

**Long Island University**  
**Palmer School of Library and Information Science**  
**LIS 622: School Media Centers (Management)**  
**Spring 2017 Online (PNW cohort - Post)**

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**Bulletin Description:** An examination of developments in the principles and strategies for **managing** school and K – 12 libraries. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, advocacy, public relations, and facilities planning including examination of facilities for persons with disabilities and special needs.

**Palmer School Student Learning Objectives (SLOs):** Students will...

**4b: explain and apply principles and practices of management and leadership**

- strategic planning (*Strategic Planning Exercise*)
- human resources (*Human Resources Case Study*)
- budget (*Budget Case Study*)
- operational functions of a library (*Learning Commons facility re-design; Collection Development Experience; Automation Practicum*)

**5b: explain the importance of advocacy on behalf of information organizations and the profession** (*Bulletin Board assignment, Public Relations brochure*)

**5c: apply the fundamentals of qualitative and quantitative research methods** (*Field Work Action Research Project*)

**Additional Course Objectives:**

- Students will be able to apply professional standards for acquisition and de-selection of materials (*Collection Development Experience assignments*)
- Students will demonstrate professionalism in participation of practices and activities in a school library (*25 hours observation log; Action Research project*)
- Students will understand the need for continuous professional learning and to remain actively engaged in this changing field (*Keeping Current; joining professional associations: AASL, SLMS, LISMA and/or SSLMA*)

**Textbooks:**

Required: Morris, Betty. Administering the School Library Media Center. 5<sup>th</sup> ed. Libraries

Unlimited, 2010

AASL. Empowering Learners: Guidelines for School Library Media Programs. 2009.

**Technology Skills** required for this course:

Excellent Internet navigation skills, plus facility with Microsoft Office programs (or similar for word processing, presentation, spreadsheet, publishing, and web page design programs) are essential for library media specialists. For this course you will need easy access to the Internet and email; knowledge of word processing, presentation and publishing software. If your technology skills are not what you think they should be, see me for options to improve your skills for successful learning in this course and in the school library field.

**Course Format:** Online

This is an online course. If you would like to schedule a meeting to ask questions or discuss confusion/difficulties, please email me to arrange a mutually convenient day and time for a phone conversation.

**State Education Requirement 150 hours, plus 25 hours of field experience (observation) as part of the requirement in SED 52.21 (b) (3) (i)**

30 Hours:	Class meetings
50 Hours:	Required readings
70 Hours:	Written and oral assignment preparation
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150 Hours:	Total Coursework
25 Hours:	Observation/ Field Experience
175 Hours:	Total

***Planning Your Time:*** *New York State specifies that a 3 – credit graduate course should require a minimum of 150 hours. This is a rigorous, professional, graduate course. For planning purposes, each week students should expect to be engaged in activities relating to the course requirements, including reading, preparing assignments, researching current issues in the school library field, engaging with classmates and content in Blackboard, and communicating your learning for approximately 10.5 hours **or more** each week.*

*The required observation hours may be accomplished in an elementary school, a middle school and/or a high school according to a schedule **personally developed** with the cooperating school librarians. For long range assignments, students should divide their time weekly so they are not overwhelmed at the due dates.*

**Criteria for Evaluation/ Assignments:**

- 90% Written, oral and digital assignments
- 10% Class **participation**/ discussion (especially on Blackboard according to assignment directions; adherence to due dates)

**Participation** in class discussions via the blog or wiki functions of Blackboard is vital for the

success of this class. For discussion (blog or journal) entries, you will be expected to answer and initiate questions about issues, share observations that are relevant, derived from the readings or from visits to school libraries, and respond to dialogues with fellow classmates. You are also expected to follow directions carefully and submit assignments by their due dates.

**Assignments** are an application of text and handout/ online readings to determine the level of your understanding of important concepts. Your active participation in Blackboard is VERY important. Thus, missing class or “lecture notes” and messages (Announcements) in Blackboard might adversely impact your grade. Please contact me either by email or phone in the event of absences or problems. There will be a forum for you to communicate with other participants in this class; it will be a Questions Blog in which you can post any course-related questions and any participant can answer them.

