College of Education
Department of Educational Leadership
Fall 2018

1. **LIBM 5123 CRN 20849 Advanced Administration for Library Media Center**

1. **Instructor: Dr. Alesha Baker**
- bakera@nsuok.edu
- 918-449-6451
- Broken Arrow BAED 160
- Office Hours:
    - Online Monday and Wednesday 9:00-11:00 a.m. or by appointment.
        - In office Tuesday and Thursday 12:30-2:30 p.m
            - *Appointments as needed.

2. **Course Delivery Method:**

   _____ **Face to Face**   __X__ **Blended/Partial**   _____ **Online**

3. **Class Days/Meeting Times**
   Aug 23, Sep 20, Nov 8 (meet at UKB in Tahlequah at 5:30), Dec 13, 4:30-7:10, BAED 120

4. **Course Prerequisites and/or Co-requisites** *(if any)*
   Graduate students must be fully admitted to the Graduate College of Northeastern State University

5. **Catalog Description**
   The course provides an in-depth examination of the management and administration of the school library media center. Course covers the basics of organizational structure, planning, budget management, human resources issues and skills, and examines the role of the school library media center in the learning community. Graduate students majoring in Library Media and Information Technology must complete this course in order to satisfy certification requirements for the Master of Science in Library Media and Information Technology.

6. **Course Purpose/Goals**
   This course is required for the Library Media and Information Technology Program and is designed to enable the candidate to synthesize the American Association of School Librarian Standards as well as reinforcing the knowledge, skills and dispositions identified by the

Conceptual Framework that provides the foundation for our teacher education program at NSU. Candidates will demonstrate their ability to:

- Create an effective school library program to include resources, personnel, facilities, budgets, planning, organizing, policy development, and leadership. (AASL 4 & 5; NSU Conceptual Framework: Scholars, Education Leaders, and Developers of Human Potential.)

- Establish connections with other libraries. (AASL 4 & 5; NSU Conceptual Framework: Scholars, Education Leaders, and Developers of Human Potential.)

- Practice ethical dispositions of the profession. (AASL 4 & 5; NSU Conceptual Framework: Scholars, Education Leaders, and Developers of Human Potential.)

COE Conceptual Framework
The Teacher Education Program at Northeastern State University prepares professional educators to be **teaching scholars, educational leaders, and developers of human potential**.
https://academics.nsuok.edu/education/AboutUs/ConceptualFramework.aspx

7. **Student Learning Outcomes**
The course content in Advanced Administration of School Library Media Center is designed to provide competence in areas based on the foundation standards established by the American Association of School Librarians (AASL) and the College of Education Conceptual Framework of Northeastern State University. Oklahoma's State Board of Education School Library Competencies for Licensure and Certification are also reflected in the course outcomes. At the conclusion of this course candidates will be able to:

1. Network with other school librarians to strengthen cooperation among library colleagues. (AASL 4.1, NSU Conceptual Framework: Scholars 1.1, 1.4, Education Leaders 2.1, 2.2, 2.3) (Listserv, field experience, brochure)

1. Develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies; apply accepted management principles and practices that relate to personnel, financial and operational issues. (AASL 4.2, NSU Conceptual Framework: Scholars 1.1,1.4, Education Leaders 2.1, 2.2, 2.3) (field experience, facility redesign)

1. Articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. (AASL 4.3, 5.3; NSU Conceptual Framework: Scholars 1.1,1.4, Education Leaders 2.1, 2.2, 2.3, Educators of Human Potential 3.2, 3.3) (reflection on student achievement and the library from facility redesign, listserv)

1.   Practice ethical principles of the profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. .(AASL 5.2, 5.3, NSU Conceptual Framework: Scholars 1.1,1.2, 1.6, Education Leaders 2.1, 2.2, 2.3, Educators of Human Potential 3.5, 3.6) (Ethical/Digital Presentation, Copyright One-sheet)

8. **Instructional Methods/Strategies**
- A variety of instructional procedures will be applied in this course, including but not limited to online research and communication, professional journals, and project presentations. This course is designed as an online course facilitated through Blackboard.
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- A NSU Blackboard (BB) site for this course has been established for the convenience of the students and will be used consistently. It is your responsibility to check the course site for current updates on our course. Announcements will be emailed to you through the email account you have chosen to be associated with your name at NSU so be sure you have set it up to be an email account which you check often in order to easily receive email updates.

