LBSC 741: Seminar in School Library Program Administration

College of Information Studies

Seminar in School Library Program Administration Fall 2014 Syllabus

Part 1: Course Information

Instructor

Instructor: Dr. Sheri Anita Massey
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Office Hours: Upon Request
Office Telephone: 202-904-4662 (Texting? Include name in text)
E-mail: smassey@umd.edu (preferred)

Course Description

The school librarian works with classroom teachers, administrators, and others to build a program that supports active, authentic learning; encourages students and staff to become lifelong learners; and models a vibrant, collaborative culture. The school librarian has the responsibility to administer the program effectively so that its mission and goals can be accomplished. LBSC 741 is designed to provide future school librarians with the knowledge and expertise necessary to administer effective programs.

Prerequisite

LBSC 741 is the pre- or co-requisite for LBSC 744, Internship in School Library Programs. It is expected that knowledge and skills gained in this course will be translated into actions during the candidate’s practicum experiences.

Textbook & Course Materials

Required Text

Association and Association for Educational Communications and Technology.

- Other readings will be made available in the Learning Modules.

### Course Requirements

Internet connection (DSL, LAN, or cable connection desirable)

Google Chrome or Mozilla Firefox as browser

Access to ELMS (elms.umd.edu)

Adobe Flash Player ([http://get.adobe.com/flashplayer](http://get.adobe.com/flashplayer))

### Course Structure

This course will be delivered entirely online through the course management system (ELMS). You will use your University Directory ID to login to the course from the ELMS login page ([http://elms.umd.edu](http://elms.umd.edu)).

In ELMS, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using ELMS and alternative Internet-based technologies. Activities will consist of chat, blogs, discussion forums, email, journaling, blogging, wikis, and web posting.

### ELMS Access

This course will be delivered online through a course management system named ELMS.

To access this course on ELMS you will need access to the Internet and a supported Web browser (e.g., Chrome, Firefox, and Safari). To ensure that you are using a supported browser and have required plug-ins please see the Knowledge articles on Minimum Requirements for Browser Compatibility, 161985 161986 ([https://www.itsc.umd.edu/MRcgi/MRhomepage.pl](https://www.itsc.umd.edu/MRcgi/MRhomepage.pl)).

### Technical Assistance

If you need technical assistance at any time during the course or to
report a problem with ELMS you can:

Visit the ELMS Student Resources link.
Call the ELMS student help desk (301-405-1400, press option 4).
Send an email to elms@umd.edu for assistance.

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check ELMS for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through ELMS email.
Part 2: Course Objectives

Upon completion of this course, the candidate will demonstrate the ability to:

Define and communicate the role an effective school library program plays in a learning community;

Explain the importance of creating a shared vision for an effective school library program;

Develop policies and procedures related to personnel and hiring;

Articulate the principles that undergird space planning for effective school library programs;

Discuss methods of evaluating school library programs and services;

Use research from the field to explore the school librarian’s role in student assessment;

Explain how an effective advocacy program can develop support for the school library program within and beyond the school; and

State his/her philosophy regarding the value of the school library in teaching and learning.

The candidate will demonstrate these understandings through active participation in class discussion board threads; effective presentations submitted electronically; submission of draft documents by required due dates; and preparation and submission of an online management portfolio. The candidate will demonstrate an ability to work effectively both independently and collaboratively with others and will actively contribute to the knowledge of the class.
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Part 3: Topic Outline/Schedule

**Important Note:** Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. Dates subject to change with advance notice.

**Module One:** School and Collection Overview; Vision, Mission
(September 2 – 14, 2014)
- School and Collection Overview – Due September 15
- Mission and Vision Statements – Due September 15

**Module Two:** Change, Advocacy, and Policy
(September 15 – September 29, 2014)
- Draft Teaching Philosophy Statement – Due September 22
- Draft Resume – Due September 29
- Draft User Surveys – Due September 29
- Teaching Philosophy Reviews – Due September 29

**Module Three:** Classroom Management and Collaboration
(September 30 – October 6, 2014)
- Resume Reviews – Due October 4
- User Surveys – Due October 5; Deploy October 6

**Module Four:** Standards and Program Effectiveness
(October 7 – October 20, 2014)
- User Survey Documentation/Results – Due October 13
- Student Assessment Paper – Due October 20

**Module Five:** Budget- Developing, Justifying, and Managing
(October 21 – November 3, 2014)
- Budget Proposal – Due October 27
Module Six: Interviewing and Staffing
(November 4 – 17)
  o Final Teaching Philosophy and Resume – Due November 17
  o Interview Questions – Due November 17

Module Seven: Portfolio Presentations and Reflection
(November 18 – December 1, 2014)
  o Management Portfolio – Due December 1
  o Management Portfolio Presentation – Due December 1

Module Eight: Portfolio Reflection
(December 2 – December 8, 2014)
  o Portfolio Review and Feedback
  o Reflection Project – Due December 8

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Part 4: Grading Policy

Graded Course Activities

Visit the Assignments link in ELMS for details about each assignment listed below. Click on Assessments to access quizzes and exams. (See Part 4 for more information about accessing tools and activities).

