LIS 644: ADMINISTRATION OF SCHOOL MEDIA CENTERS
UNIVERSITY OF KENTUCKY SCHOOL OF LIBRARY AND INFORMATION SCIENCE

INSTRUCTOR
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Virtual Office Hours: Virtual Office Hours: Tuesday 8:00am – Noon, or by appointment
Office hours are a way for us to chat about the course, your concerns, questions you have, jobs you’re interested in, or anything else that’s on your mind. If the above times don’t work for you, please let me know so we can find an alternative in-person or virtual meeting time.

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 order to provide learning experiences necessary for leading and learning in the P-12 school setting.

PURPOSE
To provide learning experiences necessary in the overall management of the library media center which affect research and reflection for leading and learning.

OVERVIEW
School media programs are unique in that they are integrated with curricular, technological, and societal interests as manifested in school/educational environments. These programs serve all members of an educational community. Course focuses on theoretical and practical issues in the organization and administration of school media and/or comparable district and state media service programs. Special attention is given to Standards for the 21st-Century Learner and Empowering learners: School Library Media Guidelines, the most recent publications of guidelines for school media programs. Reading assignments identify the professional literature that supports and defines media programs as they exist in educational environments today and the vision of the 21st-century school library media program. Topics also include the development of media programs and procedures for managing the general program as well as specific aspects, such as budget/finance, facilities design, personnel, technology, public and organization relations, and evaluation.
REQUIRED TEXTS


- Morris, B. *Administering the School Library Media Center.* Libraries Unlimited. 978-1591586890

- The texts are required reading and will be necessary for participating and completing class assignments. These books are available at the campus bookstore and through online booksellers. Additional readings will be available in Bb.

LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Describe the many 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 K-12 school and how the SLMS can act as leaders and change agents. [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. Demonstrate knowledge of effective management principles in the administration of the school library media program. [CF 1, 2, 3] though designing and developing policies and procedures to facilitate library operations, including preparing and justifying a school library media budget based on curriculum/instructional needs, encouraging flexible access to the services of the library media program, designing facilities that provide an optimal learning environment, and determining appropriate supervisory methods of students to be used in the management of the school media program [CF 1, 2, 3, 4]

5. Identify ways to utilize technology in management and information access. [CF 1, 2, 3, 4].

6. Discuss issues of intellectual freedom, information access, and ethics as they relate to school libraries. [CF 1, 2, 3, 4] and apply legal and ethical principles that govern information access, intellectual property rights and the responsible use of information technology. [CF 1, 2, 3, 4].

7. Describe means of establishing cooperative relationships with other school personnel, community resource persons, and other stakeholders who affect the lifelong learning of students, including developing a public relations program, which includes representing the school's library program to parents and the community. [CF 1, 2, 3, 4]

8. Demonstrate familiarity with the literature of school librarianship and recognize the benefits of ongoing professional learning through professional organizations and publications 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 throughout in the following areas:

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

This course will utilize Weekly Folders within the course Blackboard site to maintain a course schedule. There are directions, assignments, and resources for each week of the course. Be sure to check ahead and be aware of what is in each weekly folder. A course Week-by-Week Schedule can be found in the Course Documents Folder.

**INSTRUCTIONAL ACTIVITIES**

Instructional activities will consist of readings, discussions, case studies, cooperative learning experiences, multimedia demonstrations, guest speakers and some lecture. 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

This is a brief overview of assignments - details will be found in Weekly Folders and Assignment Folder in class Blackboard site.

1. School Library Media Center Website Project (50%): Most schools will already have a policy manual in place and with today's focus of creating an online presence for your school library media center, the major assignment for this course will be creating a media center website. You will add to the site every week as topics are discussed. Please see the Assignments Folder on the class Bb site for more details and expectations. If you adapt items from other sources, credit the source. You will be evaluated on completeness, organization, design, and proper spelling, grammar and punctuation.

