

University of Kentucky
School of Library & Information Science (SLIS)

LIS 644 Administration of School Media Centers
Fall 2015

Instructor

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Office Hours

- **By appointment**
- Please contact me via email to schedule an appointment

Class Information

- Online via Canvas
(<https://uk.instructure.com/>)

COURSE INFORMATION

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.

Course Objectives—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 K-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;

Course Outline

The 21st Century School Librarian and the School Library Program
Teaching and Learning through the School Library Program
Administration of the School Library Program
The School Librarian as Leader and Advocate

Required Texts

- American Association of School Librarians. (2009). *Empowering learners*. Chicago: American Library Association.
- Woolls, B., Weeks, A. C., & Coatney, S. (2014). *The school library manager* (5th ed.). Santa Barbara, CA: Libraries Unlimited.
- American Association of School Librarians (2009). *Standards for the 21st-century learner in action*. Chicago, IL: American Library Association.

STUDENT EVALUATION

Student Assessments

- Discussion/Quizzes—Students will participate in online discussions and/or closed-response quizzes throughout the course. For each graded discussion students are expected to contribute thoughtful, quality exchanges. *20 points total*
- School Library Alignment— Students will align the 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. *30 points*
- 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. *16 points*
- 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 content area and school library standards as well as a budget rationale for the proposed collection. *84 points total*

- 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. *30 points*
- 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. *20 points*

Grading Scale

180-200 points =	A (Exceptional Achievement)
160-179 points =	B (High Achievement)
140-159 points =	C (Average Achievement)
Below 140 points =	E (Failing)

Participation

Participation within the discussion board will enhance student learning and affect student grades. Because this course is online, instead of attendance you will be responsible for posting to the various discussion boards or other designated activities.

Submission of Course 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. Assignments, activities, discussions and/or quizzes should be submitted before midnight of the 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.

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 to a computer with a reliable Internet connection and audio capabilities.

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. 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 number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:

<http://ci.uky.edu/lis/sites/default/files/policies.pdf>