**Assessment of Assignments:**

Each assignment will be assessed using the following criteria:

- A. Content:
  - 1. Facts and/or opinions grounded in readings and/ or reality of personal observation
  - 2. Accuracy of facts or reasonableness of opinions
- B. Presentation:
  - 1. Followed assignment directions
  - 2. Evidence of creative thinking and/or thoughtfulness of the product submitted
  - 3. Correct grammar and spelling

**Assignments may be re-done if the grade is B+ or below.**

**Meaning of grades:**

- A Superior work. Demonstrates initiative and original thinking; shows exceptionally fine comprehension of subject; demonstrates ability to integrate and synthesize course material;
- A- Excellent work. Displays critical thinking (evaluates and analyzes); shows very comprehension and ability to integrate and articulate course material;
- B+ Above average work. Demonstrates above average comprehension and ability to make application principles; displays independent resourcefulness in completing assignments;
- B Average work. Acceptable work but does not demonstrate in-depth ability to apply principles or articulate course content.
- R Re-do. Misunderstanding of assignment, basic points missing, incomplete.

**Class Assignment Due Dates:**

**Assignments are due on these dates:**

- 1/31 Questions about syllabus or assignments *Questions Blog*
- 2/7 Introduce Yourself Blog Entry *Blog* (10 pts)
- 2/14 Human Resources Case Study *Blog* (5 pts)  
[2/21 – February break]
- 2/28 Strategic Plan *Assignments* (10 pts)
- 3/7 PR Brochure *Blog* (10 pts); Bulletin Board picture/ rationale *Wiki* (5 pts)
- 3/14 User Needs Analysis Draft *Journals* (5 pts)
- 3/21 Budget Case Study *Assignments* (5 pts)

- 3/28 Automation Practicum *Blog* (5 pts); Action Research topic, rationale, background (5 points, part of the Action Research Project) *Journals*
- 4/4 Facilities Design/Re-design *Blog* (5 pts)
- 4/11 Collection Development Experience assignments *Journals* (15 pts)
- 4/18 Action Research Mini – Project *Blog* (15 pts)
- 4/25 Final Exam (15 pts) *Journals*
- 5/2 *Online course evaluation*
- Observation log due - *hard copy mailed to Bea at the Palmer School of Library and Information Science, LIU Post, 720 Northern Blvd., Brookville, NY 11548*

Increasingly, candidates for school library positions wish to develop a portfolio of their work to bring on job interviews. Assignments for this course can be included in your future portfolio.

### **Major Assignments:**

These are projects that take more than 1 hour to complete. They are to give you practical experience for real life situations in managing the library in addition to participating in the academic rigors of a graduate degree. Instructions for these assignments are posted in Blackboard, as well as in this syllabus. In some cases, the assignment directions will be further explained or updated in Blackboard. This will be noted in the Announcement function of BB. **These are not in chronological order.**

#### **A. Learning About Our “Craft” – School Library/ K – 12 Librarianship**

**Assignment 1: a) Keeping Current (Independent Reading):** It is critical that school and K-12 librarians keep current with developments in the profession. From the onset of your school media/ K - 12 courses, you will be expected to READ articles **on your own** from the following sources (online versions are noted):

- **Knowledge Quest on the Web** ([knowledgequest.aasl.org](http://knowledgequest.aasl.org))
- **Library Media Connection** ([www.librarymediaconnection.com](http://www.librarymediaconnection.com))
- **School Library Journal** ([www.slj.com](http://www.slj.com))
- **School Library Monthly** ([www.schoollibrarymonthly.com](http://www.schoollibrarymonthly.com))
- **MultiMedia & Internet @Schools** ([www.mmischools.com](http://www.mmischools.com))

**Library Media Connection and School Library Monthly joined and became School Library Connection in Fall 2015. (Look at their online blog at: [blog.schoollibraryconnection.com/about-us](http://blog.schoollibraryconnection.com/about-us) ;).**

#### **b) Introduction Blog Entry (10 pts):**

1. View the short videos on YouTube titled: “The Future of School Libraries” by tksked and “School Libraries Matter: The Changing Role of the School Librarian” by Capstone Publishers (go to [www.youtube.com](http://www.youtube.com) and enter the titles and authors to access the videos)
2. locate and read the following articles:
  - “The Changing Role of the School Library” by Connie Williams.  
[knowledgequest.aasl.org/changing-role-school-library/](http://knowledgequest.aasl.org/changing-role-school-library/)

