships are generally located in an area/district located near the student. Thus, internship locations will range from the Dallas and Fort Worth area to the north, the Rio Grande Valley area to the south, Beaumont to the east, and as far as El Paso to the west.

Students enrolled in Library Internship are assessed by a supervising librarian, who has at least three years of experience, and by a supervising professor, who visits the graduate student intern once during the semester at the internship school. A visit is scheduled in the student's internship school after completion of 100 hours, documented through journal entries submitted to the supervising professor. Interns are expected to experience a wide range of school library activities, including teaching a collaborative lesson in information literacy with a classroom teacher as a partner. Assessments of interns consist of the following requirements:

- f) Collaborative information literacy lesson focuses on librarian-teacher collaboration and impact on PK-12 student learning evaluated through pretest and posttest assessments.
- g) Assessment checklist of American Library Association (ALA) / American Association of School Librarians (AASL) Standards for the Initial Preparation of School Librarians (2010), including twenty elements, is completed by each intern's supervising librarian through the College of Education Tk20 data collection system.

- h) Journal entries for 130 hours in a school library require a course template and a chart based upon the twenty elements of the ALA/AASL Standards (2010) and assessed by the intern's supervising professor.
- i) Participation in two online synchronous meetings with classmates enrolled in the same course section is required. The first meeting is an informational one at the beginning of the semester and when interns discuss how the beginning of their internship experiences are progressing; the second meeting is a group sharing session of internship experiences.
- j) Completion of Dispositions and Diversity Proficiencies instrument is required by students three times during the program. Students enter evidence of their field experiences as educators during LSSL 5370, their initial course; during LSSL 5337, their mid-program course; and during LSSL 5366, a culminating course and a course that offers opportunities to expand their teaching and librarianship experiences.

Because of a recent measure that was passed by the Texas State Legislature, new requirements may be forthcoming concerning the number of visits that a supervising professor makes to the intern in the school library setting. Since the rules have yet to be written, the library science program is looking into how the on-site evaluations may be created in the best interest of the intern, the supervising librarian, and the school library's programming and schedule. Many of the library science students are full-time teachers. They do not stop working and teaching to complete their internship. They are allowed to work within their schedule, the school and districts rules, and with their supervising librarian so that they may receive the most varied and informative internship experience as possible. One suggestion has been to have the interns videotape the lessons that they conduct with PK-12 students. This would provide evidence that

the interns are assessing PK-12 students as the lesson progresses. Other suggestions will need to be discussed so that the faculty members decide on an approach that is the most beneficial.



## IX. RECRUITMENT AND MARKETING EFFORTS

### DEMAND FOR GRADUATES

Texas is a state that requires certification for school librarians. However in the 2010 – 2011 year, with the advent of site-based decision-making, some schools decided to remove the librarian and place a paraprofessional in the library instead. As a result, the Department of Library Science became proactive and recruited in new areas. Now, the department is seeing an increase in student enrollment. In addition, some districts did experience negative results due to the lack of a certified school librarian on a campus and has reinstated the positions that had been cut.

## GEOGRAPHICAL LOCATION FROM WHICH STUDENTS COME

In Figures 1, 2, and 3, library science program graduate students are identified using the ESC Regions for the state.