   - Kentucky Teacher Standards 1, 3, 4
   - 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

   a. School Library Media Center Website Shell (25 pts.): The school library media center's website can be a powerful tool for advocacy and access. While seemingly an overwhelming "extra" task, the smart media specialist will use an effective website to attract patrons, manage knowledge, and solve problems. You may base your website on a real school or you may create a fictional one. You will first develop a community analysis to describe the context of your school and media program within the community. On this website you will be adding several elements: Vision, Mission, and Philosophy; Facilities; Personnel; Collaboration; Service Overview, that you will develop in relation to the policies of your media center. Elements will be added each week to reflect what we are learning in class that week and points will be given for each element (see Grading). I suggest you use GoogleSites for this assignment, but if there is something else you feel more comfortable using that will be fine as well – just email me ahead of time for pre-approval.

   b. Community Analysis (50 pts.): As a media specialist, you will need to understand the larger community of the school and your learning community as well. In order to describe the context of your school and media program within the community and the learning community, you will be doing a community analysis and learning community analysis. This assignment provides a foundational look at a given school context, and will form the foundation for other elements to come in the semester.

   c. Personal Philosophy Statement (150 pts.): You are to write a personal philosophy of service as a library media specialist. It should be based upon the five roles of the LMS identified in Empowering Learners. It should be written in first person and reflect your own beliefs about your role as an LMS. What is your philosophy of library service? What role should the school librarian play in the curriculum and in the school? How do you see the five roles in Empowering Learners working together? You answers to these questions will make up your philosophy. Clearly express your position on the purpose of the school library
media center; providing access to information; the need to provide a conducive climate for learning; and the proactive connection of your library media program to the local learning community and beyond. Note this philosophy statement will serve as an entry in your portfolio in 676 as well. Additionally, this will be an evolving document that should be updated throughout the semester to reflect learning and growth. AASL/NCATE Standards: 3.1, 3.2, 3.3, 4.1, 4.2, 4.3; CF 1, 2, 3; Kentucky Teacher Standard 1

d. **Mission Statement (25 pts.):** Creating a mission statement for the media program is a crucial first step for projects and plans. Many administrators, teachers, parents, and students are not fully aware of the possibilities for improved student achievement when teachers and the school library media specialist (SLMS) collaborate. An effective mission statement can promote a greater understanding of the role of the SLMS in student learning. A mission statement is a short, succinct statement focusing on the purpose of the organization, its reason for existence, and what it hopes to accomplish. The mission statement should be aligned with the district and school mission statements. Identifying the mission allows the formulation of objectives, policies, and the procedures and methods to provide services for the patrons.

e. **People: Personnel and Collaboration (75 pts.):** Life as a media specialist should not be lonely! Obviously, working with people and developing relationships is a critical part of any media program. In this section of your website you will address several aspects of interacting with your colleague educators within the learning community. Including staff, media center advisory committee, collaboration scheduling, and volunteers.

f. **Facilities: Inside the Walls and Beyond (75 pts.):** Demonstrate your knowledge of the relationship of facility to program needs. This document will present your physical facility to the learning community, and lay the foundation for its evolution and development. In these networked times, an important part of this task is to take into consideration resources that exist outside of the walls as well. You will describe the facility as it is now, including an analysis of the overall learning climate. See Assignments Folder for details and expectations.

g. **Budgeting Rationale (25 pts.):** An immediate and critical responsibility of every media specialist is to manage the budget. An even more difficult responsibility is designing a budget that will meet strategic goals and therefore curricular needs. Develop a budgeting rationale statement for your media center website. This should be a short written rationale for general budgeting which states impact on curriculum and students, rationale(s) for new items for purchase; impact on curriculum/students of the budgeted items. Also your budget design should give some examples to demonstrate how the allocations would align resources with school learning goals. If the budget for your media center is woefully inadequate, you may choose to include a goal to bring in additional funding such as fundraising, grant writing, or proactive lobbying for better funding.

h. **Selection Principles and Criteria (25 pts.):** In the selection process, certain principles guide decisions. These principles are based upon educational and
library theory, and tailored to the needs of the learning community. They form the heart of the Selection Policy. By contrast, criteria are "measuring sticks" by which an individual resource can be evaluated for selection. We create these two important decision tools simultaneously to help distinguish between them.