- “Meet Kristina Holzweiss, SLJ’s 2015 School Librarian of the Year by Grace Hwang Lynch. [www.slj.com/2015/8/industry-news/meet-kristina-holzweiss-sljs-2015-school-librarian-of-the-year](http://www.slj.com/2015/8/industry-news/meet-kristina-holzweiss-sljs-2015-school-librarian-of-the-year) (Kristina is a graduate of Palmer ‘s School Library Program)
- Slideshow: “Current and emerging trends and innovations in public library service” (March 5, 2013) by Amy Caughlin (Scugog Memorial Public Library). [www.sols.org/files/docs/develop/professionalinfo/training/workshopsupportmat/Trends/library\\_trends\\_2013.pdf](http://www.sols.org/files/docs/develop/professionalinfo/training/workshopsupportmat/Trends/library_trends_2013.pdf)

**Directions for the Introduction Blog Entry:** after reading and viewing the above, go to the Introduction Blog. Post your entry.

1. First introduce yourself by noting 1 interesting or unique fact about yourself.
2. In approximately 10 sentences, discuss how your perceptions of the role of school and/or K – 12 librarians have changed as a result of reading/ viewing the above articles, videos, and the chapter readings in your textbooks (see Course Outline, Session 1 in your syllabus.

**Due: 2/7 in Blogs (10 pts)**

**c) It is also important that school and K – 12 librarians join professional organizations: ALA/AASL (American Association of School Librarians) or ALSC (Association for Library Service to Children); NYLA/ SSL (Section of School Librarians) or YSS (Youth Services Section); and LISMA (Long Island School Media Association) or SSLMA (Suffolk School Library Media Association) – or your local library professional association. If you join one of these during this semester, there will be “bonus points” for LIS 622.**

**Assignment 2: Strategic Planning exercise:** Develop a strategic plan for a school or K – 12 library of your choice (if you are not a school library candidate then you may do this assignment based on a children’s or young adult department of a public library). You may use ANY K – 12 Library (school, children’s or young adult section of the public library). It is easier to conceptualize the information you need for this assignment if, in fact, you use a real library as an example.

First paragraph/ Introduction: Give a brief context of this district, school, and the school library (or public library community).

In outline format:

- List your library’s core values, including vision
- Create a mission statement that will encompass your vision and core values for your (school) library.
- Determine current reality (current state of the following: the collection/ resources, budget, staff/personnel, facility, advocacy/ public relations efforts.
- Develop “actions in general” (Goals) that will enable you to work towards your vision. Focus on some of the components in the NYSED SLMPE rubric ([www.p12.nysed.gov/technology/library/SLMPE\\_rubric/](http://www.p12.nysed.gov/technology/library/SLMPE_rubric/)). Look at the Essential Elements on the left hand column; use these as a guide to choose

issues to address.

- Develop a 3 – 5 year action plan of priorities that uses “current reality” as the base for your plans. Note key threats and capabilities that might occur during this time that will help (capability) or hinder (threat) accomplishment of the action plan.
- Designate accountability for the action plans: who on your staff will be responsible for each action and potential timeframe
- Develop a slogan and logo for your (school) library!

**Due 2/28 in Assignments. This will be graded using a rubric**

### **3. Learning Commons facilities assignment: (understanding what a Learning Commons is and designing one, too)**

#### **Part A:**

Read the following articles:

“21<sup>st</sup>-Century Libraries: The Learning Commons.” Sept. 2, 2015. Edutopia.

[www.edutopia.org/blog/21st-century-libraries-learning-commons-beth-holland](http://www.edutopia.org/blog/21st-century-libraries-learning-commons-beth-holland)

“Sneak Peek: Create Your Learning Commons with Pam Holland.” Short videos.

Blog.schoollibraryconnection.com/2016/05.

“Imagining the Future of the School Library [Interview with Doug Johnson and Rolf Erikson]”. DesignShare. Eric.ed.gov/?id=ED497672. Download the full text of the interview.

“Climbing to Excellence: Defining Characteristics of Successful Learning Commons” by David Loertscher and Carol Koechlin.

[www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/knowledgequest/docs/KQ\\_MarApr14\\_ClimbingtoExcellence.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/knowledgequest/docs/KQ_MarApr14_ClimbingtoExcellence.pdf)

Be able to answer the following questions:

- what is the difference between a “learning commons” and a traditional library media center or K-12 library?
- Do you think you will find a learning commons during your observations? If so, note the components; if not, determine how these can be changed to reflect Learning Commons concepts.

