

**LS 537 – School Library Administration
Sam Houston State University
College of Education
Department of Library Science**

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Course Schedule: Fall 2007
Totally online

Course Description:

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

Required Online Document:

School Library Programs: Standards and Guidelines for Texas.
Available from Texas Education Agency web site,
<http://www.tsl.state.tx.us/ld/schoollibs/libprograms.html>

Required Textbooks:

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

Woolls, Blanche. 2004. *The school library media manager.* 3rd ed. Westport, Connecticut: Libraries Unlimited. ISBN: 1-59158-144-3.

Communication:

Interaction will take place through the Blackboard course site. Communication will include group discussions, chats, discussion board forums, and e-mail messaging. Course materials will be available through Blackboard documents.

Course Objectives and Standards:

The student will be able to:	ALA/AASL	Conceptual Framework	TExES	IDEA
1. Demonstrate an understanding	1.3 Access to information	Knowledge, skills, strategies,	Domain II. Competency 003. The	

of the importance of local, state, and national standards and laws appropriate to school libraries.		experiences, diversity	school librarian understands library program management and acquires, organizes, and manages resources.	
2. Demonstrate ways to establish and maintain a positive educational climate in the library media center, planning and organizing library media centers according to their use by the learning community.	1.4 Stimulating learning environment	Knowledge, skills, strategies, experiences, diversity	Domain I. Competency 002. The school librarian establishes a library environment that enables and encourages all members of the learning community to explore and meet their information needs.	
3. Demonstrate the potential for establishing connections to other libraries and the larger library community. Articulate the role of their professional associations in their own professional growth.	3.1 Connection with library community	Knowledge, skills, strategies, experiences, diversity	Domain II. Competency 004. The school librarian exhibits library program leadership and collaborates within the school and community to promote the success of all students.	
4. Model, share, and promote ethical and legal principles of education and librarianship.	3.2 Instructional partner	Knowledge, skills, strategies, experiences, diversity	Domain III. Competency 005. The school librarian applies knowledge of librarianship	

<p>Acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.</p>			<p>and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning. Domain I. Competency 001. 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.</p>	
<p>5. Articulate the relationship of the library media program with current educational trends and important issues. Translates for the school the ways in which the library</p>	<p>3.3 Educational leader</p>	<p>Knowledge, skills, strategies, experiences, diversity</p>	<p>Domain II. Competency 003. The school librarian understands library program management and acquires, organizes, and manages resources.</p>	

program can enhance school improvement efforts. Utilize information found in professional journals to improve library practice.				
6. Organize the library media facility and its collections according to standard accepted practice.	4.1 Managing information resources: Selecting, organizing, using	Knowledge, skills, strategies, experiences, diversity	Domain II. Competency 003.	
7. Apply accepted management principles and practices that relate to personnel, financial and operational issues. Plan adequate space for individuals, small groups and whole classes.	4.2 Managing program resources: Human, financial, physical	Knowledge, skills, strategies, experiences, diversity	Domain II. Competency 003.	
Collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with	4.3 Comprehensive and collaborative strategic planning and assessment	Knowledge, skills, strategies, experiences, diversity	Domain II. Competency 003.	

the school's goals and objectives. Use data for decision-making.				
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Course Assignments:

Details of the following assignments will be available on the Blackboard course site:

1. Leadership Connections – 15 points – Program Administration Project
Perform several tasks: Explore the AASL and TLA web sites and a few recent issues of *School Library Journal*. Write a brief report reflecting on your findings; submit one question or comment to the Department's discussion group; prepare and submit a personal page on the course site, including a brief introduction and your photo.
2. Library Standards Assignment – 25 points
Based on six State standards, prepare a report evaluating an existing school library.
3. Library Facilities Report and Floor Plan – 35 points
Critique the floor plan of an existing school library and prepare an updated, improved floor plan to scale.
4. Library Budget Request – 35 points – Program Administration Project
Prepare a budget request for an existing school library using the State standards and the school identified in the Library Standards Assignment.
6. Five-Year Long-Range Plan – 15 points – Program Administration Project
Write a five-year long-range plan for an existing school library, addressing facilities, personnel, equipment and materials.
7. School Library Media Center Assessment Essay – 15 points
Evaluate an existing school library using the instrument on pages 289-290 in the Woolls textbook.
8. Class Discussions – 60 points
Participate in 12 discussions through Blackboard Discussions, email, and Group Pages.
9. Student Dispositions – Required by Department of Library Science
Each student in LS 537 will submit a self-assessment of dispositions based on the Students Dispositions list below.

Course Evaluation:

Earned points:
 180-200 = A
 160-179 = B
 140-159 = C
 120-139 = D
 119 & below = F

Student Syllabus Guidelines:

For detailed information about academic dishonesty, classroom rules of conduct, student absences on religious holy days, students with disabilities policy, and visitors in the classroom, go to the following university link: <http://www.shsu.edu/syllabus/>

Academic Dishonesty:

Plagiarism is serious. In this class copying another student’s work and allowing another student to copy your work will result in a failing grade on the assignment.

Late Assignments:

I accept late work with an appropriate penalty depending upon tardiness. No late work will be accepted after December 11th. Emergency situations affecting due dates will be considered on an individual basis. If you are ill and have a doctor’s note, fax a copy to me to avoid late penalties.