9. **Learning Outcome Assessment Methods**
   Discussion boards, papers, journals, and presentations

Grading: Final grades will be assigned on the basis of points accumulated during the semester. Follow your grade on Blackboard.

Assignment/ Activity	Points	Due:
Bb Discussion Focus (Intro 5 pts; 4 @ 15 pts each)	65 points	see schedule
Listserv Journals (3 @ 10 pts each)	30 points	see schedule
Social Media PLN Journals (3 @ 10 pts. each)	30 points	see schedule
Reading Responses (3 @ 10 pts each)	30 points	see schedule
Information Survey	5 points	Aug. 26
Grant	50 points	Sept. 27
Listserv Reflection	20 points	Oct. 18
Copyright One-Sheet	35 points	Oct. 25
Ethical/Digital Presentation	25 points	Nov. 15
Social Media PLN Reflection	20 points	Nov. 18
Field Experience	20 points	Dec. 6
Facility Redesign	65 points	Dec. 13
Class meetings 1,2,4 participation (3@5 points)	15 points	see schedule
Class meeting 3/cataloging	30 points	Nov. 8
TOTAL POINTS POSSIBLE:	**440 POINTS**	

STUDENT PERFORMANCE ACTIVITIES
The projects described below are designed to contribute in different yet significant ways to demonstrate the knowledge and experience relative to accomplishing the major course goals and student learning outcome for this course. This list is not exhaustive, but provides an overview of common assignments across all courses/faculty.

Blackboard Discussions: (4 Db due throughout the course):

For discussions, you must write with a response/reflection based on the prompt. Your writing must be scholarly in nature and demonstrate your understanding of the readings including appropriate references to the readings; however, you must not repeat, re-state or summarize the readings. <u>I need to know you have read the readings so referring to them is a must.</u> Then, you are to read the statements of your group members and <u>respond to at least two others and respond back to at least one peer (4 total posts for each DB)</u>, with constructive thoughts and discussion extenders. You are expected to fully participate in all of these discussion areas by the due date. Follow the Db Rubric.

Field Experience:

You will complete a minimum of 15 hours of field experiences in this course. Follow the suggestions and guidelines on the template and rubric, indicating the number of hours spent in each category and the contact information of the libraries you chose. After your field experience, you will write an <u>in-depth</u> reflection of what you learned, including unique insights gained and understandings of your experiences and the standards (use the standards as headings in your reflection). You will need to follow the rubric provided. This should be an on-going project throughout the course, with the finished data sheet (hours, contact info) and reflection completed by the due date. Mentors must be certified school librarians.

Grant Project-Speak with your mentor librarian you are using for your field experience and ask about a need the library has currently. You will write a grant for the need, following the requirements of the grant. A successful grant project proposal is one that is well-prepared, thoughtfully planned, and meets the addressed needs of the learning community. For this project, candidates will explore needs, locate a grant to fulfill the needs (I have provided you with two. If you want to write a different grant than the ones I provided, please send me the name and information for approval.), and write a grant proposal.
The proposal will include a minimum of:

- a completed application given by the granters (in links below),
- reflection, which includes
    o program description (1 paragraph),
    o brief introduction to the project you are proposing with references to at least 2 readings (text or articles) from this class (2 paragraphs),
    o statement of justification (1 paragraphs),
    o timeline,
    o budget,
    o evaluation (How will you evaluate the effectivness of your project once it is implemented? (1 paragraph),

 A list of suitable grants, more guidelines, and scoring rubric are provided.