Use the above answers as an Introduction to your Learning Commons facilities assignment.

**Part B:** Design or re-design a facility so that it reflects Learning Commons principles.

For example, in your observations, look particularly at one of the facilities. Draw a sketch of the facility labeling the areas of use. THEN re-design the facility so that it is a true Learning Commons facility.

**Due: 4/4 in Blogs. Some students have used the following program successfully: Room Sketcher.**

**4. Field Work: School Media Center/ K – 12 Library Observations/ \*\*Action Research Project: 15 pts**

You will be using the NYSED School Library Media Program Evaluation (SLMPE) rubric for your observations. Choose 3 categories to focus on. You will use these during your observations to determine a particular issue that you will then further investigate for the action research project.

*Process:*

Visit 2 SLMCs or K – 12 libraries of your choice, one elementary level and one secondary level. (See Bea if you need suggestions for sites). Observe the site and the (school) librarian focusing on the categories you chose from the SLMPE rubric. Be a critical observer. During these observations, find an issue you can use to design a mini action research project. Action research is defined as “a process of studying one’s own practice in order to improve it” (Lesley Farmer. *How to Conduct Action Research: A Guide for Library Media Specialists*. AASL, 2003). The issue you choose must be aligned to the NYSED SLMPE rubric. Issues may include: Intellectual Freedom; Social Learning; Staffing; Professional Development; Resources & Materials; Resource Sharing; Educational Technology; Climate; Budget (all Essential Elements on the rubric). In your observations, determine where there is a need or an issue that needs “investigation.” Designate which level on the rubric you feel the (school) library program should be rated based on the rubric. One beginning strategy is to develop questions for the (school) librarian to answer about the needs of the (school) library and/or the program.

The following components need to be included in the final project report:

- A summary of what you have observed for all 3 categories you originally decided to look at and how you made the determination for choosing the issue for the action research (this will be included in the Introduction of your action research project); this is part of “exploring the topic”
- Assess the environment in which the issue is occurring: the community, the school, the library (use the school district website and observation). This will also be included as part of your Introduction
- Develop a problem statement and a research question to explore based on the background research you have done and what you have observed in the library in terms of the NYSED evaluation rubric
- Provide background research (book chapters, periodical articles, websites, pertinent professional blog entries, etc.) about the issue; include at least 3 sources; these sources need to be closely aligned to your research question and topic
- Collect your data (through surveys, interviews, observations, etc.). This is the Methodology part of the project. Use more than 1 source of data and make sure that your method provides information that you need to answer your research question.

- Organize and interpret your data. This is also part of the Methodology. Be able to state what the data you collected means in terms of the research question; give specific examples from the data you collected.
- Finalize the action research by developing a viable plan to help solve the problem. Include a clear statement of what you, the researcher, have learned from the action research and what this might mean for the field of school librarianship – and for the school library you are studying. This is the Results and Implications section of the project.
- Share with your “colleagues” (your choice of vehicle: Power Point, visual presentation tool, written essay, etc.) via the Action Research Wiki.

**The first 3 bullets will be due on 3/28 as the Action Research Topic, Rationale and Background report.**

**Outline of the Action Research Report:**

- I. Introduction
  - A. Background
    1. Determining the issue
    2. The environment
  - B. Research question and rationale
- II. Methodology:
  - A. Data collection method
  - B. Data organization method
  - C. Data interpretation method
- III. Results and Implications:
  - A. Conclusion from data collection and interpretation
  - B. Implications for the library examined
  - C. Implications for the field

**Due 4/18.** This assignment will be graded using a rubric.

**5. Field Work/ Observation log:** Each student is responsible for selecting 2 (school) library media centers. The centers should be run by experienced and state certified librarians. You should contact the librarian directly and request permission to complete hours within that environment (**25 hours total**). If you have difficulty locating a library, please ask me early in the semester.

**Make sure that you keep a log of hours spent in the setting, the sites you visited, and specific activities. On a separate sheet, include a brief reflection of:**

- The positive and negative aspects of this experience for you
- Whether you would recommend this site to other students in the future. Why/ why not?

Due by the end of the semester: **5/2** Mail a **hard copy** of the log to Dr. Baaden.

**6. Final Exam:** this will be a multiple choice test that will simulate the Content Specialty Test in Library Media using the content of this course for the questions. Questions will be based on the content on your textbook (Morris), as well as an understanding of the principles in Empowering Learners and on Bea's Notes in Blackboard.

