LIS 644: ADMINISTRATION OF SCHOOL MEDIA CENTERS

UNIVERSITY OF KENTUCKY SCHOOL OF LIBRARY AND INFORMATION SCIENCE

INSTRUCTOR

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Office Hours by Appointment

COURSE 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\(^1\) and reflection\(^2\) for leading\(^3\) and learning\(^4\).

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:

1. Development of the School Library Media Center -- Historical Background
2. Missions and Goals of the School Library Media Center
3. Roles of the School Library Media Specialist
   a. Teacher
   b. Information Specialist
   c. Instructional Partner
   d. Program Administrator
   e. Leader
4. Information Literacy Standards for Student Learning
5. Building Partnerships for Student Learning
6. The School Library Media Program
7. Administration of the School Library Media Centers
   a. Policies and Procedures
   b. Budgets
   c. Facilities
   d. Evaluation
8. Collection Development and Maintenance (selection policies)
9. Copyright Issues
10. Censorship
11. Designing and Using Facilities

12. Promoting the School Library Media Center

13. Supervision of Students in the School Library Media Center

14. Professional Development

**INSTRUCTIONAL ACTIVITIES**

Instructional activities will consist of lectures, discussions, case studies, cooperative learning experiences, multimedia demonstrations, and field experiences. 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.

**ASSIGNMENTS:**

1. Read assigned chapters in the text, *Enhancing Teaching and Learning, 2nd edition revised* and *Fundamentals of School Library Media Management*. 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 Standard 1]

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. AASL/NCATE Standards: 1.2, 1.4, 3.2, 4.1, 4.2, 4.3; CF 1, 2, 3, 4; Kentucky Teacher Standard 1

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. 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 and make a follow-up appointment with the instructor. Note: Each student should conference with the instructor 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 1, 3, 4,

4. Develop a response for the assigned school media case studies. Each case study has a separate rubric and standards to be assessed. Standards vary by case study. CF 1, 2, 3, 4

**TEXTS:**


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. 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”.

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<thead>
<tr>
<th>Assignment/Project</th>
<th>Points</th>
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<tbody>
<tr>
<td>Observation Paper</td>
<td>25</td>
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<tr>
<td>Manual Project</td>
<td>80</td>
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<tr>
<td>Class Participation</td>
<td>25</td>
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<tr>
<td>Case Studies</td>
<td>45 (15 each)</td>
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<tr>
<td>Information Literacy Project</td>
<td>25</td>
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**GRADING SCALE**

185-200 = A  
170-184 = B  
150-169 = C
POLICIES

ACADEMIC INTEGRITY

According to Senate Regulation 6.3.1: “All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.” For specific information regarding the University’s code and regulations on plagiarism and cheating, visit:

http://www.uky.edu/StudentAffairs/Code/

http://www.uky.edu/StudentAffairs/Code/part2.html


EXCUSED ABSENCES

Summarized from Senate Regulation 5.2.4.2: A student shall not be penalized for an excused absence. The following are defined as excused absences:

- Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family.

- The death of a member of the student's household (permanent or campus) or immediate family.

- Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. Prior notification is required.

- Major religious holidays. Prior notification is required.

- Any other circumstances which the Instructor of Record finds reasonable cause for absence.
Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Excused absences’ effect on grading: Summarized from Senate Regulation 5.2.4.2: If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements.

**ACADEMIC ACCOMMODATIONS DUE TO DISABILITY**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**INTEGRATION OF SYLLABUS WITH UK EDUCATOR PREPARATION UNIT THEMES**

This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students’
learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

**INTEGRATION OF THE SYLLABUS WITH THE THEMES OF DIVERSITY, ASSESSMENT, AND TECHNOLOGY**

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.