Assessment for the American Association of School Librarians:

Standards for the American Association of School Librarians (AASL) include four major areas: use of information and ideas, teaching and learning, collaboration and leadership, and program administration. Program Administration Project incorporates four of your assignments to be assessed following the rubric below:

Program Administration Project
 (100 total points)

Components/AASL Standards	Unacceptable Below 79%	Acceptable 80-89%	Target 90-100%
Leadership Connections: <i>3.1 Connection with library community</i> <i>3.3 Educational Leader</i> 3.1a, 3.1b, 3.3a, 3.3b	Candidate explores professional resources but lacks a focused reflection.	Candidate explores professional resources and participates in a group listserv. Clearly written but too brief to adequately reflect on benefits of resources.	Candidate explores AASL and TLA web sites and recent issues of <i>School Library Journal</i> , reflecting on the potential for professional growth as a student and later as a school library media specialist. Candidate demonstrates ability to communicate with

			other professionals through participation in a group listserv. Clearly and thoughtfully written reflection.
Library Budget Request: <i>3.3 Educational Leader</i> <i>4.2 Managing program resources: Human, financial, physical</i> <i>4.3 Comprehensive and collaborative strategic planning and assessment</i> 3.3c, 3.3d, 4.2a, 4.2b, 4.3a, 4.3b.	Several pieces of evidence, expenditures, and/or elements are missing.	Candidate's budget request and long-range plan show most required evidence, necessary expenditures, and five-year long-range plan elements.	Candidate's budget request shows evidence of understanding of principles and practices that relate to personnel, financial, and operational issues. Budget request includes all required components for necessary expenditures for day-to-day management of a library program.
Five-Year Long-Range Plan: <i>4.3 Comprehensive and collaborative strategic planning and assessment</i> 4.3a, 4.3b	Candidate's long range plan shows no evidence of planning with administrators and teachers. It fails to address at least three areas. Timeline is inadequate or unclear.	Candidate's long-range plan shows most required evidence and encompasses three of four required areas. Plan shows clear timeline.	Candidate's long-range plan shows evidence of planning with administrators and teachers for developing a library media center. Plan encompasses four areas: personnel, facilities, equipment, and materials collection based upon "School Library Programs: Standards and Guidelines for Texas." Plan shows clear, reasonable timeline.
Library Facilities Report and Floor Plan: <i>1.3 Access to Information</i> <i>1.4 Stimulating learning</i>	Candidate designs a floor plan that is not based on exemplary levels and is missing many required	Candidate designs a floor plan that shows flexible and open access to the library media center and its services, removing barriers to resources	Candidate designs a floor plan that shows flexible and open access to the library media center and its services, removing barriers to resources

<p><i>environment</i> <i>4.1 Managing information resources:</i> <i>Selecting, Organizing, Using</i> <i>4.2 Managing program resources:</i> <i>Human, financial, physical</i> 1.3a, 1.3b, 1.3c, 1.4a, 1.4b, 1.4c, 4.1b, 4.1d, 4.2c.</p>	<p>elements.</p>	<p>and services. Candidate develops a plan that is tailored to most elements of the learning community. Most of the Texas standards are met and the plan is neat, easy to read, and includes most necessary areas and furnishings.</p>	<p>and services. Access to print, nonprint and electronic formats is conveniently available. Candidate develops a plan that reflects a positive educational climate, is tailored to grade level programs with an appropriate environment, and is organized based on the use of the particular learning community. Using data from an existing library media center, the floor plan is neat, easy to read, to scale, and includes all necessary areas and furnishings for an exemplary facility based on applicable standards of the “School Library Programs: Standards and Guidelines for Texas.”</p>
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Student Dispositions:

Additionally, NCATE requires a review of student dispositions on a scale of high, needs improvement, and low. A disposition is a behavioral characteristic, either positive or negative, reflecting a student’s potential ability to succeed as a master’s student and ultimately as a school library media specialist. The Department of Library Science has chosen the following dispositions to review:

1. Exhibits ethical behavior.

Low Needs Improvement High

Examples:

Supports intellectual freedom and privacy of users.

Adheres to and communicates legal and ethical policies as well as codes of the profession.

Models, shares, and promotes ethical and legal principles of education and librarianship.

2. Exhibits effective communication skills.

Low Needs Improvement High

Examples:

Contributes appropriately to class discussions.

Writes with clarity and competence.

Able to articulate ideas and information appropriately to all school personnel.

Understands the importance of gathering and communicating data to support planning and decision-making.

3. Respects diverse ideas and values.

Low Needs Improvement High

Examples:

Demonstrates the importance of meeting diverse user needs.

Demonstrates that all students can learn regardless of diverse abilities, needs, and learning styles.

4. Collaborates with others.

Low Needs Improvement High

Examples:

Works collaboratively with the school community to develop and improve the library media program.

Works successfully with others.

Models and promotes collaborative planning with classroom teachers and other education professionals.

5. Exhibits leadership.

Low Needs Improvement High

Examples:

Has ability to plan and organize.

Advocates for, supports and facilitates flexible and open access to resources, services, and information in all formats as well as the library media center and its services.

Models personal responsibility and willingness to undertake a leadership role.

Understands the importance of being involved in school and district committees and staff development.

Advocates for the role of the library media center as an important component in the overall school program.

Understands the importance of professional publications and involvement with professional associations.

6. Exhibits graduate level/professional behaviors.

Low Needs Improvement High

Examples:

Attends all required class meetings on time.
Completes assignments by due dates.
Shows respect for professors by listening and responding appropriately.
Shows respect for classmates as colleagues by listening and responding appropriately.
Accepts constructive criticism of course work.
Is technologically competent and current on technological developments.
Advocates for instruction in information skills as an integral part of the curriculum.
Pursues self-learning strategies to keep current with developments in the field.
Enjoys reading.