

LIS 644
Administration of School Media Centers
Fall 2020

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I usually respond to questions within 48 hours. I will respond on the following business day to emails sent on weekends/holidays.

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.

Student Learning Outcomes [with corresponding assessment(s)]

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

1. Describe the roles and responsibilities of the school library media specialist in serving as a leader and change agent and providing for the integration of the library media program into the instructional program of the P-12 school [School Library Alignment; Collection Development Project; Evidence-based Monthly Report].
2. Develop administrative policies and short and long-range plans that focus on the collaborative assessment of teaching and diverse learning needs. [School Library Alignment; Collection Development Project].
3. Design policies and procedures for effective selection of materials and equipment that provide equitable access to information, ideas, and resources for learning. [Collection Development Project].
4. Demonstrate knowledge of effective management principles in the administration of the school library program through designing and developing policies and procedures to facilitate library operations, including: collecting, interpreting and using data to improve practice [School Library Alignment; Evidence-based Monthly Report]; preparing and justifying a school library media program [Facilities and Access Evaluation]; designing facilities that provide an optimal learning environment [Facilities and Access Evaluation]; and determining appropriate supervisory methods of students to be used in the management of the school media program [Facilities and Access Evaluation].
5. Demonstrate familiarity with the literature of school librarianship and explain the benefits of ongoing professional learning through professional organizations and publications and how both are related to continued professional growth. [Discussion activities; Professional Growth and Networking Reflection].

Required Textbook Materials

Required textbooks:

- Donham, J., & Sims, C. (2020). *Enhancing teaching and learning: A leadership guide for school librarians*. [4th ed.]. Chicago: ALA/Neal Schuman.
- American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA.

This course requires reading across multiple sources. In addition to the required textbook listed above, students will be assigned other materials including but not limited to articles, online resources, and videos. When such materials are required, the instructor will provide them in advance. Most required materials for this course are available on the Canvas site or through UK Libraries. Students are required to access the content from this website as well as complete online activities as directed.

Summary Description of Course Assignments

Additional information on all the course requirements is available through Canvas. The following are course requirements for which points have been allocated and from which the final grade will be determined.

1. **Introductory video** (2 points). Students will provide a brief introduction via video.
2. **Discussion** (5pts each; 20 points total) Students will participate in online discussions for each unit. For each graded discussion, students are expected to contribute thoughtful, quality exchanges.
3. **School Library Alignment Plan** (30 points). Students will align a school library program with the larger school context by identifying stakeholders to serve as potential advisory board members, articulating, aligning, and rationalizing the library program mission and goals based on the campus mission and population, and identifying sources of evidence that can be collected and analyzed to improve practice and support the value of the school library program. This assignment will serve as a basis for both the Collection Development Project and the School Library Program Monthly Report.
4. **Professional Growth and Networking Reflection** (16 points). Each student will reflect on his/her professional growth as a result of interactions and connections with other school librarians and engagement with a variety of professional resources.
5. **Collection Development Project** (82 points total; as follows: Focus—6 points; Policy—16 points; Proposal—40 points; Grant Proposal—20 points). Based on the Needs Assessment, each student will create a school technology vision and identify priority goals to move a specific school toward that vision.
6. **Facilities and Access Evaluation** (30 points). Each student will describe and evaluate both the physical environment and the schedule of a school library facility and propose necessary changes.
7. **School Library Program Monthly Report** (20 points). Each student will create an evidence-based monthly report to showcase evidence that the school library program contributes to school goals and/or student learning.

Course Grading Scale

Course grades are based on a cumulative point total. Grades will be assigned according to the following scale:

180 – 200 points = A

160 – 179.9 points = B
 140 – 159.9 points = C
 Below 140 points = E

Tentative Course Schedule

Week	Dates	Topic	Assignments
Unit 1: The 21st Century School Librarian and School Library Program			
1	8/19 – 8/25	The school librarian and school library program	Introductory video
2	8/26 – 9/1	Strategic planning	Discussion
3	9/2 – 9/8	Professional growth and continuous learning	School library alignment
Unit 2: Teaching and Learning through the School Library Program			
4	9/9 – 9/15	Integrating the school library program across the curriculum	
5	9/16 – 9/22	Resources to support learning	Collection Development Focus
6	9/23 – 9/29	Collection Development Policies	
7	9/30 – 10/6	Materials selection, de-selection, and evaluation	Collection Development Policy
8	10/7 – 10/13	Promoting intellectual freedom	Discussion
9	10/14 – 10/20	Supporting literacies	Collection Development Proposal
Unit 3: Administration of the School Library Program			
10	10/21 – 10/27	Access to school library program resources	Professional growth and networking reflection
11	10/28 – 11/3	The learning environment and the school library facility	Discussion
12	11/4 – 11/10	Funding and the school library program	Facilities and Access Evaluation
Unit 4: The School Librarian as Leader and Advocate			
13	11/11 – 11/17	Outreach, advocacy, and communicating evidence of practice	Collection Development Project Grant Proposal
14	11/18 – 11/24	Protecting priorities and managing time	Discussion
15	11/25 – 12/1		School Library Monthly Report

Submission of Assignments

All written assignments are expected to conform to basic standards for scholarly writing.

You will be submitting all assignments through Canvas. Please do NOT email assignments.

Assignments should be submitted before midnight of the due date. To accommodate technical

glitches, assignments submitted by 6:00am following the due date (i.e. six hours after the assignment is due) will be accepted without penalty; however, this accommodation does not apply to graded Discussion posts.

Assignments submitted within 6-24 hours of the due date will be accepted but will receive an automatic 20% reduction in points. Discussion contributions posted after the respective deadline will not earn any credit.

Assignments will not be accepted more than 24 hours past the due date. Students with an excused absence should contact the instructor within 24 hours of the absence to negotiate due dates for any missed assignments.

Technology Information and Requirements

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#). Please adhere to Distance Learning minimum hardware, software, and internet connection requirements.

Technical Support

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

Resources

[Distance Learning Library Services](#)

[Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.4.2.1)

(If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences.)

Verification of Absences (Senate Rules 5.2.4.2.A, B, C, and E)

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request appropriate verification when

students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Academic Policies in relation to COVID-19

Fall Academic Calendar and Reading Days

Several modifications to the academic calendar have been made in response to the COVID-19 situation. The current calendar is available [here](#).

The calendar features a Reading Day. The current Dead Week restrictions on certain instructional activities would continue to apply to Reading Days. An additional restriction would apply to Reading Days, namely no required class meetings or, more generally, no “required interactions.” Reading Days are not academic holidays.

Religious Observances (Senate Rules 5.2.4.2.D)

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud’s website](#) or calling 859-257-3737.

Make-Up Work (Senate Rule 5.2.4.2)

Students missing any graded work due to an excused absence are responsible: for 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 for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK’s prohibition on discrimination and harassment on aspects such as race, color, ethnic

origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity– Prohibition on Plagiarism (Senate Rules 6.3.1)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that 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.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students

may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Course Material Copyright Statement

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.