One-Sheet Copyright:

After completing all modules in the Copyright Crash Course (OER) created by Kimmons from BYU (http://iptla.byu.edu/courses/copyright_crash_course_for_teachers) you will create a one-page synthesis of the material covered in all 7 modules. This one-page document would be something you may want to share with the teachers in your school to provide them with an overview of copyright, public domain, fair use, and open licenses. Consider visual appeal as well as content. Be sure to include information from all 7 modules. See rubric.
For more information on OER, please visit http://aleshabaker.wixsite.com/openedbasics

Ethical/Digital Presentation
One aspect of the library program is the promotion of ethical principles and advocating for intellectual freedom and digital citizenship. Ethical issues align with standard 5.2. Ethical issues may include Evaluating Online Resources, Plagiarism, Privacy & Security (self-protection), Internet Safety, Copyright & Fair Use, Social Networking, Digital Etiquette, Computer Literacy (terminology, usage). You will begin with the title of the presentation, 1 standard from AASL and 1 state standard, your objective for creating the presentation, then your information. For the presentation, provide an activity to reinforce what you presented. This will be done for students. See rubric for grading and additional information. Length, 10 minutes.

Listserv journal & reflection: **3 Journal Entries & a final reflection**
(Optional: To subscribe to LM_NET, go to http://listserv.syr.edu/scripts/wa.exe?LOGON)

LM NET is a professional listserv discussion board for school librarians across the U.S. For each journal, you will search the archives to find relevant discussions related to the topic of the Focus reading. For example, the topic for the first journal entry must be related to Focus 3 readings and be found in a specific discussion on the LM NET archives and/or digest. Your response will include comments from the Focus 3 readings and from the Listserv. The archives can be located at http://lmnet-archive.iis.syr.edu/. Select "Browse Current Archives" and use the search feature to the right. State the administrative issue(s) and provide a synopsis of the Focus 3 readings (at least 150 words). State the issue of the related discussion found in the LM NET archives and provide a synopsis (at least 150 words). Provide the name of the author and the date of the entry after your discussion. What are your thoughts, insights, and/or concerns regarding what you read about this administrative topic? Remember, this should tie to administration of a school library.

After completing your journal entry, read the journal entries of your group members. Respond thoughtfully, by name, to one of your group members' journal (at least 150 words).

Your final reflection should reflect on the listserv experience. You will select one topic and write a two-page reflection including references to the texts, articles, class discussion etc. See Bb for more details.

Social Media PLN: 3 Communications (3 Journal Entries) and Reflection

For this assignment you must create a Twitter account.

Assignment 1: Through this account you will join at least one #OklaEd chat (Sundays at 8:00 PM CST). At a minimum you must introduce yourself at the beginning of the chat. Further participation is at your discretion. You may "lurk" or respond, but the contents of this chat will

need to be included in your reflection. Therefore, you must stay during a large part of the one-hour chat. (10 points). You will turn in a screenshot of your interactions.

Assignment 2: The second part of this assignment is for you to locate at least 5 people on Twitter who are librarians or work in the field. "Follow" these people. You will list the people you decided to follow, give at least one reason you chose them (10 points).

Assignment 3: You must make at least one attempt at interacting with each of the 5 people in your PLN. Make a comment to them or ask them a question. Turn in each communication and discuss if they responded and what they said (10 points).

Your final reflection should reflect on the social media experience. You will write a two-page reflection including references to the texts, articles, class discussion etc.

Facility Redesign
Assignment: Choose a school library to visit. Based on your readings, lectures, and discussions, you will address the existing facility and redesign the library to maximize student learning and service to the school and community.

Part A. Introduction: 2 pages discussing the student body, grade level, special courses offered, socio economic makeup of the students, existing library facility. Include the mission statement of the district, school, and the library.   Create a survey to send out to a few students, teachers, administrators and community members to see what they think needs to be included in an ideal school library.

