LSSL 5337-03
School Library Administration
Fall 2017
LSSL 5337 is required for Master of Library Science and School Librarian Certificate
College of Education, Department of Library Science

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Course Format:
This course is conducted online with the course shell being available for access on the first day of classes and concluding the final day of the semester. Interaction will take place through the Blackboard course site.   Communication will include online group discussions and email messaging. Some course documents will be available through Blackboard documents.

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: LSSL 5330, 5332, 5334.

Textbooks and Required Reading:

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs.* Chicago, IL: American Library Association.
ISBN 978-0838985199 (pbk)

Kachel, D. E. (2013). *School library research summarized*. Previously retrieved from http://sl-it.mansfield.edu/upload/MU-LibAdvoBklt2013.pdf   (Provided in the course documents)

Texas State Library and Archives Commission. (2005, May 16). *School library programs: Standards and guidelines for Texas*. (Provided in the course documents)

Woolls, B., Weeks, A. C., & Coatney, A. (2014). *The school library manager* (5th Ed.). Westport, CT: Libraries Unlimited.
ISBN 9781610691338 (pbk)

Recommended Professional Books:
- American Association of School Librarians [AASL], and Association for Educational Communications and Technology. (1998). *Information Power: Building partnerships for learning*. Chicago, IL: American Library Association.
- AASL. (2009). *Standards for the 21st –century learner in action*. Chicago, IL: ALA.
- AASL. (2012). *A 21st-century approach to school librarian evaluation*. Chicago, IL: ALA.
- *Publication manual of the American Psychological Association* (6th Ed). Washington DC: American Psychological Association, 2009.

Course Objectives:
Through learning activities in this course, students will
1. Demonstrate an understanding of the importance of local, state, and national standards appropriate to school libraries.
2. Demonstrate an understanding of ways to establish and maintain a positive educational climate in the library media center.
3. Demonstrate an understanding of the larger library community, including professionalism, advocacy, and leadership.
4. Demonstrate an understanding of the relationship between education and school librarianship.
5. Demonstrate an understanding of the physical organization of a library media facility.
6. Demonstrate an understanding of accepted management principles and practices that relate to personnel, financial and operational issues.
7. Demonstrate an understanding of collaborative planning and assessment within the school community.

A **matrix** that aligns course objectives, activities, assessments, and standards can be viewed on the final page of this syllabus.

IDEA Objectives: In this course, your learning will proceed in line with these major objectives (as assessed by the IDEA course evaluation system):

ESSENTIAL: Learning to apply course material to improve thinking, problem solving, and making decisions.

IMPORTANT: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

IMPORTANT: Learning how to find and use resources for answering questions or solving problems.

Course Requirements:
Assignments: Detailed guidelines for the following assignments are given in the appropriate Blackboard course units along with the materials for reading and learning. *Assignments are due by Saturday midnight, end of the unit as week noted*; opening discussion posts are due by unit's midpoint (usually Wednesday); and responses to others' posts are due by ending Saturday.
- ALL assignments (including discussion board posts, even if they are late and you receive no credit points) must be submitted to pass the course.
- Please do not submit assignments by email. Use the unit's submission link as provided.

- Late assignment policy: Late work is not accepted except in exceptional cases when pre-arranged with the instructor. In such cases, late work may be accepted with loss of points.
- The three *Benchmark* assignments must also be submitted to the TK20 link (thus contributing to your professional portfolio). Information will be given in relevant units.
- **Note** that completion of a practice TExES 150 School Librarian exam will be required for receiving credit for this course (15 points will be earned for completing the test). The test will require your physical attendance at a predetermined site, and details for locations and dates for the practice exam will be provided.

Time requirement: This is a challenging course requiring significant reading, self-pacing, and advance preparation for the important assignments. Be aware of the schedule and due dates given below.

Professionalism policy: It is expected that
- Graduate students be active, enthusiastic, and collegial participants during the semester.
- Academic writing will be clear, concise, and will follow grammatical conventions. Attention will be paid to –and points earned from– learning and correctly using conventions of APA style (6th edition).
- Students should **check university email EVERY DAY.**
- In addition, it is expected that communications with the instructor, LSSL department, and other SHSU individuals will be courteous in tone and respectful in approach.

Course Grade

As you further into your formal education, **how much** you learn becomes increasingly your decision. As you **go beyond** the minimum requirements, you are preparing yourself to be a stronger librarian professional.

Ideally, your grade in this course will represent the extent of your learning, but ultimately your choices will determine your growth, along with the scores that you earn. Make strong choices! Go deeper!