FIGURE 1

*2010-2011 Library Science Graduates by ESC Region*

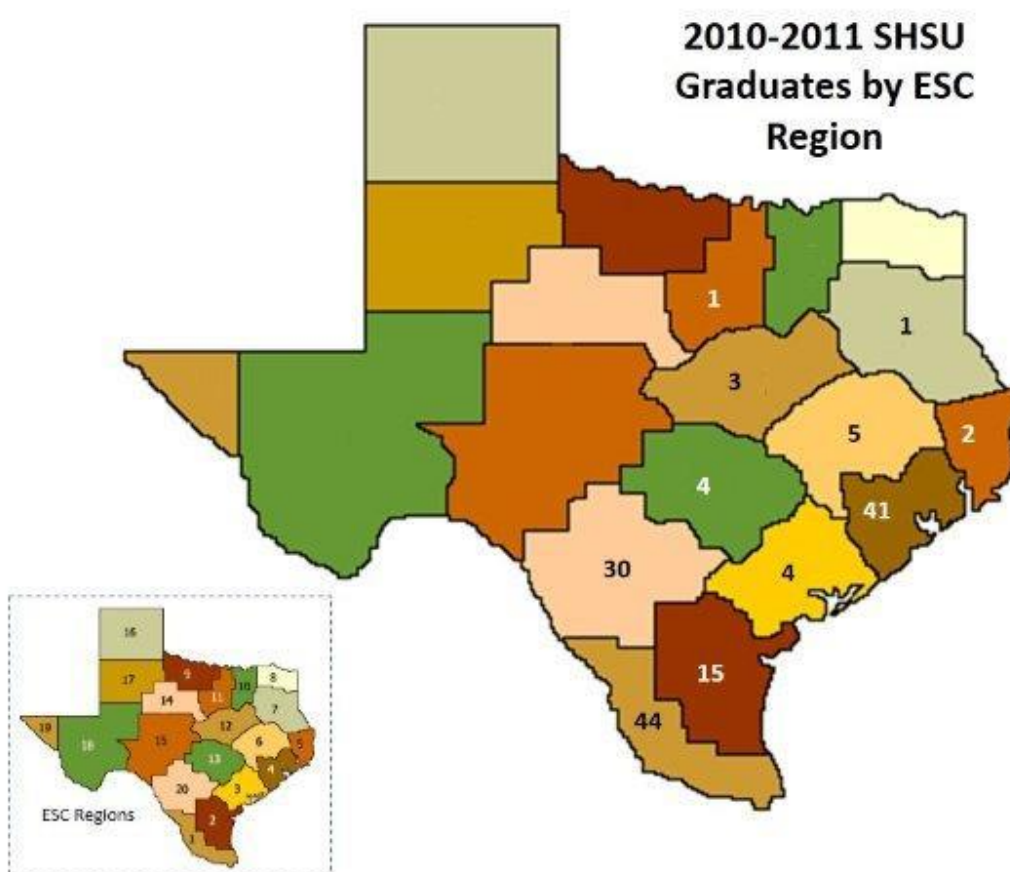


FIGURE 2

*2011-2012 Library Science Graduates by ESC Region*

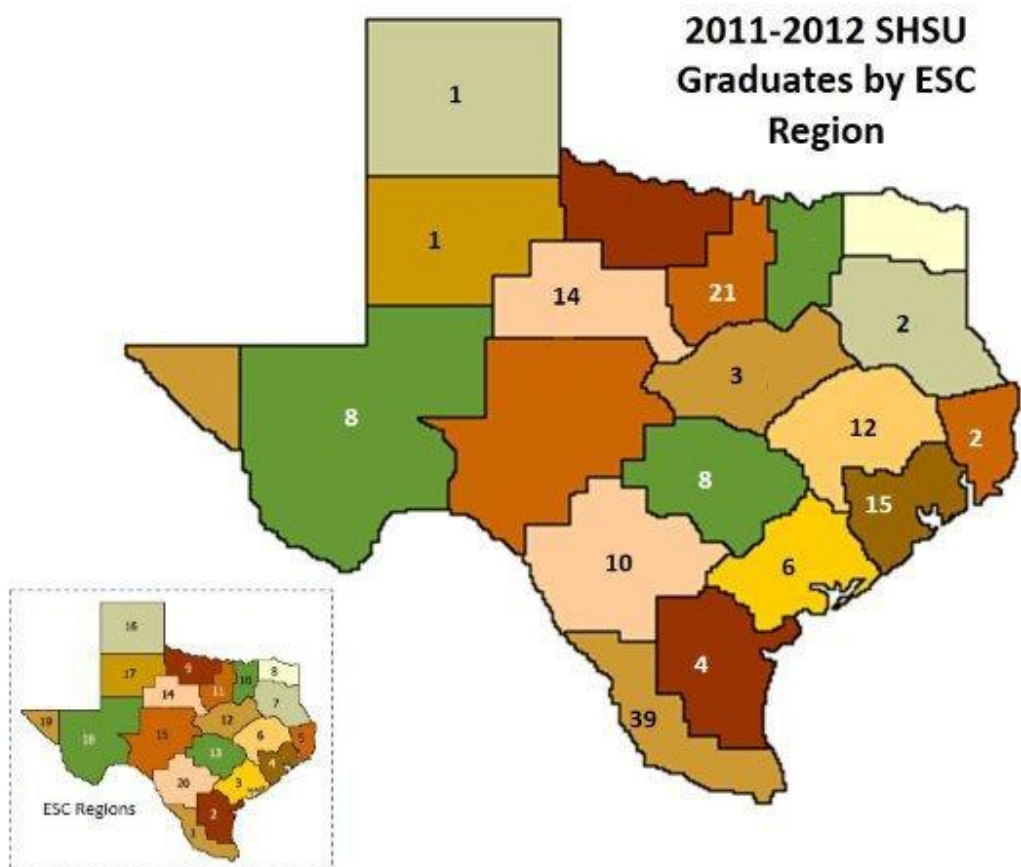
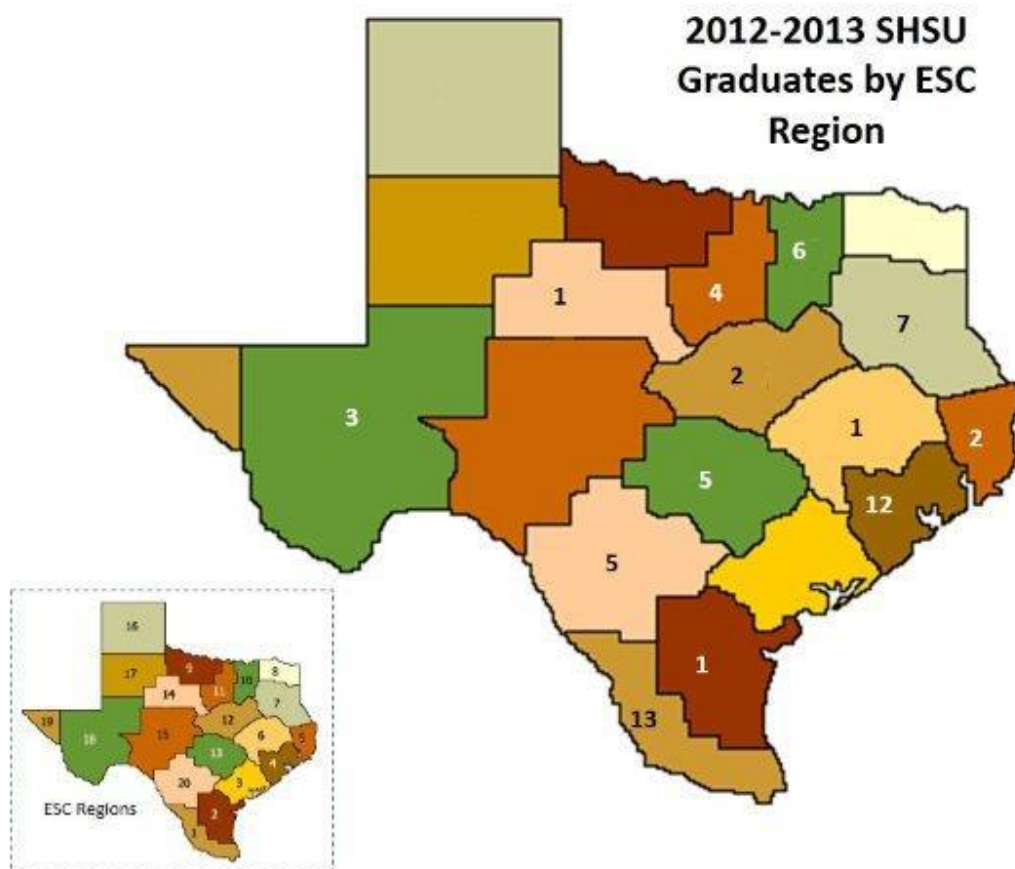


FIGURE 3

2012-2013 Library Science Graduates by ESC Region



## MARKETING AND RECRUITMENT EFFORTS AND THEIR EFFECTIVENESS

The department does several things in order to market the program and recruit students. On campus, the department participates in Teacher Career Fairs and Graduate Student Fairs. The faculty also participates at Education Service Center events to gain exposure around the state. Whenever faculty present at conferences inside or outside the state, they are sure to mention the fact that the Master of Library Science is an online program.