**Due: 4/25.**

### **B. Putting Theory to Practice: Practicing Our "Craft"**

**7. Personnel: Human Resources Case Study:** A real life scenario will be posted on a Blackboard wiki for you to respond to. Chapters 2 and 6 in Morris will help you prepare for this assignment. **Due: 2/14**

**8. Budget Case Study:** You have \$10,000 to spend to upgrade (school) library services and collection. Specific case information will be in Blackboard. Give a rationale as to how you spend the money. **Submit to the Assignment function of Blackboard.**

**Due 3/21.**

**9. Automation Practicum:** Choose one of the libraries you will observe in. Look closely at their automation system for cataloging and circulation. Find out the name of the system and how it works; try to get some hands on practice with the system. Determine how the system affects the work of the school librarian. Describe your experience and do a PMI evaluation of the system: P = pluses or good things about the system; M = minuses or things that did not seem to work for you; I = improvements you would make to the system and/or interesting points about the system.

Also look at the circulation procedures the school librarian has developed.

Answer the following questions:

1. what are the circulation procedures and policies? How are they demonstrated in the automation system?
2. does the school librarian do any original cataloging? How is this managed using the automation system?
3. P, M, I

**Enter your "report" into the Assignment function of Blackboard. Due: 3/28**

**10. Advocacy: Communications/Public Relations Project :** Your purpose is to communicate and promote a key component of your library program to a specific audience (students, teacher colleagues, or parents). You will do this by creating an original newsletter, pamphlet, brochure, or virtual tool. In determining your goal, consider the mission and needs of the school library program. Refer back to your strategic plan. Do you need to provide new students with an overview of their new library? Introduce teacher colleagues to library databases or instructional resources available online? Inform parents of library services? Introduce a school-wide or community reading program? What else might you do? Be creative! Entice your audience! Ask

1 of the school librarians you are observing what s/he might need. Also provide answers to the following questions about this communications tool:

- Who is my audience?
- What is the purpose of this document?
- When and how will I use this document?
- What message(s) am I trying to convey?
- How will the elements of the document convey this message?
- What resources did I use in creating this document?
- In creating this document, what was easy? Hard? What did I learn?
- \*\* Explain the importance of this document to your advocacy efforts for your (school) library and how it supports your Strategic Planning goals, mission or library's needs

**Due: 3/7 in Blogs.**

**10. Advocacy: Bulletin Board Assignment:** Using School Library Monthly archives, classroom handouts or any other source, design a bulletin board to be used for your future library. Use regular size poster board for the design. (Some designs will be chosen to display, in the Palmer Office.) Your bulletin board **MUST** be related to **information literacy, inquiry and/or reading motivation**. In addition, on a separate sheet of paper provide a **detailed explanation** of your thinking as you developed the bulletin board.

Answer the following questions in your explanation:

- a. Who is my audience? (Students? Faculty? Parents?)
- b. A description of the elements of the bulletin board (color, sizes, shapes, etc.)
- c. Where and when will this bulletin board be displayed? Why?
- d. What message(s) am I trying to convey? How does this bulletin board convey my message?
- e. How do I expect my audience to react?
- f. What resources did I use in creating the bulletin board?
- g. In creating this bulletin board, what was easy? What was hard? What did I learn?
- h. \*\* Explain the importance of this document to your advocacy plan for your (school) library.

**Due: 3/7 in a Wiki.**

## **12. Collection Development Experience:**

As part of your observation visits, have an informal "collection development" experience in which you will choose to analyze a Dewey area relating to Science or Social Studies. The Collection Development Experience encompasses

- 1. User needs analysis section** in which you will give a brief description of the community and school this library is in; a description of the students and faculty using this library and your determination of how the demographics have influenced the collection you see. Develop a one page narrative with this information. **Draft due 3/14 in Journals.**

**2. Curriculum map section:** choose a category/ topic relating to Science or Social Studies. Determine the Dewey numbers that encompass this category. Determine the number of sources in this collection for this category, the currency (range of copyright dates) of the sources, and the relevancy of the sources to the curriculum (circulation statistics). Create a chart with this information.