<table>
<thead>
<tr>
<th>Management Portfolio Elements</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50</td>
<td>School and Collection Overview document</td>
</tr>
<tr>
<td></td>
<td>50 (25 x 2)</td>
<td>Library Program Mission and Vision statements</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>Teaching Philosophy statement</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Professional Resume</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>Memo to an Architect</td>
</tr>
<tr>
<td>Points</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>50 (25 x 2)</td>
<td>User Surveys (Teachers and Students)</td>
<td></td>
</tr>
<tr>
<td>150</td>
<td>Survey Results</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Student Assessment Paper</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Budget document</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Portfolio Execution</td>
<td></td>
</tr>
<tr>
<td>775 Total Points</td>
<td>Management Portfolio Elements</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Reflective Project</td>
<td></td>
</tr>
</tbody>
</table>

**Other Assignments**

| 175 (25 x 7) | Discussion Board Participation                  |
| 50           | Interview Questions                             |

Each product is expected to reflect the highest professional standards, and both the content and technical quality will be considered in determining your grade for the assignments. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected, including adherence to APA formatting and citation guidelines.

**Viewing Grades with My Grades Tool**

Points you receive for graded activities will be posted to the ELMS Grade Book. Click on the My Grades link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been complete—typically 5 days following the completion of an activity. You will see a visual indication of new grades posted on your ELMS home page under the link to this course.

**Letter Grade Assignment**

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>Nearly Excellent Work</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>Good Work</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>Mostly Good Work</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>Above Average Work</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>Average Work</td>
</tr>
<tr>
<td>Letter Grade</td>
<td>Percentage</td>
<td>Performance</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>Mostly Average Work</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>Below Average Work</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
<td>Poor Work</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Failing Work</td>
</tr>
</tbody>
</table>

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Part 5: Course Policies  
Participation  

Students are expected to participate in all online activities as listed on the course calendar.

Attendance/Participation/Late Work Policy  
Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval. Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed.

Discussion forum participation in each module is vital to your understanding and achievement of course objectives. You are expected to post or “participate” in class discussions by responding to each question with an original post early in the module and to at least two classmates’ posts by the last day of the module. See Discussion Forums Assignment Rubric for details.

In the event that a class must be missed or participation limited due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class participation, a reasonable effort should be made to notify the instructor in advance of the class. When resuming class participation, candidates must provide a note identifying the date of and reason for absence, and acknowledging that the information in the note is accurate.

2. If the candidate is absent from class discussions for more than two weeks (i.e., a module), the instructor may require
documentation signed by a health care professional.

3. If a candidate is absent on days when tests are scheduled or papers are due [or other such events as specified in the syllabus], he or she is required to notify the instructor in advance, and upon returning to course, provide documentation of the illness, signed by a health care professional.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Ask three before you ask me! Use the discussion spaces:

1. Technology Help: Use this to post general technology-related questions.

2. General Help: Post here for general questions with responses that might also help your classmates.

3. Ask the Professor: Use this discussion space for questions you believe only Dr. Massey can answer.

I will not regularly check the discussion spaces. I expect that you will help one another. I note when you help one another. Your participation in these discussion groups could mean the difference between an A and an A+.

Complete Assignments

All assignments for this course will be submitted electronically through ELMS unless otherwise instructed. Assignments must be submitted by 11:59 p.m. on the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by 11:59 p.m. on the assignment due date (i.e., last day of module). Late or missing discussion assignments will affect the student’s grade.
Understand When You May Drop This Course

It is the student’s responsibility to understand when they need to consider un-enrolling from a course. Refer to the Testudo Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will be assigned only if a serious and compelling reason exists. All incomplete course assignments must be completed within the course timeframe.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability Support Services office and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to DSS and meet with a DSS counselor to request special accommodation before classes start. For more information on the University’s policies see http://www.faculty.umd.edu/teach/disabilities.html.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Class lectures and other materials are copyrighted and may not be reproduced for anything other than personal use without written permission from the professor.

Read more about the University of Maryland Academic Integrity policies at http://www.shc.umd.edu/SHC/HonorPledgeInformation.aspx

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.
**Course policies are subject to change.** It is the student’s responsibility to check our course space for corrections or updates to the syllabus. Any changes will be posted in our ELMS course space.