

Course: LIS 644

Administration of School Media Centers

Term: Fall 2022

Credit hours: 3

Meeting days/time/location: fully asynchronous via Canvas

Instructor Information

Name: Maria Cahill, PhD

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

Required 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.

Select reading and viewing materials identified in Canvas.

Associated Expenses

Only required textbooks should incur a cost.

Skill and Technology Requirements

Students are expected to close-caption all video recordings.

For technical assistance, contact ITS Customer Services 24/7 at 859-218-HELP (4357) for urgent needs.

For non-urgent matters, choose the option that works best for you at

<https://techhelpcenter.uky.edu/gethelp>

Student Learning Outcomes

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].

Course Details

Course Activities and Exams

Full information about each assignment is available in the course area on Canvas.

- Introductory video (2 points). Students will provide a brief introduction via video.
 - 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.
 - 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.
 - 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.
 - 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.
- 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.

Tentative Course Schedule

	Topic	Major Assignments
Week 1	The school librarian and school library program	Introductory Video
Week 2	School library mission and evidence-based practice	Discussion
Week 3	Integrating the school library program across the curriculum	School Library Alignment
Week 4	Resources to support learning	Collection Development Focus
Week 5	Collection development policies	
Week 6	Materials selection, deselection, and evaluation	Collection Development Policy
Week 7	Promoting intellectual freedom	Discussion
Week 8	Supporting literacies	Collection Development Proposal
Week 9	Access to school library program resources	Professional growth and networking reflection
Week 10	The learning environment and the school library facility	Discussion
Week 11	Funding and the school library program	Facilities and Access Evaluation
Week 12	Outreach, advocacy, and communicating evidence of practice	Collection Development Project Grant Proposal
Week 13	Professional growth and continuous learning	Discussion
Week 14	Protecting priorities and managing time	School Library Monthly Report
Week 15	Semester wrap-up	

Grading Scale

180 to 200 points =	A (Exceptional Achievement)
160 to 179.99 points =	B (High Achievement)
140 to 159.99 points =	C (Average Achievement)
139.99 points and below =	E (Failing)

Assignment Policies

Assignment Submissions

All written assignments are expected to conform to basic standards for scholarly communication. Students will submit all assignments through Canvas. Please do NOT email assignments.

Late Assignments

Assignments, activities, discussions and/or quizzes should be submitted before midnight of the due date. Assignments submitted within 24 hours of the due date will be subjected to an automatic 20% reduction in value. Assignments submitted more than 24 hours after the due date will not earn credit. (Per the [University Senate Rules](#), within some guidelines late assignments must always be accepted for excused absences. (<https://www.uky.edu/universitysenate/rules-regulations>)]

Academic Policy Statements

This course adheres to the University of Kentucky's (UK's) Faculty Senate [Academic Policy Statements](#).

Academic Offenses (Cheating, Plagiarism, and Falsification or Misuse of Academic Records)

This course adheres to the UK Faculty Senate-maintained web page of [Rules Regarding Academic Offenses](#).

Resources

The following resources may be useful to students: UK's [Distance Learning Library Services](#), and [Tutoring and Coaching Resources](#).

Diversity, Equity, and Inclusion

This course adheres to the UK Faculty Senate statement on diversity, equity, and inclusion [Syllabus Statement on Diversity, Equity, and Inclusion \(DEI\)](#).

Course Recordings

All video and audio recordings provided by the instructor and/or students are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Code of Student Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

Course Copyright

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