

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

**LIS 644 Administration of School Media Centers**  
**Spring 2015**

**Instructor**

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**Office Hours**

- Mondays and Wednesdays 8:30-10:30am  
or by appointment
- Please contact via email to schedule an  
appointment

**Class Information**

- Online via Blackboard

**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**

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. [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] through 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. 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].

6. 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. [CF 1, 2, 3]

## Course Outline

The 21st Century School Librarian  
Planning an Effective School Library Program  
Curriculum, Instruction, and the School Librarian  
Collection Development  
Budgeting and Advocacy  
Learning Environment, Access, and Personnel  
Reading and the School Library Program  
Leading and Professional Development

## Required Texts

- American Association of School Librarians. (2009). *Empowering learners*. Chicago: American Library Association.
- Coatney, S. (Ed.). (2010). *The many faces of school library leadership*. Santa Barbara, CA: Libraries Unlimited.
- Woolls, B., Weeks, A. C., & Coatney, S. (2014). *The school library manager* (5<sup>th</sup> ed.). Santa Barbara, CA: Libraries Unlimited.
- American Association of School Libraries (2007). *Standards for the 21st-century learner*. Chicago, IL: American Library Association. This is accessible from ALA: <http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>

## **STUDENT EVALUATION**

### Student Assessments

- Introduction activity—students will create succinct presentations to introduce themselves to classmates. *4 points*
- Discussion—Students will participate in online discussions throughout the course. For each graded discussion students are expected to contribute thoughtful, quality exchanges. *20 points total*
- Quizzes—Students will respond to closed response questions drawn from the reading materials. *16 points*
- School Library Alignment— Students will develop the foundation of a library program by identifying advisory board members, and articulating, aligning, and rationalizing the library program mission and goals based on the campus mission and population. This assignment will serve as a basis for the Budget Rationale portion of the Collection Development Project later in the semester. *32 points*
- Collection Development Project—Within the structure of the existing school/district collection development policy, 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. *80 points total*

- Facilities and Access Evaluation—each student will describe and evaluate either the physical environment or the schedule of a school library facility and propose necessary changes. *40 points*
- Reflection— students will use AASL's four strands (skills, dispositions, responsibilities, and self-assessment strategies) as the framework for identifying and reflecting on personal learning during this course. *8 points*

### **Grading Scale**

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

### **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 Blackboard. Please do NOT email assignments.

Assignments, activities, discussions and/or quizzes should be submitted before midnight of the due date. [Late submissions will not be accepted.](#)

## **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. 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: <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](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)

**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>