Most school systems will already have a selection policy in place. In this assignment you will develop your list of selection principles and criteria. Selection Principles: these are general statements that govern how materials are selected. They should change little over the years. This should also include how will you use professional selection tools in the selection process. Selection Criteria: These should indicate a desired positive quality, rather than a negative aspect to be avoided. Describe how they are applied. Specifically, what do you do if items do not meet all criteria? Define any criteria that are unusual.

i. Information Ethics (25 pts.): The topic of Information Ethics is large, and involves the key areas of intellectual freedom, intellectual property, copyright, and plagiarism. You must practice and model information ethics yourself, and teach students and staff to do the same. For this assignment you will develop a statement affirming your intention to uphold Information Ethics (including copyright and all other sub-topics) to the best of your ability.

j. Program Evaluation (25 pts.): Describe your annual review process, to include program evaluation and self-evaluation in addressing the goals from Empowering Learners. What evaluation strategies will be utilized? What data will be collected? Make sure that data can be used for decision-making. How will you involve all stakeholders in the evaluation? Who decides what needs to be done, and when? Draw from the Morris readings and Empowering Learners. This can be a short narrative or a bulleted list.

3. Instructional Leader Standards/Curriculum Integration Project (15%): After you have read all of the readings for Week 5, choose a grade level, curricular area, and learning objective from the newly Kentucky adopted Common Core Curriculum (see Course Resources Library). Then in your role as the SLMS develop a plan for integrating the inquiry based AASL Standards for the 21st Century Learner. Write at least a 2 page paper that explains 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. As a SLMS this is something you will frequently have to do - think like the teachers that you are! 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. Professional Development Resource Project (20%) – In our field, it is critical to have avenues for keeping up with new developments, for continuing professional development, and for connecting with our colleagues in other schools. Two established avenues for doing so are professional journals (print or online) and professional organizations. Your purpose in creating this presentation should be to 1. Become an expert about one particular journal (or blog of an organization) or organization (local, state, or national); and 2. Demonstrate this journal or organization in such a way that
your classmates will be excited about subscribing or joining. Things to include: a description of the journal or organization, and its purpose; provide contact information for joining or subscribing, and links; provide cost information; and present benefits and how this journal or organization could contribute to professional growth. After I have approved your choice, you will utilize a Web 2.0 tool of your choice to create a presentation for your classmates and then post in Blackboard on the weekly Db. Suggested Web 2.0 tools are found in the Weekly Folders on the class Blackboard site. Create a presentation that will be self-explanatory, memorable, and an adequate opportunity for viewers to get a good overview of the journal or organization. Because developing a succinct message is a useful skill for school librarians, presentation length is limited to 5 minutes - be creative!

5. **Assigned Readings & Discussion Participation (15%)**: Read assigned chapters in the texts and/or scenarios as designated each week for discussion posting and group discussions on Blackboard. Each assigned chapter should be read and considered prior to posting about the topic in the Discussion Board. Postings should unpack main ideas thoroughly; connect to your prior experiences; have a thoughtful, reflective tone; and be completed in a timely manner. See the Weekly Folders for topics of study and due dates. You will be expected to complete your posting and respond to at least one of your fellow classmates by the Db deadline for that week,[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

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**GRADING PROCEDURES**

- Projects are designed to be as authentic as possible. They are often large and challenging, but they are also realistic.

- **Timeliness**: A great deal of thought goes into pacing assignments and arranging deadlines to be reasonable both for you to complete the assignments and for me to properly evaluate them. As professionals, we mutually expect deadlines to be met. Please contact me if you have a problem with meeting a particular deadline. If an assignment is late, its score will be reduced if not discussed with me ahead of time. Also, please check with me if you feel that a deadline needs to be rescheduled, either for you personally or for the class as a whole.