At many conferences the department pays for an exhibit booth in order to attract new students. At times, the Department of Library Science collaborates with the Master of Instructional Technology program in order to recruit at the same conference and to reduce booth fees. For the 2012 – 2013 academic year, the department purchased a prize wheel and promotional items. The prize wheel makes the booth a fun place to visit and opens up the line of communication with potential students.

The department does many things to promote the program. It puts library information and book recommendation slides on television monitors that are mounted in Academic Building IV and off campus at The Woodlands Center and The University Center. The department pays for exhibit space at many different professional conferences around the state hoping to target teachers for the MLS program. Finally, one of the most frequent types of recruitment the faculty participates in is sharing information by word of mouth. During conference presentations, faculty members mention the MLS program and promote becoming school librarians. Most library science faculty maintain active virtual presences where they post information about the library science profession in general and, at times, highlight things specific to the MLS Program. Since the program is online and open to students across the country, any teacher that meets the

admission requirements is welcomed to apply and complete their library science coursework at Sam Houston State University.

While the department does not have specific numbers from its promotional and marketing efforts, it has seen an increase in enrollment and attributes the increase to these new efforts.

## CURRENT MARKETS

As a result of the MLS program going completely online, the current market is wide open. Faculty talk about the program availability when they present at conferences all over the United States. The department maintains a Facebook page, a Twitter account, and an Instagram account where the department posts information about the library science program and encourage people to choose a master's degree in library science.

## POTENTIAL NEW MARKETS

Last year, Texas Association of School Librarians (TASL) made a plan to focus on the recruitment of school librarians with a background in Early Childhood. Sam Houston State University Department of Library Science supports this initiative and is making plans to accommodate these students. As mentioned above, the department exhibited at the Kindergarten Teachers of Texas (KTOT) Annual Conference in the hopes of recruiting Kindergarten teachers to the program. Also, the department is proposing an additional course to address the growing need for library services for the preschool child.

## ENROLLMENT PLAN FOR THE NEXT 5 YEARS

Over the next five years, the department plans to meet the needs of the growing Texas population. The department will continue to be mindful of the First Generation Graduate students and begin to target students for Bilingual Librarianship. In addition, the department plans to investigate which states currently do not have library science programs and begin to target those for potential students.

## ALUMNI AND DONOR RELATIONS

Sam Houston State University Department of Library Science has a student organization called LSSA (Library Science Student Association). Both current students and alumni belong to this organization. In order to maintain a relationship with its alumni, the department communicates with them on Facebook, Twitter, and Instagram, as well as the LIB\_SCI Listserv. The Listserv has approximately 1,600 members. Job postings, important information about school libraries, and course information is shared on the Listserv.

The Annual Texas Library Association (TLA) Conference is where the faculty visit with former graduate students the most. Each year, the department pays for an exhibit booth and looks forward to visiting with the alumni that attend the conference. The main purpose of this exhibit booth is to maintain relationships with alumni and current students. This is not a recruiting event since most in attendance are already school librarians.

In addition, the Department of Library Science hosts an alumni gathering at the TLA Annual Conference. The event varies each year, depending on the location of the conference. It can be a free come-and-go gathering, an information lunch at a local restaurant, or a ticketed sit down event. The faculty usually provides young adult and children's books to give away to the

attendees as a way of saying “thank you” for coming. Feedback from alumni is typically favorable after these events.

Finally, the department knows that its alumni talk positively about and recommends the program to others. The department considers it the best compliment when, even during the dip in enrollment, its students and graduates weren't struggling to find jobs.



