Instructor: Dr. Bea Baaden  Work: 516 299-3818
Cell: 631 514 5230 **
Email: bbaaden@yahoo.com; bea.baaden@liu.edu
Office Hours: Before a face to face class (please call or email for an appointment)
Face to face dates: 9/4, 10/9, 11/13, 12/11

**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 ** e-portfolio project*)
- human resources (*Human Resources Case Study*)
- budget (*Budget Case Study*)
- operational functions of a library (*Learning Commons facility re-design; Collection Development Experience*)

3d: **evaluate information systems and technologies** (*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 ** e-portfolio 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:


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: Blended
This is a blended course with classes in both face to face and online formats. Face to face meeting dates are: 9/4, 10/19, 11/13, 12/11 from 4:20 – 6:10 on the Brentwood Campus.

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

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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 and oral assignments
10% Class participation/discussion (especially on Blackboard according to assignment directions) and attendance at scheduled face to face classes.
Participation in class discussions via the blog or wiki functions of Blackboard is vital for the success of this class. For discussion items, 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 attend all face to face classes.

Assignments are an application of text and handout 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. Contact a “buddy” for missing notes and assignment explanations, if you need to miss a face to face class.

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.

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: (List them: e.g., Course Content, Blogs, Announcements, Assignments, Journal and Discussion 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; and then 3. Ask me for help
I am very available during the week (M – F) and regularly check my yahoo email (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.

Class Assignment Due Dates:
Assignments are due for these session dates:

9/11 Introduce Yourself Blog Entry Blog (5 pts)
9/18 Keeping Current #1 article analysis Blog (5 pts)
9/25 Human Resources Case Study Blog (5 pts)
10/2 Work on the Strategic Planning exercise; Keeping Current #2 Blog (5 pts)
10/9F Budget Case Study Assignments (5 pts)
10/16 Strategic Plan Assignments ** e-portfolio project (10 pts)
10/23 PR Brochure Email to Bea (5 pts)
10/30 User Needs Analysis Draft Journals (5 pts)
11/6 Automation Practicum Assignments (5 pts)
11/13F Bulletin Board Contest face to face class poster (5 pts)
Facilities Re-design Bring to class (5 pts)
11/20 Action Research topic, rationale, background Email to Bea (5 pts of the AR Project) Thanksgiving Holiday 11/27
12/4 Collection Development Experience assignments Journals (15 pts)
12/11F Final Exam (15 pts)
Action Research reports Wiki** e-portfolio project (15 points)
12/18 Online course evaluation; Observation log due - hard copy mailed to Bea

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. In addition, one or more assignment for this course will be used for Palmer’s Assessment Portfolio
Any assignment can be used as a Best Work inclusion for the e-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.

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

1. a) Keeping Current (Independent Reading): It is critical that school librarians keep current with developments in the profession. From the onset of your school media courses, you will be expected to READ articles on your own from the following sources (online versions are noted):
   - Knowledge Quest on the Web (www.ala.org/ala/aasl/knowledgequest.htm)
   - Library Media Connection (www.librarymediaconnection.com) (a free sample will be coming soon!)
   - School Library Journal (www.schoollibraryjournal.com) (click on “articles”)
   - School Library Monthly (www.schoollibrarymonthly.com) (click on “articles”)
   - MultiMedia & Internet @Schools (www.mmischools.com) (click on “view current issue; view past issues”)

   b) Keeping Current Blog Entries (5 points each): locate articles that define the roles of a school librarian or address important issues in the school library profession. Write a 3 – 5 sentence summary and then a 3 – 5 sentence reaction to the article you read on the Keeping Current Blog in Blackboard. Specific topics will be noted in the Blog directions. Respond to at least one classmate’s entry.

   Entries are due for the following sessions: 3 and 6 (9/18 and 10/9)

   It is also important school librarians join professional organizations: ALA/ AASL; NYLA/SLMS; LISMA and/or SSLMA. Please let me know which organization you join.

2. Strategic Planning exercise: You may work in pairs for this assignment. Develop a strategic plan for a school 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). 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.
   - Develop “actions in general” that will enable you to “live your values.”
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. Focus on some of the components in the NYSED rubric for 622. (The sites you are observing in might serve as a potential source of information).

- 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 10/16 in Assignments. **e-portfolio project – 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 article, “From Library to Learning Commons: a Metamorphosis,” by Valerie Diggs with editorial comments by David Loertscher (Teacher Librarian, Vol. 36, Num. 4, April 2009, p. 32 – 38). Then view the slideshow [you tube videos embedded] www.slideshare.net/valeriediggs/from-library-to-learn-commonsny.slideshare. After you have done this, be able to answer the following questions (in class):
   - define a “learning commons”
   - what is the difference between a “learning commons” and a traditional library media center?
   - 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.


   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.

   Bring to our face to face class on 11/15.

   You will be using the NYSED School Library Media Program Evaluation 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 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 NYSED Evaluation 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. Determine where there is a need or an issue that needs “investigation.” Designate which level 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 2 bullets will be due on 11/20 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 12/11. ** e-portfolio project 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 school librarians. You should contact the school librarian directly and request permission to complete hours within that environment (25 hours total). If you have difficulty locating a library media center, please ask me early in the semester.

Make sure that you keep a log of hours spent in a school 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: 12/18. Submit 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.

12/11 during the face to face class.

