

University of Kentucky  
School of Library and Information Science  
Course Syllabus  
LIS 644  
Spring 2007

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Office Hours: M/TH 9:30 – 11:00 a.m.  
M 1:30-3:00 p.m.  
and by appointment  
**NOTE – practica observations take precedence**

**Course Number:** LIS 644  
**Credit Hours:** 3  
**Title:** Administration of School Media Centers

**Catalog Description:** Examines the philosophy behind current national and state guidelines for library media programs and addresses the roles of library media professionals in program and resource management in the P-12 school setting. Students will work on their individual exit portfolios and plan a practicum experience to meet requirements for performance-based certification by the Kentucky Department of Education.

**Purpose:** To provide learning experiences necessary in the overall management of the library media center which affect research<sup>1</sup> and reflection<sup>2</sup> for leading<sup>3</sup> and learning<sup>4</sup>.

**Course Objectives:** Upon successful completion of this course students will be able to:

1. Describe the roles and responsibilities of the school library media specialist in providing for the integration of the library media program into the instructional program of the school. [CF 1, 2, 3]
2. Develop administrative policies and short and long-range plans that focus on the collaborative assessment of teaching and diverse learning needs. [CF 1, 2, 3, 4]
3. Design policies and procedures for effective selection of materials and equipment that provide equitable access to information, ideas, and resources for learning. [CF 1, 2, 4]
4. Integrate the information literacy standards for student learning into documents related to the library media program. [CF 1, 2, 3, 4]
5. Encourage flexible access to the services of the library media program. [CF 1, 2, 3, 4]
6. Describe means of establishing cooperative relationships with other school personnel, community resource persons, and others who affect the lifelong learning of students. [CF 1, 2, 3, 4]
7. Prepare and justify a school library media budget based on curriculum/instructional needs. [CF 1, 2, 3]
8. Design library media center facilities that provide an optimum learning environment. [CF 1, 2, 3, 4]
9. Identify ways to utilize technology in management and information access. [CF 1, 2, 3, 4]

10. Promote the principles of intellectual freedom. [CF 1, 2, 3, 4]
11. Develop a public relations program, which includes representing the school's library program to parents and the community. [CF 1, 2, 3]
12. Demonstrate knowledge of effective management principles in the administration of the school library media program. [CF 1, 2, 3]
13. Apply legal and ethical principles that govern information access, intellectual property rights and the responsible use of information technology. [CF 1, 2, 3, 4]
14. Determine appropriate supervisory methods of students to be used in the management of the school media program. [CF 1, 2, 3, 4]
15. Demonstrate familiarity with the literature of school librarianship and professional growth and how both are related to continued professional growth. [CF 1, 2, 3]

**Content Outline:**

AASL Standards for School Media Librarians are examined throughout the course in the following areas:

- A. Development of the School Library Media Center -- Historical Background
- B. Missions and Goals of the School Library Media Center
- C. Roles of the School Library Media Specialist
  1. Teacher
  2. Information Specialist
  3. Instructional Partner
  4. Program Administrator
- D. Information Literacy Standards for Student Learning
- E. Building Partnerships for Student Learning
- F. The School Library Media Program
- G. Administration of the School Library Media Center
  1. Policies and Procedures
  2. Budgets
  3. Facilities
  4. Evaluation
- H. Collection Development and Maintenance (selection policies)
- I. Copyright Issues
- J. Censorship
- K. Designing and Using Facilities
- L. Promoting the School Library Media Center
- M. Supervision of Students in the School Library Media Center
- N. Professional Development

**Instructional Activities:** Instructional activities will consist of lectures, demonstrations, discussions, case studies, cooperative learning experiences, multimedia demonstrations, speakers and field experiences. The majority of the class will be conducted via Blackboard. This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations, the Kentucky Program of Studies, and the Commonwealth Accountability Testing System, which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve

instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

**Conceptual Framework Theme:** Research<sup>1</sup> and Reflection<sup>2</sup> for Learning<sup>3</sup> and Leading<sup>4</sup> listed in the following assignments as CF and appropriate numbers.

### Assignments:

1. **Read Part I** in *Information Power: Building Partnerships for Learning*. Choose one indicator from the nine Information Literacy Standards (found in Part I of *Information Power*). Connect the indicator to one appropriate Kentucky Academic Expectation and write a two-page paper detailing how the indicator impacts student learning from the viewpoint of a library media specialist. Include at least two examples of content integration for the grade level(s) you discuss. **AASL/NCATE Standards:** 1.1, 1.4, 2.1, 2.2, 2.3, 3.2, 4.1; **CF** 1, 2, 3; **Kentucky Teacher Standards N. T. I, II, III, VI, VIII; E.T. II, III, IV, V, VIII**
2. Select one article from assigned chapters of *School Library Management* upon which to reflect. [Of course you will read the entire book but reflections are required from sections within the four chapters reflecting the library media specialist's roles.] Selection of the article should be based upon the article's importance to your understanding of an effective library media program. Responses may include: important points, confusing information, implications for effective school library media programs or other items of importance to you. The reflection should be typed and double-spaced. **DO NOT SUMMARIZE THE ARTICLE.** See the Schedule for topics of study and due dates. This assignment will be evaluated on demonstration of critical thinking skills, completeness, and proper grammar, spelling and punctuation. **AASL/NCATE Standards:** 3.1, 3.2, 3.3, 4.1, 4.2, 4.3; **CF** 1, 2, 3; **Kentucky Teacher Standards N. T. VIII; E.T. II**
3. Arrange to visit a school library media center to observe for at least 5 hours. Complete the observation form and attach a typed doubled-spaced paper (approximately two pages) describing your experience and what you learned about school library administration. You may want to examine any written policies or procedures that the school library media specialist has in the media center. **You MUST discuss the LMS role in student assessment and discipline within the LMC.** Questions to be considered are located in the Discussion Board section of Blackboard. **(DUE via Blackboard Dropbox; see Bb for exact date).** **AASL/NCATE Standards:** 1.2, 1.4, 3.2, 4.1, 4.2, 4.3; **CF** 1, 2, 3, 4; **Kentucky Teacher Standards N. T. VIII, E.T. II**
4. Prepare a school library media center manual for a school of your choice. If it is not your own school, you will prepare a manual for a hypothetical school. [Manual

requirements can be found in a course material folder on Blackboard. You should develop sections of your manual as we discuss them in Bb.] If you adapt items from other sources, credit the source. Your manual will be evaluated on completeness, organization, neatness, and proper spelling, grammar and punctuation. If you want feedback on your manual before the due date, hand in one or two sections of the manual by early March and make a follow-up appointment with the instructor. (DUE April 25) Note: each student should conference with the instructor by late February to present his/her personal philosophy/mission statement as a library media specialist. See the student Program of Studies. AASL/NCATE Standards: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3; CF 1, 2, 3, 4; Kentucky Teacher Standards N.T. VIII, E.T. II

5. Read the assigned chapters from the texts and be prepared to discuss the topics in the chapters and the articles. (DUE each week via the Discussion Board) AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students during the discussion. CF 1, 2, 3, 4 (varies by article)

6. Develop a response for the assigned school media case studies. (See the schedule for exact due dates) Each case study has a separate rubric and standards to be assessed. Check Blackboard Course Documents for individual assignments. Standards vary by case study. CF 1, 2, 3, 4

7. Present one case study with your group as assigned in a face-to-face meeting on the final day of class. Students will identify how their product meets the selected AASL/NCATE standards and Kentucky Teacher Standards. CF 1, 2, 3, 4

**Texts:**

American Association of School Librarians & Association for Educational Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago: American Library Association & Washington, D.C.: Association for Educational Communication and Technology, 1998.

*School Library Management*. 5th edition. Compiled by the Editors of *The Book Report & Library Talk* with the assistance of Catherine Andronik. Worthington, Ohio: Linworth Publishing, Inc., 2003.

**Grading Procedures:** Points are awarded for performance on assignments, examinations, and class participation. Proper grammar, spelling and punctuation are expected in all work. Assignments turned in late will result in a lower grade. Points will be deducted from class participation for excessive absences. More than two absences from Blackboard discussion will lower your grade. Extra credit assignments are not given in this course nor are grades of "I" (incomplete), except in extraordinary cases. Contact the instructor to discuss an "incomplete".