Your final grade for this course derives from points earned from the Discussion Board, readings, and assignments. The points earned out of all points possible are converted to letter grades on the following scale:

Grading Scale

      A......92% or more of total pts earned   *A = exceptional*
      B......84 % or more of total pts   *B = proficient*
      C......76 % or more of total pts   *C = developing competencies*
      F ......below 76%

Note that all units **begin on a Monday** and **conclude on a Saturday** (with all due dates occurring on a Saturday by 11:59 PM). Most units will consist of a single week's time; some units with major assignments will range over a two-week period. These units and assignments noted here:

Course Outline
Schedule of Units, Learning, and Assignments

Calendar	Unit Readings	To Do	Pts
Intro Unit Aug 23 – Aug 26	Get acquainted with **syllabus**, Blackboard course shell, and classmates	• Introductory post and responses to others due by Aug 26	15
Unit 1 Aug 28 – Sept 2	**The Evolution of School Libraries** • Woolls et al.: Ch 1, 2 • *EL*: Preface, Ch 1, Appendix E	• Collaborative group work for reading summary • Discussion Board participation	100* 100*
Unit 2 Sept 4 – Sept 9	**The Faces of the School Library** • Woolls et al.: Ch 3, 10, Appendix F • *EL*: Staffing, p. 32	• Discussion • Group Reading work • Begin researching school libraries manuals for policies and procedures	
Unit 3 Sept 11 – Sept 23 (2 weeks)	**The School Library Work and Procedures** • Woolls et al. – Ch 4 • *EL*: "Policies," pages 37-38 • "Workbook for Selection Policy Writing" • Policies and Procedures: Explanations and Example (document in unit)	• Discussion • Group Reading work • Assignment: Policies and Procedures Manual due by Sept 23	30
Unit 4 Sept 25 – Sept 30	**Leadership in the School Library Program** • Woolls et al. – Ch 5, 6 • Library Scheduling document	• Discussion • Group Reading work • Begin researching national, state, and regional / local library standards	
Unit 5 Oct 2 – Oct 14 (2 weeks)	**Literacy and Learning in the School Library** • Woolls et al. – Ch 7 • *EL*: Ch II "Teaching for Learning" and especially the five guidelines on p. 19	• Discussion • Group Reading work • Assignment: group Collaborative Information Literacy Lesson due Oct 14	30
Unit 6 Oct 16 – Oct 21	**The School Library as the Information Heart of the School** • Woolls et al. – Ch 8, Appendix E • *EL*: "Collection and Information Access," pp 38-40 • Library Science Glossary (document in unit) • Basics of Intellectual Freedom Power Point (document in unit)	• Discussion • Group Reading work	

Calendar	Unit Readings	To Do	Pts
Unit 7 Oct 23 – Oct 28	**Strategic Use of the School Library Facility** • Woolls et al. – Ch 9 • *EL*: "The Learning Space," pp 33-34	• Discussion • Assignment: School Library Facility Quiz due by Oct 28	20
Unit 8 Oct 30 – Nov 11 (2 weeks)	**Strategic Planning and the School Library Budget** • Woolls et al. – Ch 11, App G, H • *EL*: "The Budget," pp 35-37 • Texas Standards	• Discussion • Group Reading work • Assignment: Library Budget Request due by Nov 11; • Assignment: Five-Year Long-Range Plan due by Nov 11	25 25
Unit 9 Nov 13 – Nov 18	**Assessing School Libraries** • Woolls et al. – Ch 12 • School Library Programs: Standards and Guidelines for Texas (document in unit) • *EL*: pp 12-15, Ch III	• Discussion • Group Reading work • Assignment: School Library Assessment and Reflection Essay due by Nov 18	25
Unit 10 Nov 20 – Nov 25 (Thanksgiving)	**Integrating School Libraries in the Community** • Woolls et al. – Ch 13 • *EL*: Ch IV	• Discussion • No Group Reading work • Completion of Practice TExES Certification test by this week	15
Unit 11 Nov 27 – Dec 2	**The Many Roles of the School Librarian** • Woolls et al. – Ch 14 • *EL*: Appendices A, B, C, D, F, G	• Discussion – voice recording on the need for school libraries • Group Reading Work • Assignment: submit Discussion participation activity due by Dec 2	
Dec 4 – Dec 7	SHSU Final exams	• Cumulative Assessment due by Tuesday, Dec 5, midnight	20
Dec 11, noon	Course grades submitted by instructors		

* Two of the semester-long activities, the *Collaborative group work for reading summary* and the *Discussion Board participation will each be scored as single grades toward the end of the semester. Details will be provided.*

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Course Matrix*:*
- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards
    - Required Program Standards (SPA - AASL/ALA)
    - State Standards/Competencies for certification
    - Conceptual Framework Alignment
    - Diversity and Disposition Proficiencies
    - ISTE NETS-T Technology Standards (for technology integrated curriculum