- **Writing and Grammar**: Communication and writing skills are essential for media specialists and Master’s candidates. Therefore, all writing must comply with grammatical and spelling rules and should look professional in a visual sense. Please use a word processor and avail yourself of the spelling and grammar-checking tools provided by your software. Web sites and projected materials should receive the same level of proofreading and care that printed papers do. If errors or appearance detract from the quality of an assignment, the score will reflect this problem. I reserve the right
to return severely flawed assignments to you without a grade so that you may repair them prior to my reading. Most assignments have a "mechanics" criterion. Items that are written for public consumption in real life -- such as web pages -- should be as close to perfect as possible, in keeping with the professionalism expected of you in the field. Items that are more reflective or just for me to evaluate will not be held to such a high standard.

• **Citation Style**: As scholars, it is essential for you to give credit to any other sources consulted in the course of completing any assignment. Use in-line citations as appropriate. List these in a reference list near the end of the project, and please follow APA style (6th edition).

• **Resubmit option**: I believe in mastery learning, a learning model in which students have the opportunity to keep working at a skill until they have accomplished it. It is my philosophy that every student can achieve an A with sufficient effort; this class is not a competitive event, nor are student performances rated in relation to others. If you receive less than a 90% score on any assignment, you may correct the problem(s) and resubmit up until the final due date. If you choose to use this option, please include a summary of feedback points and actions taken.

**ASSIGNMENTS AND POINTS**

Assignments and their respective percentages of the semester grade:

- Media Center Website 50% (500 pts)
- Instructional Leader Standards/Curriculum Integration Project 15% (150 pts)
- Professional Development Resource Project 20% (200 pts)
- Assigned Readings and Discussion Participation 15% (150 pts)

1000 – 900 = A  
899 – 800 = B  
799 – 700 = C  
699 – 0 = E

**UK GRADING SCALE**

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<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% – 100%</td>
<td>A (Exceptional)</td>
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<tr>
<td>70% – 79%</td>
<td>C (Average)</td>
</tr>
<tr>
<td>80% – 89%</td>
<td>B (High)</td>
</tr>
<tr>
<td>0% – 69%</td>
<td>E (Failing)</td>
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**COMMUNICATION**

You may communicate with me via Blackboard, e-mail or phone. E-mail will elicit the timeliest response. While I am generally available on the weekends and will always respond as quickly as I can, please do not wait until the day before an assignment is due (or the day it is due) to ask questions. It is the student’s responsibility to make sure that all course communications are
accessible. E-mails sent from within Blackboard will be delivered to the e-mail address stored in Blackboard. Your UK e-mail address is the default. To change your default e-mail address, follow the Course Tools link from the course navigation bar to edit your Personal Information.

**WRITING EXPECTATIONS**
The use of proper English is expected at all times. This includes discussion posts and journal entries, if applicable. Writing and citation guides will be provided in the course materials in Blackboard. APA (6th edition) formatting is required for citations. Writing Resources can be found on the Blackboard site in the Writing Tools folder.

**UNIVERSITY 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) [http://www.uky.edu/StudentAffairs/Code/part2.html](http://www.uky.edu/StudentAffairs/Code/part2.html) [http://www.uky.edu/Ombud/Plagiarism.pdf](http://www.uky.edu/Ombud/Plagiarism.pdf) : “Plagiarism: What is it?”

**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.

**INCOMPLETES**
Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2 http://www.uky.edu/StudentAffairs/Code/part2.html.

**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.

TECHNOLOGY INFORMATION & RESOURCES
Distance Learning Students (for the purpose of this online course, this means *all* students) are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. For both Windows and Mac users, Mozilla Firefox 3.6.17 is browser/version currently recommended by UK’s Blackboard administrators.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. Please e-mail me at melissa.johnston@uky.edu for the timeliest response. I will generally respond within a few hours, but longer wait times are possible. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)
http://www.uky.edu/TASC/; 859-257-8272

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-257-1300.

Information on Distance Learning Library Services http://www.uky.edu/Libraries/DLLS
- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service: