

University of Kentucky
School of Library and Information Science
Course Syllabus
LIS 644
Spring 2008

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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 research¹ and reflection² for leading³ and learning⁴.

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: Research¹ and Reflection² for Learning³ and Leading⁴ listed in the following assignments as CF and appropriate numbers.

Assignments:

1. Read assigned chapters in the text, *Enhancing Teaching and Learning*, 2nd edition. Each assigned chapter should be read and considered prior to posting about the topic in the Discussion Board. See the Schedule for topics of study and due dates. [Discussion about the assigned chapter/topic will be evaluated on demonstration of critical thinking skills, completeness, and proper grammar in your discussion posts. **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**
2. 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**
3. 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 spring break and make a follow-up appointment with the instructor. (**DUE** April 24). Note: each student should conference with the instructor by spring break to present his/her personal philosophy 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**

4. 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

5. 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.

Donham, Jean. *Enhancing Teaching and Learning*, a leadership guide for school library media specialists. 2nd edition. New York: Neal Schuman Publishers, 2005.

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".

	Points
Observation Paper	25
Manual Project	80
Class Participation	20
Case Studies	36 (12 points for each case study)
Case Study Presentation	10
Information Literacy	25
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 On Campus	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. Read chapter 11 of <i>Enhancing Teaching and Learning</i> .
January 24	Read Part Two in Information Power and Week <i>Three</i> Folder in the Course Material section. Topics: Building Partnerships for Learning; Roles of the School Library Media Specialist; Community Analysis
January 31	Read chapters 9 and 12 in <i>Enhancing Teaching and Learning</i> for reflection of the LMS as teacher.
February 7	Observation paper is due. Read chapter 6 in <i>Enhancing Teaching and Learning</i> . Topic: Collaboration. Review material in Week <i>Five</i> Folder.
February 14	Topic: Facilities (Cooperative Case Study is due). Read material in Week <i>Six</i> Folder prior to work on your case study.
February 21	Copyright. Make an appointment for discussion of portfolio items prior to spring break (personal philosophy and entries). Refer to Week <i>Seven</i> Folder. [Note copyright is also included in your manual.]
February 28	Read chapter 4 and pages 51-53 in <i>Enhancing Teaching and Learning</i> . Topic: Budgeting (Cooperative Case Study is due). Week <i>Eight</i> Folder.
March 6	Read chapter 8 in <i>Enhancing Teaching and Learning</i> . Topics: Collection Development . Read material in Week <i>Nine</i> Folder.
March 13	Spring Break
March 20	Read chapter 13 in <i>Enhancing Teaching and Learning</i> . Topics: Planning, evaluation . Refer to Week <i>Ten</i> Folder
March 27	School visit – Hearn Elementary, Franklin County
April 3	Read the Censorship material in the Week <i>Eleven</i> Folder. (Cooperative Case Study due.) Topic: Censorship
April 10	Read chapters 2 and 3 in <i>Enhancing Teaching and Learning</i> . Topics: Library Advocacy . Refer to Week <i>Twelve</i> Folder
April 17	Read chapter 14 in <i>Enhancing Teaching and Learning</i> . Topics: Leadership and Professional Development; see Discussion Board.
April 24	Manual is due by noon.
May 1 On Campus	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.