**3. Weeding/De-selection section:** Do an internet search for guidelines for weeding your chosen categories and/or the criteria in your Morris textbook. The following websites will be helpful:

“Collection Management Guidelines – Weeding.” University of Arkansas at Little Rock. (URL: [ualr.edu/library/cd-guidelines-weeding](http://ualr.edu/library/cd-guidelines-weeding))

“CREW: A Weeding Manual for Modern Libraries.” (URL: <https://www.tsl.texas.gov/ld/pubs/crew/index.html>)

Determine your guidelines to de-select the materials in this library. Pretend you are weeding (or actually do it, if you can!) Create a chart of which materials you would weed; give reasons why.

**4. Selection/Acquisitions:** Conclude this experience by answering: What titles would you suggest to replace the ones weeded? Why? (See TITLEWAVE by Follett: <https://www.titlewave.com> or Mackin suggestions: [www.mackin.com/LIBRARYMAIN.aspx](http://www.mackin.com/LIBRARYMAIN.aspx))

**5. Reflection:** In a concluding paragraph, note what you learned from this experience.

**Submit to the Journals: 4/11.**

## **COURSE OUTLINE – ASSIGNMENTS:**

**Session 1: The School Media Center/ K-12 Library: Development of a Vision for Library Services: Who We Are and What We Do**

**1/24**

**O**

Introduction and Course Overview

The philosophy of Information Power (1988 – 1998)

New guidelines: Empowering Learners (AASL) (1998 – present)

Professional organizations and important professional journals

**Readings:** Morris. Chapter 1 (School Library: A Historical Perspective)

AASL: Empowering Learners (read the whole short book to get a general overview)

of the work of school librarians; chapters will be re-visited during the semester)

**Assignments:**

Read the whole syllabus carefully; enter questions/ concerns in the Questions Blog for 9/15..  
Read articles noted in Major Assignment 1a.

**Blackboard:** Introduce yourself blog entry. **Due 2/7 in Blogs.**

Time: 10.5 hours

**2. Development of a Vision, continued**

**1/31** School library goals and objectives: implementation and barriers  
Essential functions of the SL and K – 12 Library program  
Roles of the SLMS and K – 12 Librarian  
3 different levels of service (school structure, children, curriculum, teaching style)  
Mission of school and K – 12 librarians  
Personality dispositions and philosophy of school / K – 12 librarians

**Readings:**

Morris: Chapter 3 (Functions of the School Library Media Center); Chapter 4 (Developing a School Library Media Program); Chapter 13 (Outside the Walls of the Library Media Center)

**Blackboard Content:**

Levels of SLMS Service  
The Role of the SMS in Reading Motivation  
Core Elements of a School Library Program

Time: 10.5 hours

**3. Partnerships: Interpersonal Relationships: Administrators, Teachers, Support Staff, Community**  
**2/7**

Partnerships and networking (collaboration)  
Partnering with teachers: curriculum teams, school committees  
Working with principals and other administrators  
Hiring, training, evaluating support staff  
Support staff competencies, responsibilities  
Other partners (Volunteers, public libraries, university relationships, etc.)

**Readings:**

Morris. Chapter 2 (Forging Proactive Leadership and Partnership in Media Centers); Chapter 6 (Staff)  
AASL: Chapter 2 (Teaching for Learning); Chapter 4 (Empowering Learning Through

Leadership)

**Blackboard Content:**

Partnerships: Bea's Guided Reading  
Teachers' Expectations of Library Media Specialists  
Principles of Management  
Human Side of Management

**Assignments:** Human Resources Case Study **due 9/29**. See Major Assignment 7.

Time: 10.5 hours

**4. Strategic Planning for School Librarians**

2/14

**O** Setting goals and objectives (the Vision Pyramid)  
Strategic planning process

**Blackboard Content: Strategic Planning and Process**

**Reading:** AASL. Chapter 3 (Building the Learning Environment)  
(Strategic Planning websites noted in Blackboard Learning Module)

**Assignment:**

1. Begin to work on the Strategic Planning assignment, **due 2/28**. See Major Assignment 2. Submit to Strategic Plan *Assignment*.

Time: 10.5 hours (+)

**5. Managing the Budget**

2/21

**O** Budgeting procedures  
Vendors and catalogs

**Readings:**

Morris. Chapter 5 (The Media Center Budget)

Required readings:

“SLJ’s 2014 Spending Survey: Savvy Librarians Are Doing More With Less.”

