LIS 540.EXW Administration of School Libraries
COURSE SYLLABUS: Spring 2015

Instructor: Gregory A. Mitchell, Senior Professional Faculty
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University Email Address: Greg.Mitchell@tamuc.edu

COURSE INFORMATION

Materials – Textbook, Readings, Supplementary Readings:

Textbook Required:


Also required:


Additional readings will be available online in full text through the TAMU-C databases or as Web-based resources.

Course Description:
This course covers principles and processes underlying the successful administration of a school library media center and focuses on the four major roles of the school librarian as teacher, information specialist, instructional partner and program administrator. In addition to building professional knowledge in traditional areas, this course explores accountability, administration, and advocacy aspects of the school librarian’s critical leadership role in the learning community.

Student Learning Outcomes:
This course focuses on competencies that are assessed for Texas school librarian certification in TExES Domain II: Program Management, Leadership, and Connections to the Community:
- Competency 003 (Library Program Management)
  The school librarian understands library program management and acquires, organizes, and manages resources.
- Competency 004 (Library Program Leadership and Connections to the Community)
  The school librarian exhibits library program leadership and collaborates within the school and community to promote the success of all students.

The student will identify and analyze the following through course assignments and course interaction:
• Function of the school library media center within evolving state and national educational contexts.
• Principles of management as applied to the school library media center, focusing on personnel, resources, facilities, and budget.
• Role of the school librarian in collaborating with classroom teachers to develop curriculum and provide instruction, learning strategies, and practice in using the essential learning skills as identified in the Standards for the 21st Century Learner.
• Effect of technology on instruction and administration of the school library media center.
• Connections between the school library media center and constituencies within the campus, district, and community.
• Important issues and research affecting school library media centers.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course requires reading of textbook and online material, interaction with school librarians and administrators for specific assignments, and online interaction with classmates and the instructor. All work will be assigned and submitted through eCollege, the TAMU-Commerce online platform, located at http://online.tamuc.org. All student work should be submitted following the directions given in the corresponding Assignment content area.

Grading
100 total points may be earned:
Discussion postings: 2 discussions, at 5 points each: 10 points
Written assignment on Librarian Interview: 10 points
Written assignment on Facilities: 20 points
Exams: 3 exams, at 20 points each: 60 points

The grading scale is:
A: 90 – 100 %
B: 80 – 89 %
C: 70 – 79 %
D: 60 – 69 %

Be sure to complete the assigned readings as noted prior to beginning the assignments. Due dates are announced with each assignment and can be found in the course calendar located in the DocSharing link. Students are not permitted to work ahead and submit work before the designated times in the course calendar. Late work will be assessed a penalty: 10% reduction per day in the grade for that assignment for each day that it is late. NOTE: It is important to keep up with assignments, especially in the online environment. Written work that contains plagiarism will receive a zero.

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<tr>
<th>TECHNOLOGY REQUIREMENTS</th>
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<td>The following are basic requirements for this course:</td>
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<td>• Access to a personal computer with word processing software and web browser</td>
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<td>• Ability to do basic word processing and web navigation</td>
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<td>• Internet access</td>
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ACCESS AND NAVIGATION

If you have not taken an eCollege online course before from TAMU-Commerce, it would be helpful for you to spend some time exploring the interface during the first days that you have access. Familiarity with the software helps students to feel comfortable when completing assignments. Technical support also is available through the Tech Support tab at the top of the eCollege web page.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
The instructor will be online daily. Questions may be submitted via email (preferred) or by telephone as listed on this syllabus.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Please note that plagiarism is not acceptable and will result in a grade of zero for that assignment.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.
The calendar also is available under the DocSharing link.

**Course Calendar LIS 540**

**Spring Semester 2015**

The instructor may make adjustments to the assignments and due dates contained in this calendar to better accomplish the course objectives. This is a 7-week class; note, however, that the first and last weeks are slightly shorter according to the university calendar. Posting time for written assignments and availability of online exams remain open from the beginning to the end of the week in which they are due.

Week 1: Tuesday, 1/20 – Sunday, 1/25  
Week 2: Monday, 1/26 – Sunday, 2/1  
Week 3: Monday, 2/2 – Sunday, 2/8  
Week 4: Monday, 2/9 – Sunday, 2/15  
Week 5: Monday, 2/16 – Sunday, 2/22  
Week 6: Monday, 2/23 – Sunday, 3/1  
Week 7: Monday, 3/2 – Friday, 3/6 (Exam 3 will open early, on 2/27)

Following is a summary of readings and assignments for the class. More detailed information can be found under the Assignments buttons in eCollege.

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<th>Module</th>
<th>Readings</th>
<th>Weekly Assignments (due date)</th>
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| **Module I:** Overview and Function of School Library Media Centers 1/20 – 2/8 | (Morris) Ch. 1, 2, 3, 4; Standards from AASL; Texas Guidelines from State Library; (Fontichiaro & Hamilton) Foreward, Ch. 1. | 1. Discussion: Introduction (1/25)  
2. Written Assignment: Interview and Self-Assessment (2/1)  
3. Exam 1: (2/8) |
| **Module II:** Management of the School Library Media Center 2/9 – 2/22 | (Morris) Ch. 5, 6, 7, 11  
(Fontichiaro & Hamilton) Ch. 6, 8 | 4. Written Assignment: Facility (2/15)  
5. Exam 2: (2/22) |
| **Module III:** Reference, Relationships, and Research with Implications for the Future of School Library Media Centers 2/23 – 3/6 | (Morris) Ch. 13  
(Fontichiaro & Hamilton) Ch. 3, 5, 9  
(Ingram & Cangemi) Emotions (Trimm) Not Just Literate, But Transliterate; (Jaeger) Transliteracy | 6. Discussion: Transliteracy (3/1)  
7. Exam 3: (3/6) |