LSC 5525 Strategic Library Management was originally developed in 1999-2000, prior to the great impact many studies have had in demonstrating the contributions a high quality school library program run by a highly qualified school librarian can make to student achievement, and prior to the many recent physical, legal, and program changes in schools. For instance, staff development offered by librarians can be a cost-effective way to enhance integration of technology in the classroom, library contributions to Common Core requirements, and many other topics that can become part of school library offerings. In order to emphasize collaboration and integration of information literacy skills in the school’s curriculum, a comprehensive planning process becomes an essential foundation for successful library management, allowing for program elements bringing today’s school library into the forefront as a hub of teaching and learning. After the development of such a program, assessment of it becomes vital to allow for the collection of information demonstrating the value added to student success through school resources allocated to the library in its outreach to all in a school. Strategies for best use of budget and staff resources are essential to consider carefully in today’s economic and educational climate. Comprehensive reporting offers administration a clear view of the library and its activities and promotes an understanding of how resources allocated impact the entire school. And at a larger level, making sure the school and district have clear policies that deal with today’s issues such as internet access and acceptable use, privacy, copyright, selection and reconsideration of materials, as just a few examples, becomes an essential function of a well-informed school librarian whose initiative and assertiveness are offered daily to improve student achievement through effective allocation of resources to program, facilities, and processes. As the landscape of schools has changed in the last 13 years, so must the professional skills, knowledge, and experiences of a highly qualified school library manager as will be taught in LSC 5526.
8. Course Description for Catalog (limit to four sentences): LSC5526 Managing the School Library facilitates the development of each candidate’s toolbox of strategies and processes for carrying out a high quality school library program offering significant value added to the achievement of students and the support of teaching and learning in the school setting. Planning, assessing and reporting on the program; making its learning space more effective; using the budget and staff as key assets to effective program delivery; consistently updating policies and procedures; leading through information literacy and technology applications; and providing staff development and outreach to all stakeholders form the basis for a twenty-first century school library. Comparing practical approaches to program ideals and best practices informs the perspective on each topic studied.

9. Prerequisites: (Courses which MUST be completed prior to taking this course) _None_____  
10. Co-requisites: (Courses which must be taken prior to or simultaneously with) _None_____  
11. If taught dual-level or cross-listed with another department, list:  
Prefix _____  Number _____ Support Signature ______________________________  
If dual-level, attach a document that indicates content, assignments and assessments for graduate and undergraduate courses.

12. List Student Learning Outcomes and describe evaluation techniques for this course in an attached syllabus. SEE ATTACHED

13. Courses to be eliminated: (Course deletion form must be completed):  
Prefix LSC__ Number 5525__  
If none: How will increased offerings be staffed?

14. New faculty resources needed? ____Yes ___X__ No  
15. Requested initial date of offering (Must meet new catalog deadline of March 1) Spring 2014  
16. Estimated Frequency of Offering: _Fall and Spring Semesters – Enrollment-Driven_____  
17. New Library Resources Needed? ___Yes ___X__ No If yes:  
Signature of appropriate librarian indicating needs can be met:  
________________________________________  
18. New Technology Resources Needed? ____Yes ___X__ No, if yes:  
Signature of Director of Information Technology indicating needs can be met:  
________________________________________  
19. New Equipment resources needed? ____Yes ___X__ No, if yes:
Describe Equipment: _______________________________________________
Source of funding: _______________________________________________

19. List 1 – 3 sample textbooks for this course:


20. Describe any student enrollment restrictions (limited to majors in program XXX, restricted from majors in program XXX, etc.)

limited to students in the SL&IT Program

21. Request that Course be considered for General Education Credit. Please check applicable boxes.

a. ____ Satisfy Foundation of Knowledge Requirement
   i. ____ Written Communication
   ii. ____ Oral Communication

b. ____ Satisfy Approaches of Knowledge Requirement
   i. ____ Humanities
   ii. ____ Mathematics
   iii. ____ Natural Sciences
   iv. ____ Social and Behavioral Sciences

c. ____ Satisfy Unity and Diversity of Humanity
   i. ______ Language other than English
   ii. ______ Western and Non Western Global Cultures
   iii. ______ Strand 1 Ethics and Civic Responsibility
   iv. ______ Strand 2 Environmental, Economic, Social, and Personal Sustainability
   v. ______ Strand 3 Arts and Human Experience

*You must submit a separate application for General Education Credit.*

22. Does this course impact any Education Programs? _X_ Yes ___ No

If Yes: Signature of Chair of TEC must appear below.

23. Special Needs, if any:
LSC 5526  Proposed Syllabus:  Topics, Evaluation Methods and Student Learning Outcomes

Topics:

Managing the School Library will facilitate the development of each candidate's toolbox of strategies and processes for carrying out a high quality school library program offering significant value added to the achievement of students and the support of teaching and learning in the school setting. Planning, assessing and reporting on the program; making its learning space more effective; using the budget and staff as key assets to effective program delivery; consistently updating policies and procedures; leading through information literacy and technology applications; and providing staff development and outreach to all stakeholders form the basis for a twenty-first century school library. Comparing practical approaches to program ideals and best practices informs the perspective on each topic studied:

- Policy Manual: keeping policies and procedures updated, accessible, and usable to ensure equitability and effective service provision
• Facilities and Environment: rearranging, renovating, building new facilities through the perspective of service principles, equitable access and the learning commons
• Program: supporting teaching, learning and student achievement through information literacy and technology applications in the curriculum
• Program Assessment: examining and using several forms to evaluate the program; communicating with stakeholders
• Strategic Planning: developing the underlying base for all decision-making fundamental to the process of carrying out and then assessing the program
• Budget: focusing the allocated resources for maximum effect in aligning the program with the school's goals of teaching, learning, and student achievement, including doing more with less in demanding times
• Staffing: focusing the library's human resources by developing and applying pertinent job description and evaluation instruments to maximize the impact of library staff and volunteers on the school's teaching, learning, and achievement goals
• Reporting: using the annual report to stakeholders to make clear the library's impact on teaching, learning, and achievement by reporting data and impact and providing implications for future planning

Evaluation Methods:

Candidates in the course will be evaluated through a variety of settings and activities, emphasizing practical application in school library settings. These will include
• Participating in discussion boards
• Reporting on interviews with practicing school librarians and school administrators
• Comparing and contrasting best practices with current actual practices on topics given above, through readings in textbooks and in current professional articles
• Preparing papers, presentations, brochures, other electronic formats as assignment responses
• Locating materials as assigned on various topics given above
• Using given materials to analyze and apply to school library programs

**Student Learning Outcomes**

Standards for each student learning outcome are provided in parentheses. American Association of School Librarians Standards for Initial Preparation of School Librarians (2010) appear first and are noted as AASL. Pennsylvania Department of Education Library Science Standards are given as PDE and appear second. International Society for Technology in Education Standards (ISTE) appear third.

1. Locate, compose, and collate sections for a comprehensive Management Manual/Handbook that will provide an effective guide for policies and procedures in a school library program (AASL 4.3, 4.4, 5.3, 5.4; PDE IC, ID; ISTE 5b)
2. Develop a chart and timeline for a facilities project in a school library using an appropriate electronic format (AASL 3.2, 5.3, 5.4; PDE ID, IIB, IIIC; ISTE 3b, 3c)
3. Develop a chart comparing merits of flexible vs. fixed scheduling in elementary school libraries based on current professional articles and studies, including aspects of instructional collaboration, information literacy instruction, literacy promotion, and others as appropriate (AASL 3.4, 4.3, 5.3, 5.4; PDE ID; ISTE – none)
4. Research, compile and present at least 10 specific ideas for facilities rearrangement, redesign, redecoration, renovation in a school library that do not require a significant budget, using Prezi or an alternate appropriate format (AASL 3.2, 4.4, 5.3, 5.4; PDE ID, IIB, IIIC; ISTE 3b, 3c)
5. Apply given alternative program assessment instruments (AASL Planning guide subscription, state-approved school library assessment rubrics, Principal’s Checklist, etc.) to a school library program (AASL 3.4, 4.3, 5.3, 5.4; PDE IA, ID; ISTE – none apply)
6. Use a free service such as Title Wave to perform a library collection analysis and select three aspects of the results to include in a budget presentation to

Commented [r1]: You will need to add ALA/AASL standards, PDE standards, and ISTE standards. I am suggesting the ISTE standards as well since we all will need to add these in the very near future. If you need a copy of the ISTE standards – just let me know.
administration that includes graphics (AASL 4.3, 4.4, 5.1, 5.3; IB, IC, ID, IID, IIID; ISTE 3b, 3c, 5c)

7. Prepare a school library budget by developing an Excel spreadsheet, a GoogleDocs tool, or other instructor-approved format, given budget data and categories appropriate to the school library environment (AASL 5.3; PDE IB; ISTE 3c)

8. Research, compile and present in a format including illustrations or graphics at least five strategies for maximizing services, access and/or materials with minimal or no budget requirements for a school library (AASL 3.2, 5.3; PDE ID; ISTE – none)

9. Summarize, synthesize and analyze current articles on underserved populations in school libraries (AASL 3.2, 4.2, 5.3, 5.4; PDE IIIA; ISTE -- none)

10. Select one school library special program offering (coffee house, game day, reading incentive program, parent technology night, etc.) and develop a plan for offering it, including a rationale; timeline; supplies, materials, budget needed; at least two specific publicity or information documents using Glogster or other electronic poster creator (AASL 2.2, 3.2, 5.3, 5.4; PDE ID; ISTE 1a, 3c)

11. Using an online timeline creator, prepare a timeline for a three-year program of staff development the school librarian could carry out for school staff; include at least one aspect each of technology application, information literacy, academic honesty, citations, content curriculum support in each year (AASL 1.3, 5.1, 5.2; PDE ID, IIIC; ISTE 3a)

12. Using Power Point, Prezi, Glogster, podcast or videocast applications (or other similar), create the handouts or materials to train adult volunteers, student volunteers, or library assistants on one aspect selected by the candidate on their assigned responsibilities in the school library (AASL 5.3; PDE ID; ISTE 3a)

13. Prepare a contents list for an Annual Report and identify two different formats suitable for presentation to administration and/or other stakeholder groups with sample sections briefly prepared in each format (AASL 5.3, 5.4; PDE ID; ISTE 3c)

14. Using a blog set up for class use, each student will investigate and report on a specific topic germane to school library management, given several specific
professional resources to investigate and a post format to facilitate future use when the practicing librarian is confronted by a specific management issue; the topics given will include some things every librarian might face such as administering programs like Accelerated Reader, plagiarism instruction, or use of social media, and others that may come up infrequently or once in many careers, such as combining two libraries, closing a library, being assigned to teach outside the library part of each day (AASL 4.2, 5.3; PDE ID, IIIA; ISTE – none)