

Library Science Administration 580 School Library Practicum

Credit hours: 3

Prerequisites: Teacher Certification or Eligibility; Library Science Education 401/501 or 402/502; Library Science Administration 404/505, 405/505 and 506

Course Description:

Library administrative experience at elementary, middle and secondary schools to include observation and participation in all activities in the school library. Qualified students must make application to the Departmental Office one (1) semester prior to their registration for LSA 580.

Recommended Textbook

None

Conceptual Framework

Southeastern Louisiana University College of Education and Human Development Conceptual Framework

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

The following is the link to the conceptual framework on the COEHD website:

http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/

Diversity

Students will be prepared to function in a diverse environment and/or community.

Technology

Students will be prepared to utilize technology in their professional environment or practice.

Course Objectives

Upon completion of this course, the student will be able to:

1. Understand the mechanics of operating a school library – [CK]
2. Demonstrate effective ways to handle the problems inherent in the everyday operation of the school library – [SM]
3. Propose and execute viable plans for working with teachers for maximizing library usage (flexible scheduling, etc.) – [SM]

4. Integrate all available forms of technology into the normal workings of the library (circulation, reference, communication etc.) – [T]
5. Work closely with teachers, administrators and students in all phases of curriculum enrichment – [CK, SM]
6. Plan and execute a public relations project to "sell" the library and its programs – [SM]
7. Understand and allow for intellectual, emotional and cultural differences among faculty and students – [KL]

Methodologies

Teaching strategies may include, but is not limited to discussions, lecture, demonstrations, group work, field experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

Field Experiences

Field experiences may be required in this course in order to meet the course objectives.

Course Assessment/Evaluation Method

Students will be evaluated through a combination of methods including, but not limited to written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment. The on-site librarian will provide on-going evaluative comments and encouragement to the student. At least twice during the practicum the student will meet with the University instructor to discuss the student's progress. The student, at the end of the practicum, will present a portfolio (see attached) to the University instructor. Grades will be assigned by the University instructor in cooperation with the on-site librarian.

As students complete any professional development activities, they are required to enter them into PASS-PORT.

Unit (COEHD) Assessment

Artifacts to be designated by the instructor will be placed in the student's Portfolio on PASS-PORT, the unit's required electronic portfolio system.

Writing Style

All written materials will be submitted in a format acceptable to the American Library Association (University of Chicago Style).

Reference Materials

Journals

American Libraries
Knowledge Quest
Hornbook
School Library Journal
LLA Bulletin
The Book Report
Library Talk

Books

American Library Association (1998). *Information Power: Building Partnerships for Learning*. Chicago: ALA

Bielefield, Arlene & Lawrence Chessemann. (1995) *Library Patrons and the Law*. NY: Neal- Schuman.

Buckland, Michael K. (1988) *Library Services in Theory and Context*. NY: Pergamum Press.

Gordon, Rachel Singer. (2001) *Teaching the Internet in Libraries*. Chicago: ALA.

Stein, Barbara L. and Risa W. Brown (1992) *Running a School Library Media Center*. NY: Neal- Schuman.

Yesner, Bernice L. and Hilda L. Jay (1998). *Operating and Evaluating School Library Media Programs*. NY: Neal-Schuman.