	<b>Points</b>
Article Reflections	20 (5 points for each response)
Observation Paper	20
Manual Project	70
Class Participation	20
Case Studies	36 (12 points for each case study)
Case Study Presentation	10
Information Literacy	20
Philosophy Statement	<u>4</u>
	200

185-200 = A

170-184 = B

150-169 = C

**Attendance Policy:** This class includes much participation; therefore regular discussion on the Discussion Board is expected.

**Academic Honesty:** The instructor will assign a grade of E for the course to any student found guilty of cheating or plagiarism on an examination or a class assignment. Unless formally approved by the instructor of this class, a student may not use academic work completed for another class (e.g., a paper, etc.) to satisfy the academic requirements of this class. As defined by the University Senate Rules (6.3.2), a student's use of previous class work to satisfy the academic requirements of this class is a form of academic cheating. For details regarding cheating and plagiarism please refer to Section 6.4.0-1 of the **Student Rights and Responsibilities Handbook** (<http://www.uky.edu/StudentAffairs/Code/>) and Section 6.3 of the **University Senate Rules** (<http://www.uky.edu/USC/Section VI.pdf>) for details.

NOTE: Manual sections are noted in blue in the attached schedule

## SCHEDULE

January 10 <b>On Campus</b>	Introductions; Syllabus; Discussion of Portfolio Preparation; History of the School Library Media Center; Practicum Field Experiences.
January 17	Information Literacy Standards; see Blackboard Week <i>Two</i> Folder in the Course Material section.
January 24	Read Part Two in Information Power and Week <i>Three</i> Folder in the Course Material section. <b>Information Literacy Assignment due.</b> <b>Topics:</b> Building Partnerships for Learning; Roles of the School Library Media Specialist; <a href="#">Community Analysis</a>
January 31	Read Chapter 1 in School Library Management; write a reflection response to an article from the “What and How We Teach” section.
February 7	<b>Observation paper is due.</b> Read Chapter 2 in <i>School Library Management</i> . Response to Chapter 2- either faculty <b>or</b> administration collaboration section due. <b>Topic:</b> Collaboration. Review material in Week <i>Five</i> Folder.
February 14	Read Chapter 4 - facilities planning section in <i>School Library Management</i> . <b>Topic:</b> <a href="#">Facilities</a> (Cooperative Case Study is due). See material in Week <i>Six</i> Folder.
February 21	Copyright. <b>Make an appointment for discussion of portfolio items prior to spring break</b> ( <a href="#">personal philosophy</a> and entries). Refer to Week <i>Seven</i> Folder.
February 28	Read Chapter 4 - budgeting section in <i>School Library Management</i> . <b>Topic:</b> <a href="#">Budgeting</a> (Cooperative Case Study is due). Week <i>Eight</i> Folder.
March 7	Read Chapter 3 in <i>School Library Management</i> . Response to Chapter 3 – collection development section is due. <b>Topics:</b> <a href="#">Collection Development</a> . Read material in Week <i>Nine</i> Folder.
March 14	Spring Break
March 21	School Visit
March 28	Chapter 4 – first four SECTIONS in <i>School Library Management</i> . Response to ONE article from these sections is due. <b>Topics:</b> Planning, <a href="#">evaluation</a> . Refer to Week <i>Ten</i> Folder
April 4	Read the Censorship material in the Week <i>Eleven</i> Folder. (Cooperative Case Study due April 11.) <b>Topic:</b> <a href="#">Censorship</a>
April 11	Read “Being Proactive” within the Introduction of <i>School Library Management</i> . <b>Topics:</b> <a href="#">Library Advocacy</a> . Refer to Week <i>Twelve</i> Folder
April 18	Read Chapter 4 – professional development section. Topic: Professional Development; see Discussion Board.
April 25	Manual is due by noon.
May 2 <b>On Campus</b>	Case Study Presentation (each group will present one case study as assigned by instructor)

Efforts will be made to follow the syllabus and schedule. However, the syllabus and schedule are tentative and subject to change.