Topic(s)/Objective(s)	Activities/ Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator DDP-Diversity and Proficiencies ISTE NETS-T – Technology Standards
1. Demonstrates an understanding of the importance of local, state, and national standards appropriate to school libraries.	Units 8, 9	Class Discussion, Library Budget Request, Long-range planning, Library Assessment	S-5 TS-I.001 CF-1, 2 DDP-6
2. Demonstrates an understanding of ways to establish and maintain a positive educational climate in the library media center.	Units 2, 3, 5	Discussion, Library Facility Report and Floor Plan, Policy and Procedures Manual	S-3-5 TS-III.005 CF-5, 2 DDP-1, 5, 6, 10
3. Demonstrates an understanding of the larger library community, including professionalism, advocacy, and leadership.	Units 10, 11	Class Discussion	S-4 TS-I.001 CF-1, 3, 4 DDP-1, 5, 6 NETS-T - 5
4. Demonstrates an understanding of the relationship between education and school librarianship.	Units 4, 5, 6	Class Discussion. Collaborative Information Literacy Lesson Plan	S-1 TS-I.001, III.005 CF-3 DDP-1, 2, 3, 5, 6, 8, 9, 10
5. Demonstrates an understanding of the physical organization of a library media facility.	Units 7, 8, 9	Class Discussion, Library Facility Report and Floor Plan, Facility Quiz	S-5 TS-III.005 CF-1, 5 DDP-6

Topic(s)/Objective(s)	Activities/ Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator DDP-Diversity and Proficiencies ISTE NETS-T – Technology Standards
6. Demonstrates an understanding of accepted management principles and practices that relate to personnel, financial and operational issues.	Units 3, 4, 8, 9	Class Discussion, Library Budget Request, Five-Year Long-Range Plan	S-5 TS-II:003 CF-1, 3, 5 DDP-4 NETS-T - 3
7. Demonstrates an understanding of collaborative planning and assessment within the school community.	Units 4, 5, 6, 9	Class discussion, Five-Year Long-Range Plan,	S-5 TS-II:003 CF-1, 3, 4 , 5 DDP-9

Standards
- Specialty Program Association (SPA) standards: Google "ALA/AASL Standards for Initial Preparation of School Librarians 2010"
- Web address for *specialty organization standards*: http://www.ala.org/aasleducation/schoollibraryed/ala-aasl_slms2003.pdf
- State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
  - Procedures in Cases of Academic Dishonesty #810213
  - Students with Disabilities #811006
  - Student Absences on Religious Holy Days #861001
  - Academic Grievance Procedures for Students #900823
- SHSU Academic Policy Manual-Curriculum and Instruction
  - Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728

Attendance
Class attendance – As this is an online course, there will be no face-to-face meetings; your participation in all required Blackboard interactions will be considered your attendance.

Course Expectations

1. Technology Requirements – It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving email messages, attaching documents to email messages, and conducting an online search. Microsoft Word is the word processing program that is necessary to complete assignments. It is necessary that students have access to a computer AT HOME. It is expected that graduate students who register for this course feel comfortable using a computer.

2. LIB_SCI – It is expected that you have already joined the electronic discussion group for the Department of Library Science and will check your university email EVERY WEEK DAY.

3. Style sheet – It is expected that you understand research conventions and have a style manual available to you or regularly use an online source for APA (6th Ed.) style. See *Bibliography* on final page of this syllabus to view citation examples.

4. Assignment completion – All assignments (including discussion board activity) must be completed and submitted in order to pass this course.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the

Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

SHSU Dispositions and Diversity Proficiency (DDP) Standards
The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

In the Master of Library Science Program, the Key Assessment and Assignments allow candidates the opportunity to complete the described diversity requirements. These assessments include:
- Beginning Program Dispositions (LSSL 5370)
- Proficient Dispositions (LSSL 5366)

Diversity of Experiences (Field and Employment):
As a graduate candidate in the College of Education it is expected that you will have experiences with students in diverse settings. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards Sam Houston State University has adopted you should document **multiple and varied (diverse) field experiences.** Additionally, you

should complete a written reflection highlighting the totality of your experiences. The goal of this requirement is to monitor your experiences in diverse settings, reflect upon these experiences and your growth and development in knowledge, skills, and dispositions in teaching in diverse classrooms. This reflection and the summary of diverse field experiences chart must be uploaded into Tk20 as part of an existing course assignment.

Multiple and varied areas of diverse field experiences include, participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups. It is expected that some of these experiences will not occur at your current place of employment. We understand that the term field experience may not fully fit the experience and information you provide. You may use past or current employment placements.

Bibliography
Note use of APA style

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