   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: 9/25

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 10/9.
9. **Automation Practicum:** Choose one of the schools 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 need to catalog all of the books and materials? How does the automation system help or hinder this operation?
3. does the school librarian do any original cataloging? How is this managed using the automation system?
4. P, M, I

   Enter your “report” into the Assignment function of Blackboard. Due: 11/6

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, or brochure. 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 reading program? What else might you do? Be creative! Entice your audience! 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.**

   Due: 10/13. Email to Dr. Baaden at bbaaden@yahoo.com.

11. **Advocacy: Bulletin Board Contest 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 implement and 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. Tape
this on the back of your Bulletin Board with your name and intended grade level. **Bring the Bulletin Board to the face to face class on 11/13 for the “Contest.”** Each student will be given a ballot in which they will try to determine your audience, your message and also note their reaction. We will vote for best theme and best visual presentation. Make sure you 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.

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

A) **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 10/30 in Journals.**

B) **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.

C) **Weeding/De-selection section:** Do an internet search for guidelines for weeding your chosen categories. 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.

D) **Selection/Acquisitions:** Conclude this experience by answering: What titles would you suggest to replace the ones weeded? Why?

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

Submit to the Journals: 12/4.
COURSE OUTLINE – ASSIGNMENTS:

1. The School Media Center: Development of a Vision for Library Services in the Context of the School: Who We Are and What We Do
   9/4

   Introduction and Course Overview
   New guidelines: Empowering Learners (AASL) (1998 – present)
   Comparing contrasting the vision/mission/philosophies of Information Power and Empowering Learners.
   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; contact Bea with any questions

Blackboard: Introduce yourself blog entry. Due 9/11.

Time: 10.5 hours

2. Development of a Vision, continued
   9/11

   School library goals and objectives: implementation and barriers
   Essential functions of the SLM program
   Roles of the SLMS
   3 different levels of SLMS service (school structure, children, curriculum, teaching style)
   Mission of school librarians
   Personality dispositions and philosophy of school 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)

   Assignments: Prepare for the first Keeping Current #1 blog entry by finding an article.
   Keeping Current article analysis due next class, 9/18, in Keeping Current Blog Entry 1 in Blackboard.
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
9/18
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)

4. Strategic Planning for School Librarians
9/25
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. Form pairs and begin to work on the Strategic Planning assignment, due 10/16. See Major Assignment 2. Submit to Strategic Plan Assignment.

2. Keeping Current Blog Entry 2 is due next class, 10/2. See Major Assignment 1.

Time: 10.5 hours (+)

5. Managing the Budget

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Readings:
Morris. Chapter 5 (The Media Center Budget)

Doug Johnson. “Budgeting for Lean Mean Times.” [www.doug-johnson.com](http://www.doug-johnson.com) (see “articles”)

Assignment:
1. Budget Case Study assignment due 10/9. See Major Assignment 8. Full case information will be in Blackboard.

Time: 10.5 hours

6. Collection Development and Management

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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.” [www.doug-johnson.com](http://www.doug-johnson.com) (see “articles”)

See Morris, Appendix IV (Key Documents)

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

Assignments:
1. Strategic Planning exercise due next class, 10/16. See Major Assignment 2

Time: 10.5 hours (+)

7. Advocacy/ Public Relations
   10/16 Programming
   0 Marketing and Promotion

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

Blackboard Content: Advocacy: Public Relations and Marketing

Assignments:


3. Bulletin Board due 11/13 at our face to face class. See Major Assignment 11.

Time: 10.5 hours (+)

8. Managing the Facility:
   10/23
   0

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

Readings:
Morris. Chapter 7 (Facilities)

Assignment:
Learning Commons Facilities assignment due 11/13 at our face to face class. See Major Assignment 3.

Time: 10.5 hours (+)

9.
10/30 Automation/ Technology for Library Operations
O Systems: SIRS Mandarin, Follett Destiny, OPALS

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

Blackboard Content: Automation for Library Operations

Assignment:
2. Facilities Re-design assignment due 11/13

Time: 10.5 hours

10. Action Research for School Librarians
11/6 See Notes in Blackboard Content.
O

Assignments:
Action Research Rationale, Background due 11/20.

Time: 10.5 hours +

11. Bulletin Board Contest
11/13 Facilities Re-Design
F

Managing Library Operations
Inventory and Weeding
Time Management
Cataloguing
Circulation
Vendor information
Readings:
Morris. Chapter 11 (Acquisition and Organization); Chapter 12 (Practical Aspects of Program Administration)

schoollibrarybeyonsurvival.wordpress.com/tag/time-management

Blackboard Content:
General Notes
Weeding Notes
Cataloguing Notes

Assignment: Work on Collection Development Experience (due 12/4) and Action Research Project (Rationale due 11/20)

Time: 10.5 hours

12. Program Evaluation
11/20
The school library and school librarian evaluation process
O Continue the Action Research project, develop the research question, collect data, etc.

Readings:
Morris: Chapter 14 (Evaluation)

Blackboard Content: Evaluation rubrics

Assignment:
Collection Development Experience due next class, 12/4. See Major Assignment 12.
Action Research report due 12/11.

Time: 10.5 hours

Thanksgiving Holiday: 11/27

13. Reviewing important concepts
12/4
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)
Assignment: Finalize the Action Research Project, due 12/11
. Time: 10.5 hours

14. Final Exam
Action Research report sharing

12/11
F 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?

Time: 10.5 hours

Week 15:
12/18 Field work/ observation log due.
O Online course evaluation

If you would like your final assignments to be returned, please bring to class a stamped, self-addressed envelope with enough postage. Thank you.

Abbreviations:
Morris: Betty Morris. Administering the School Library Media Center. 5th edition

AASL: Empowering Learners (AASL)