[www.slj.com/2014/04/budgets-funding/sljs-2014-spending-survey-savvy-librarians-are-doing-more-with-less/](http://www.slj.com/2014/04/budgets-funding/sljs-2014-spending-survey-savvy-librarians-are-doing-more-with-less/)

“The School Library Media Specialist: Program Administration: Budget Management.”  
Eduscapes.com/sms/administration/budget.htm. Read the 5 part “Budgeting for Mean, Lean Times, Parts 1-5” by Doug Johnson

**Assignment:**

Budget Case Study assignment due **3/21**. See Major Assignment 8. Full case information will be in Blackboard.

Time: 10.5 hours

- 6.**                    **Advocacy/ Public Relations**  
**2/28**                    Programming  
**O**                        Marketing and Promotion

**Readings:**

Morris: pgs. 92 - 105 (Publicizing the School Library Media Center)

**Blackboard Content:** Advocacy: Public Relations and Marketing

**Assignments:**

1. Communications/Public relations brochure assignment **due 3/7** . See Major Assignment 10.

2. **Bulletin Board** due 3/7 in a Wiki.

Time: 10.5 hours (+)

- 7.**                    **Collection Development and Management**  
**3/7**                    Collection development process  
                          Materials selection and sources  
                          Acquisition procedures  
                          De-Selection  
                          Challenged materials process  
                          Copyright and Creative Commons

**Reading.**

Morris. Chapter 8 (Media Selection: Policies and Procedures); Chapter 9 (Media Selection: Criteria and Selection Aids); p. 435 – 437 (Copyright and the School Library Media Center)

Doug Johnson. “Creative Commons and why it should be more commonly understood.”  
[Dougwri/creativecommons.html](http://Dougwri/creativecommons.html)

About Creative Commons. [creativecommons.org/about](http://creativecommons.org/about)

See Morris, Appendix IV (Key Documents)

**Blackboard Content:** Collection Development: Bea’s Notes  
Brief Information on Copyright

**Assignments:**

1. Collection Development Experience (4 parts). Due **3/28**. See Major Assignment 12. User Needs Analysis draft **due 4/11**.

Time: 10.5 hours (+)

**8. Managing the Facility:**

**3/14**

**O**

Essential elements  
Room arrangements  
Meeting special needs  
Teaching areas: relating space to program  
Renovations  
Furniture, equipment – vendors

**Readings:**

Morris. Chapter 7 (Facilities)

See Major Assignment 3 earlier in the syllabus for readings.

American Library Association. “Designing a Facility – American Library Association” (do a Google search)

**Blackboard Content:** Facilities Notes

**Assignment:**

Learning Commons Facilities assignment due **4/4**. See Major Assignment 3.

Time: 10.5 hours (+)

**9.**

**3/21**

**O**

**Automation/ Technology for Library Operations**  
Systems: SIRS Mandarin, Follett Destiny, OPALS

**Readings:**

Morris. Chapter 10 (Technology: The Crucial Link), especially Technology Management

**Blackboard Content:** Automation for Library Operations

**Assignment:**

1. Automation Practicum due **3/28**. See Major Assignment 9.
2. Reminder: Facilities Re-design assignment due 4/4

Time: 10.5 hours

**10. Action Research for School Librarians**  
**3/28**

See Notes in Blackboard Content.

**O**

**Assignments:**

Action Research Rationale, Background due **4/18**.

Time: 10.5 hours +

**11. Managing Library Operations**  
**4/4**

**O**  
Inventory and Weeding  
Time Management  
Cataloguing  
Circulation  
Vendor information

**Readings:**

Morris. Chapter 11 (Acquisition and Organization); Chapter 12 (Practical Aspects of Program Administration)

Cindy Kilpatrick. Blog. "Beyond Survival in a School Library."

<https://schoolibrarybeyondsurvival.wordpress.com/library-bookstore-model-process>

**Blackboard Content:**

General Notes  
Weeding Notes  
Cataloguing Notes

**Assignment: Work on the Collection Development Experience due 4/11**

**12. Program Evaluation**

**4/11** The school library and school librarian evaluation process

**Readings:**

Morris: Chapter 14 (Evaluation)

**Blackboard Content:** Evaluation rubrics

**Assignment:**

Action Research report due **4/18**.

