

**LIS 644**  
**Administration of School Media Centers**

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I usually respond to questions within 2 business days.

**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) and ALA/AASL (2010) Standards for the Initial Preparation of School Librarians elements

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]-- AASL 4.3, 4.4, 5.4;
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] -- AASL 2.2;
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]--AASL 2.3, 5.1;
4. Demonstrate knowledge of effective management principles in the administration of the school library media 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 budget based on curriculum/instructional needs [Collection Development Project]; encouraging flexible access to the services of the 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]--AASL 3.4, 5.3, 5.4;

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]--AASL 4.1, 4.2

### **Required Materials**

- American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library programs*. Chicago, IL: American Association of School Librarians.
- American Association of School Librarians. (2009). *Standards for the 21st-century learner in action*. Chicago, IL: American Library Association.
- Donham, J. (2013). *Enhancing teaching and learning: A leadership guide for school librarians*. (3rd ed.). Chicago: ALA/Neal Schuman.

### **Course Activities and Assignments**

- 4 Graded Discussions at 5 points each; 20 points total
- 1 School Library Alignment Evaluation; 6 points
- 1 School Library Alignment Plan; 30 points
- 1 Professional Growth and Networking Reflection; 12 points
- 1 Collection Development Project; 82 points total (components as follows):
  - Focus (6 points)
  - Policy (16 points)
  - Proposal (42 points)
  - Grant Proposal (18 points)
- 1 Facilities and Access Evaluation; 30 points
- 1 School Library Program Monthly Report; 20 points

### **Summary Description of Course Assignments**

- Discussion—Students will participate in online discussions for each unit. For each graded discussion students are expected to contribute thoughtful, quality exchanges.
- School Library Alignment Evaluation—Students will evaluate and revise an existing School Library Alignment Plan.
- School Library Alignment Plan—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.
- Professional Growth and Networking Reflection—each students 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.

- Collection Development Project—within the structure of the existing school/district collection development policy, and based on the proposed school library program mission and goals, each student will create a collection development proposal aligned with Kentucky Core Academic Standards and AASL Standards. Each student will then write a mock grant proposal using the collection development proposal project as the basis.
- Facilities and Access Evaluation—each student will describe and evaluate both the physical environment and the schedule of a school library facility and propose necessary changes.
- School Library Program Monthly Report—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**

- 180 – 200 points = A
- 160 – 179 points = B
- 140 – 159 points = C
- Below 140 points = E

### **Submission of Assignments**

All written assignments are expected to conform to basic standards for scholarly writing. This course will use APA formatting and style for every assignment.

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

Assignment due dates are provided in the course calendar and on assignment links in Canvas. Assignments, activities, discussions and/or quizzes should be submitted before midnight of the respective due date.

- No credit will be awarded for submission of quizzes or contributions to discussions after the posted due date.
- Other assignments submitted within 24 hours after the posted due date will receive an automatic 20% point reduction. No assignment submissions will be accepted more than 24 hours after the posted due date.

### **Attendance Policy**

Because this course is online, it is critical that students participate in the discussion board and give thoughtful feedback. Instead of attendance, you will be required to post on discussion boards multiple times throughout each week.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

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 no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *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 professor must 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.

### **Verification of Absences**

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 because of illness, or death in the family. 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 Integrity**

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 at the following website: <http://www.uky.edu/Ombud>. 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 Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *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.

### **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. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: <https://ci.uky.edu/sis/sites/default/files/policies.pdf>

## **TECHNOLOGY INFORMATION & RESOURCES**

Distance Learning 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. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC.

Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. 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: <http://download.uky.edu/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

### **Information Technology Customer Service Center (UKIT)**

<http://www.uky.edu/UKIT/>; 859-218-4357

### **Library Services & Distance Learning Services**

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan Service:  
[http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)

For more resources about online classes and student resources, visit

<http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

### **Military Members and Veterans**

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

### **Tentative Course Schedule\***

Unit 1: The 21st Century School Librarian and School Library Program (August 24 – September 13)

School Library Alignment Evaluation—September 3

Discussion—September 10

Unit 2: Teaching and Learning through the School Library Program (September 14 – October 25)

School Library Alignment—September 20  
Collection Development Focus—October 4  
Collection Development Policy—October 11  
Discussion—October 15  
Collection Development Proposal—October 25  
Unit 3: Administration of the School Library Program (October 26 – November 15)  
Professional Growth and Networking Reflection—November 1  
Discussion—November 5  
Facilities and Access Evaluation—November 15  
Unit 4: The School Librarian as Leader and Advocate (November 16 – December 6)  
Collection Development Project Grant Proposal—November 22  
Discussion—December 3  
School Library Monthly Report—December 6  
Unit 4 Quiz—December 6  
\*note that due dates are tentative