## X. OUTREACH

### DISTANCE EDUCATION

The Department of Library Science has a long history of offering its coursework outside of the immediate Huntsville area. For more than 40 years, the department has taken courses, and ultimately, the entire MLS program to off-campus locations throughout Texas. It began by offering courses in the Rio Grande Valley of Texas in Brownsville McAllen, Laredo, and Corpus Christi. Cohorts followed in West Texas and North Texas. Since the program has moved to a fully online MLS, there are no barriers for students throughout the state in taking coursework. The department has also been approved to offer courses in other states with which Sam Houston State University has a working agreement. Currently, students from several different states are enrolled in the MLS program. The department plans to extend course offerings to other states as agreements are reached.

### SERVICE LEARNING OR COMMUNITY ENGAGED LEARNING

From the outset, the department has been involved in community based partnerships and service learning. When the department offered undergraduate courses, students participated in the Preschoolers Outreach Program (POP) taking story times to multiple locations in Huntsville. After the undergraduate courses were cut by the College of Education, the department created other opportunities for service learning and community engagement. Project B.E.T.H. (Books Entering Texas Homes) centered on MLS students identifying school children within their building who did not have access to books at home. With books donated by Dr. Chance and Dr. Lesesne, MLS students selected and delivered books to those families as part of LSSL 5360

classes. LSSL 5368 was approved as an ACE course. The project for students is “Civic Engagement: Family Literacy – Literacy for All.” Regarding family literacy, graduate students in the course were required to complete nine documented hours of civic engagement, a written reflection of the experience, and provide feedback and evaluation from the community partner(s). These hours were used to make connections with the local community and to find potential partners for supporting family literacy in their schools. Dr. Weimar has also been engaged in community programs. She serves on the executive board of Huntsville Area Literacy Council (HALC). HALC holds an intervention literacy program at the local public library for young students who have been identified by their school as needing additional reading and literacy support. HALC also participates in the local Cinco de Mayo event where HALC holds a puppet show, shared reading, and hand out free books, t-shirts, and other giveaways.

Dr. Perry has established a little library by repurposing a university newspaper dispenser. Dr. Perry keeps the free library supplied with books that are free to students and staff. Additionally, Drs. Lesesne and Chance conduct a PACE workshop each spring with booktalks about award-winning books for the undergraduate teacher education students who then receive free books for their own future classroom libraries. Drs. Perry and Lesesne also provide free books to SHSU Methods undergraduate students and to some colleagues within the College of Education who are working in public school classrooms in the greater Houston area. Additionally, books are donated to schools in the neighborhoods where faculty reside. Dr. Perry donates to a high school in Oklahoma; Dr. Lesesne donates books to the “Hats off to Reading” program in Conroe I.S.D. Dr. Chance donates books to local schools in Jacksonville I.S.D. and to the public library in the area. More than \$18,000 worth of books have been donated during her tenure on the Notable Children’s Books Committee. Dr. Chance also provides books for the

annual booktalks she presents at SHSU in the College of Education. The department often gifts books to local Huntsville organizations, to the woman's center, to the Boy's and Girl's Club, among others. It offers boxes and baskets of free books as gift items for raffles, donate books to be used as door prizes, and even has a book cart in the hallway outside the department offices with free books.

## INTERNSHIPS

All students complete an internship as part of their MLS program. The internship requires 130 hours of work within a school library setting. This field study ensures that the graduates of the department are prepared to administer a school library and library program. Students taking the internship course are supervised by a certified school librarian. Additionally, they are evaluated by a faculty member who is charged with the internship courses during a given semester. Internships are generally located in an area/district located near the student. Thus, internship locations will range from the Dallas and Fort Worth area to the north, the Rio Grande Valley area to the south, Beaumont to the east, and as far as El Paso to the west.

## PROFESSIONAL OUTREACH

The faculty of the Department of Library Science are all actively engaged in providing professional services to both the university community and to the library profession at large. Faculty is engaged in delivering workshops, in-service presentations, and professional development opportunities throughout the state and across the nation. Articles in state and national journals are part of the professional outreach for the department. At various times,

members of the department have been column editors, review board members, and professional review writers for various journals. Faculty members have served on local, state, and national committees within various professional organizations including ALA, YALSA, ALSC, NCTE, IRA, and AASL.

Additionally, faculty members advise local schools and districts on a wide array of topics. Several members serve as consultants to districts about accreditation matters. They speak to groups about issues facing school librarians (fixed scheduling, censorship, collection development, etc.). Department members have published books in their field. They collaborate with faculty in other departments and also with school district teachers and librarians in their writing and presentations. Several faculty members serve on accrediting panels (NCATE/CAEP) and have served as reviewers of other programs in library science departments.

Faculty members maintain a strong presence in the online community as well using social media to stay connected, to provide information, and to keep current in the members' respective fields. Blogs, Twitter chats, Facebook pages, Tumblr accounts, web sites, and more are some ways in which the department reaches well beyond the walls of the University.

Finally, the Jan Paris Bookfest (formerly the Children's and Young Adult Book Conferences) have long been a part of the department's outreach. The conference is named in honor of Dr. Janelle Paris who developed the Texas Bluebonnet Program in Texas. This conference has been held on the campus for more than 30 years. It attracts award-winning authors who speak to participants. Experts in the field of children's and young adult literature also provide workshops for participants. Information about the history of this event may be found here: <http://www.janparisbookfest.com/history.html>. All faculty members have been

involved in some capacity with the conference. Some have been or are coordinators. Others are regular presenters at the conferences.

## XI. PROGRAM SPECIFIC ISSUES

There are two program specific issues of vital importance to the department: 1) Scores on the TExES School Librarian Certification exam, and 2) the Electronic Portfolio, the culminating portfolio for the MLS.

### TEXES SCORES

The Department of Library Science has a continuing concern about an instrument that measures state-wide student success in the MLS program: Scores on the TExES. For this exam MLS graduates must meet an overall success rate of 80%. Before and during 2008 TExES scores for the department's graduate students was 100%. Scores began dropping for academic year of 2009-2010. The Chart 13 below shows overall success rate of attempts by unique person for the last three years.

#### CHART 13

*Overall success rate on the TExES Certification Exam for School Librarian*

	2010-2011	2011-2012	2012-2013
Attempts (unique person)	58	81	37
Passes (unique person)	54	67	30
Pass Rate	93%	83%	81%

*Information Provided by Center of Assessment and Accreditation*

*College of Education, Sam Houston State University*

The following paragraph is a statement from the department's nationally recognized SPA review report dated February 1, 2013:

Interpretation of How Data Provides Evidence for Meeting Standards

The pass rate for the TExES in 2009-2010 and 2010-2011 is determined by the last attempt of students during a specific twelve-month timeframe. Students may retake the TExES if they fail it, but if they fail the TExES during the specific twelve-month timeframe used for calculating overall pass rates, their failing score becomes part of the percentage that did not pass even if the students takes the TExES the next year and passes. An 80% pass rate is considered acceptable; 100% is considered target. A 93% pass rate and mean score well above 240 indicates the high quality of the department's program. Understanding and application of content are evidenced through three TExES Domains that align to all five ALA/AASL Standards, including 20 elements.”

Faculty has evidence that there are a variety of factors responsible for changes in TExES scores:

1. The TExES was not updated to reflect the new NCATE/AASL standards which were being taught.
2. When the TExES was updated, it still did not reflect the new NCATE/AASL standards sufficiently. Library professionals were not consulted when developing test questions as they had been for the previous test. Alignment to NCATE/AASL standards was far from ideal.
3. TExES scores are recorded for the students' initial test scores. Their success on another attempt is not recorded for data purposes.

4. See “Interpretation of How Data Provides Evidence for Meeting Standards” above.
5. In 2011 the department dropped the requirement of meeting a particular score on the GRE in order to be admitted into the MLS program.
6. Many of the students enrolled in the program are dual language students with English as a second language.
7. Some students have chosen to take the TExES too early in the program instead of waiting until all of their courses have been completed.
8. Some students do not study for the TExES. They simply take it to see how well they do, knowing they can retake the test if they don’t pass it.
9. As of fall 2011 the university requested that the department offer a fully online MLS. Previously, faculty held one to three required face-to-face meetings for each course as a hybrid. Recently, the department offered a hybrid cohort of the MLS in The Woodlands, north of Houston, but there was not enough interest. For some students a fully online program is more challenging than a face-to-face one.

The above factors have been studied and discussed at length by the faculty. There are some factors over which the department has no control:

1. Questions selected for the TExES.
2. Totally online courses.

The department has implemented procedures to help improve scores on the TExES:

1. The department offers a varied list of excellent resources for students to study before taking the TExES.
2. Individual consultation and coaching for students who are struggling to pass the TExES.



3. For the past three years students have been required to pass a TExES practice test before they can take the official TExES.
4. Beginning Fall 2014 four steps will be taken to increase scores:
  - a. In order to pass the internship course – LSSL 5366 – students must pass a practice TExES test. Internship is required during the last semester of a student’s coursework, assuring that all coursework for the MLS has been completed successfully.
  - b. Students must pass a multiple choice test on *Information Power*.
  - c. In three core courses – LSSL 5360, LSSL 5332, LSSL 5370 – students will be required to define library science terms from a list provided by the professors.
  - d. In core course students will be presented with two to three questions posed as scenarios similar in style to those posed on the TExES practice test. These exercises will help students become comfortable with one type of question.

## ELECTRONIC PORTFOLIO

The second program specific issue of vital importance to the department is the culminating electronic portfolio for the MLS. The portfolio addresses major school librarian concepts based upon five standards for national recognition by ALA/AASL and NCATE. The five standards are Teaching for Learning, Literacy and Reading, Information and Knowledge, Advocacy and Leadership, and Program Management and Administration. As a faculty the department continues to refine how students should demonstrate evidence of their knowledge and experience in each of the five standards in a way that reflects their successful completion of coursework.

## FACULTY AND STUDENT DIVERSITY

Currently, the faculty consists of five European-American women. The department has tried to attract more diverse candidates to fill open positions and has reviewed applications from men, African Americans, and Asians. The department offered a position to an African American applicant who accepted the position initially but later turned it down after receiving an offer of more money from another university. Barriers to hiring diverse faculty include lower salaries than other universities, a semi-rural location, a teaching load of three graduate courses per semester, and a lack of available candidates with public school library experience.

The department has had more success with student diversity. The department has a long-standing program in south Texas, leading all programs at SHSU in numbers of enrolled Hispanic students. Among the department's Hispanic students are first generation master's degree students. The department has used two IMLS grants to include underrepresented gender and races. For many years the department has only attracted a few African American students, but in the 2013-2014 academic year, the department has 14 African American students. In light of these numbers, the department will continue to seek out opportunities regarding diversity.

## XII. PROGRAM STRENGTHS AND RECOMMENDATIONS

### PROGRAM STRENGTHS

A. **Nationally Recognized Program.** The library science faculty is proud of the fact that the Master of Library Science degree program has been accredited continuously since 1954. Most recently the program was nationally recognized on February 1, 2009 and on February 1, 2013, based on 2010 Standards for initial preparation of school librarians by American Association of School Librarians (AASL), a division of the American Library Association (ALA), and the National Council of Accreditation of Teacher Education (NCATE).

i. Summary of Strengths from SPA Report of February 1, 2013:

“Excellent alignment of assignments with standards. It is easy to find documentation. They did an excellent job concentrating on the new program review format. Standards are clear and met with good documentation to support the components of each of the 5 standards. There was a clear correlation between the assessments and the standards.”

ii. Comments on Standard 1: Teaching for Learning. SPA Report Review of February 1, 2013:

“Electronic portfolio does a good job of documenting the student’s understanding. There are checks and balances with several professors teaching the literature courses. The journal Assessment 4, Library Internship, keeps students focused on what they are doing. The internship is well-organized. Self-reflection and chats allow for multiple opportunities to reflect on the experiences. Assessment #5 demonstrates instructional partner/21<sup>st</sup> century instructor roles. Assessment #4 (internship) demonstrates the

effective and knowledgeable teacher role. Assessments #1 and #2 demonstrate knowledge of learners and learning. Electronic portfolio in Assessment #2 further documents work in all areas.”

iii. Comments on Standard 2: Literacy and Reading. SPA Report Review of February 1, 2013:

“Assessment #6 takes in activities that reflect current trends in literature: incorporating “book store” atmospheres in school libraries, blogs, and podcasts; as well as a variety of ways to promote literature. The assignment has good documentation of activities required.”