Time: 10.5 hours

**13.**  
**4/18**

**Reviewing important concepts**

Preparing for the final exam

A review of Morris' text: important concepts

Important principles of Information Power and Empowering Learners

Basic information about the content specialty test (NYSED)

. Time: 10.5 hours

**14.**  
**4/25**

**Final Exam**

*Be able to answer the following question: What ONE word will you remember as you start on your career as a School and/or K – 12 Librarian? Why is that word so important?*

**Field work/ observation log due 5/2**

**15.**  
**5/2**

**Online course evaluation**

## **GENERAL COURSE INFORMATION:**

### **Abbreviations for readings in the syllabus:**

Morris: Betty Morris. Administering the School Library Media Center. 5<sup>th</sup> edition

AASL: Empowering Learners (AASL)

### **Technology Requirements:**

Students will need Internet access and a PC computer or a Macintosh with the latest version of a web browser (**Firefox** is the recommended browser for Blackboard.) Blackboard is used as our course management system. Most public libraries also have computers with Internet access that you can use. You can access Blackboard anywhere you have Internet access.

Here are some guidelines to follow that will make the Blackboard experience more productive:

- Use Firefox web browser if possible as it is the browser that works best with Blackboard
- Access Blackboard at **<https://blackboard.liu.edu/webapps/login/>**
- Be sure your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard. You can download it by going to: **<http://get2.adobe.com/flashplayer/>**
- You must use your **LIU email** to access Blackboard; your LIU email will be used for any announcements, grades, etc. (you can forward your LIU account to one that you might use on a regular basis OR make sure that you check the LIU email regularly)
- You can utilize the Blackboard Mobile Learn app if you wish to access the course on an Ipad
- Sometimes wireless connections can be slow; if you encounter problems, it is best to switch to a hard wired connection
- Blackboard tutorials are included in the Blackboard site. If you are new to using Blackboard, these guides and videos may be helpful to you: Blackboard Student Orientation, Blackboard Guides, Blackboard Student Videos

This course will utilize the following components of Blackboard: (Course Content, Blogs, Announcements, Assignments, Wiki, and Journal functions).

### **Technical Support:**

Support is available at the Center for Student Information (CSI) at <http://csi.liu.edu> or by contacting the Office of Information Technology at 516 299 3967. Hours: Monday – Thursday: 9 a.m. – 6 p. m.; Friday: 9 a.m. – 5 p.m.

Students may need access to LIU's online library. The library site can be accessed from the home page of the LIU website.

### **Netiquette:**

Communication is very important in this course. All students are expected to:

1. Show respect for the instructors and for other students in the class
2. Express differences of opinion in a polite and rational way
3. Maintain an environment of constructive criticism when commenting on the work of other students
4. Stay on topic when involved in group discussions or other collaborative activities
5. Use good sentence case in messages. Use of all uppercase letters in a message is the equivalent of shouting and is considered offensive
6. Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, and then put the acronym in parentheses afterward. For example, Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message
7. Use good grammar and spelling; avoid using text messaging shortcuts

**HELP!** (see Tech Requirements and Tech Support above)

- If you have any questions about assignments, I believe in the “3 before me” rule, which basically says that you will 1. First re-read directions; 2. Ask a classmate for help (use the Questions Blog); and then 3. Ask me for help
- I am very available during the week (M – F) and regularly check my email (if you do not hear from me in a timely fashion, email me at [bbaaden@yahoo.com](mailto:bbaaden@yahoo.com)) and cell phone messages (631 514-5230). In an emergency, you may text me. On weekends, I am less available but will get back to you as soon as I can.

**LIU Post Academic Conduct Policy:**

“Students are expected to contribute through their words, actions, and commitments, to the development and sustenance of an academic community characterized by respect, honesty, originality, and fairness.” Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in the committing of any of these acts is a violation of this policy. Any student found engaging in academic misconduct is subject to disciplinary action. The Academic Conduct Policy Standards can be found on the LIU Post website at:

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards>

**Students with Disabilities:** The Office of Disability Support Services works with students with disabilities; phone number: 516 299 3057. LIU has a Policy for Students with Disabilities:

“Students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services...Accommodations Forms must be obtained each semester, before the semester begins.” Policy can be found at:

<http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS.aspx>. If you have a learning disability, please make sure that you discuss this with your professor.

**Incompletes Policy:** No incomplete grades will be given in this class unless there is an “extenuating circumstance,” which will need documentation (such as a doctor’s note). This will then have to be approved by the Dean of CEIT.

