Course Number & Title

**LS 537 – SCHOOL LIBRARY ADMINISTRATION**  
**SUMMER 2008**  
*LS 537 is a required course for a Master of Library Science and School Librarian Certification.*  
**College of Education**  
**Department of Library Science**

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**Text/Readings:**  

This is a 37-page document that you will need to print out and bring to class meetings. You will need to refer to it in several course assignments.


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

**Standards Matrix:**

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


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

Web address for state standards: www.texes.ets.org
Web link for Conceptual Framework: www.shsu.edu/~ncate/concept.html

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

In this course our focus will be on three Essential objectives (as assessed by the IDEA course evaluation system):
- Learning to apply course material to improve thinking, problem solving, and decisions.
- Learning how to find and use resources for answering questions or solving problems.
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
Course Content:
Evolution of School Libraries
Leadership and Professionalism
Standards for Evaluating School Libraries
School Library Personnel
Managing Services
Beginning the Job
Managing the Program
Managing the Facility
Managing Access to Information
Managing the Budget
Marketing
Managing Program Evaluation

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

2) Assignments:
Refer to detailed guidelines in Blackboard Assignments.
A. Leadership Connections – Program Administration Project - Perform several tasks: Explore the AASL and TLA web sites and a few recent issues of School Library Journal. Write a brief report reflecting on your findings; submit one question or comment to the Department’s discussion group (LIB_SCI); prepare and submit a homepage on the course site, including a brief introduction and your photo.
B. Library Facilities Report and Floor Plan – Program Administration Project - Critique the floor plan of an existing school library and prepare an updated, improved floor plan to scale based on the exemplary level of Standards and Guidelines for Texas (Texas Standards).
C. Library Budget Request – Program Administration Project - Prepare a budget request for an existing school library using examples provided and based on the exemplary level of Texas Standards.
D. Five-Year Long-Range Plan – Program Administration Project – Write a five-year long-range plan for an existing school library based upon the exemplary level of Texas Standards, addressing needs in four categories: facilities, personnel, equipment, and materials.
E. Daily Class Discussion Board – Participate in 12 weekly discussions using Blackboard Discussion Board Tool.
F. Student Dispositions – Required by the Department of Library Science – Submit a self-assessment of dispositions based on the Student Dispositions (available in Syllabus Plus on Blackboard course site).

Evaluation (* indicates field-based activity):
Because your active participation is so important, it is imperative that all assignments be submitted on due dates. All blogs and other assignments are due by midnight of the due date.

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

Assignment Points:
Leadership Connections* 15 points
Library Facilities Report and Floor Plan 35 points
Library Budget Request 35 points
Five-Year Long-Range Plan 15 points
Class Discussion Board 36 points
Total Points          136 points

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

**Expectations:**

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

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

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

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

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

**A Selected Bibliography:**

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