iv. Comments on Standard 3: Information and Knowledge. SPA Report Review of February 1, 2013:

“Assessments #1, 2, and 4 occur at the end of the program. Assessment #7 was well documented for all areas except students model and communicate legal and ethical codes. This was not clearly demonstrated. Still, all standards are met in Assessments #4 and #7.” Note: To meet the element on professional ethics, in Fall 2013 the department added an opportunity in the Portfolio for students to demonstrate their abilities to model and communicate legal and ethical codes through student lessons and staff development.

v. Comments on Standard 4: Advocacy and Leadership. SPA Report Review of February 1, 2013:

“Assessment #8 clearly aligns the assignment and the standards. The variety of activities is well-planned. Standards are met. There is potential to be covered on the national level.”

Note: To address advocacy and leadership at the national level, students are required to join ALA.

vi. Comments on Standard 5: Program Management and Administration.

SPA Report Review of February 1, 2013:

“Assessment #3 is an excellent demonstration of this standard. Standards appear to be met by the assessments.”

- B. History of the Program.** The Department of Library Science was established in 1937 and has been successfully granting librarian certification and a master’s degree to Texas classroom teachers.
- C. Totally Online Program.** The transformation from a face-to-face program to a totally online program has attracted classroom teachers to enroll in the program because of the convenience of working from home. It is also beginning to attract students from other states.
- D. Reputation of the Program.** The reputation of the MLS program as one that educates classroom teachers to become well-prepared school librarians has spread throughout Texas including large numbers of students from South Texas. Graduates of the program recruit teachers in their schools to enroll in this SHSU program.
- E. Facility.** The department’s facility on the fourth floor of Academic Building IV contains large, attractive offices with windows for each faculty member. Additional

rooms include a large corner office for the chair of the department, a secretary's office, a reception area, a small kitchen, a large conference room, a large storage room, and a book room.

- F. **Scholarships.** Graduate students in the library science program are offered scholarships to help with tuition costs every year through library science endowments. Intermittently, the university funds scholarships for the program, and two IMLS grants were funded in 2010 and 2012 to fund full master's degrees for a total of 60 students.
- G. **Quality Faculty.** Faculty have gained national reputations in the field of library science through numerous presentations at national and international professional conferences, through published books, and through participation in committees of national professional organizations. See faculty credentials in Section IV.
- H. **Leaders in Technology.** Through presentations, articles, and books, faculty have gained State and national reputations as experts in the use of technology, particularly as applied to schools and school libraries. Most importantly, two courses in the MLS are specifically focused on the use of technology: LSSL 5391 Internet for School Library Media Specialists and LSSL 5396 Computer Science applications to Librarianship. In addition, students become proficient at managing their online learning through Blackboard in every course.

- I. **Advisory Council.** For more than 20 years the department has held an annual meeting of a seven-member advisory council consisting of current students, former students, school librarians, university professors, and authors. In the fall semester of 2014 the council's charge will focus on a discussion of the department's self-study, seeking feedback and support from council members. The charge of the Advisory Council: To support the Department of Library Science in its mission to educate school librarians. The Advisory Council will participate in activities to benefit the department and the students it educates.

## PROGRAM RECOMMENDATIONS

Faculty of the Department of Library Science continue to meet weekly to discuss pertinent issues and to regularly review curriculum and student progress. The department is secure in its success, but continuously reviews ways to improve and to stay up to date with technology and trends in library science and higher education. Specifically, the faculty focus on three areas for maintaining accreditation and two areas for improving diversity:

- A. Use the same eight ALA/AASL/NCATE assessments but continue to refine assessments in response to student scores and evolving standards.
- B. Continue attendance at ALA/AASL/NCATE/CAEP workshops for latest information on standards and best methods for curriculum that help students meet those national standards and improve their learning.
- C. Continue to monitor and analyze data from TExES scores to find ways to ensure student success.

- D. Apply for more funding through IMLS grants and university scholarships to support underrepresented student populations and first generation master's degree students.
- E. As faculty positions are filled, continue to search for ethnic and gender diversity.