Part B. Objectives for the human, facility, and collection portions of your facility. Give one objective for each of the three areas. How will you improve the human element, the physical facility, and the collection? You need a budget to support the human, collection, and facility aspects of the newly designed library. Give the existing floor plan and the floor plan with the changes. Create a budget to make this an ideal school library. Budget is to be specific.

Part C. Procedure Manual to include the following: Job descriptions for certified librarian, library assistant, adult and student volunteers, selection policy, reconsideration policy, acceptable use policy, scheduling sheet, Library Bill of Rights, circulation policy. See rubric on Blackboard.

10. **Instructional Materials**
Required Texts:

- Woolls & & Coatney, S. (2017). *The School Library Media Manager*. (6th ed.). ISBN 9781440852565

- *AASL (2018). National school library standards for learners, school librarians, and school libraries. ISBN 978-0-8389-1579-0

*AASL has extended their offer to offer complimentary memberships to candidates enrolled in the required courses. In order to receive this offer, you must complete this AASL Student

membership form _1_.pdf . It takes around two weeks for processing, and then you should be able to purchase the book at the discounted ($99) price for members. If you are already a member, complete the form and you will receive your next year free.

Please see the attached form for more details. Let us know if you have questions.

Additional text:

- Practice test for the Oklahoma Subject Area Tests in Library Media Specialist
  http://www.ceoe.nesinc.com/PDFs/OK_038_SG.pdf

- [Copyright Crash Course](http://iptla.byu.edu/courses/copyright_crash_course_for_teachers)
  http://iptla.byu.edu/courses/copyright_crash_course_for_teachers

- Additional readings and web resources (links or copies provided); see assignments and schedule for details.

11. Grading Policy/Scale
A= 93-100% of total points
B= 85-92% of total points
C= 76-84% of total points
D= 70-75% of total points
F= Below 70% of total points

Grading for courses in library media master's program:
An A paper contains no spelling, grammatical, and/or other writing errors and it follows the suggested format for the assignment. It is well developed and organized, and generates new ideas and insights. The work demonstrates that the candidate has analyzed the information and possesses the ability to understand and apply the knowledge and skills. The finished product is exceptional.

A B paper is expected graduate work. It may contain a few spelling, grammatical, and/or other writing errors. The work follows the suggested format for the assignment and contains all the elements for the assignment. It demonstrates an expected level of understanding and application of knowledge and skills.   Finished product is very good.

A C paper is below expected graduate work. There are spelling, grammatical, and or other writing errors. The work does not follow the suggested format and does not contain all of the elements required in the assignment. There is little understanding or application of knowledge and skills.

12. Class and Instructor Policies
ASSIGNMENTS

- Students are expected to complete every assignment, activity, project, and administrative requirement of the NSU College of Education if they are to receive a grade in the course.
- All assignments should be typed, double spaced, 12-point font, and include APA format and references, and follow project guidelines. It is your responsibility to check your assignment submissions to determine if they were submitted correctly and on time.
- **All assignments must reflect <u>ORIGINAL</u> (not recycled or previously submitted) work.**
- Plagiarism of any assignment will result in a zero for that assignment and may not be made up, and it could jeopardize a student's standing in the graduate program.

ATTENDANCE POLICY (online)
- In the online course environment, you are expected to maintain regular participation in the postings and discussions on Blackboard.

LATE WORK POLICY

This is a graduate course. High expectations are paramount. The activities and assignments should be submitted by the due date as listed in the course schedule and on our Blackboard online course. Late work will not be accepted except in cases where the student has contacted me prior to the due date and special permission is given due to extreme circumstances. Failure to notify me before the work becomes late may result in a 0 for the assignment. Extreme circumstances include events like unexpected hospital stays, an accident/wreck, severe illness of you or your children, and a death in the family. You are made aware of the due dates on the Tentative Schedule in the syllabus prior to the first day of class.

If permission is given, the work that is submitted late will lose 10% of the final grade on the work. Because work builds upon previous modules, it is vital that you keep on top of work during our course.

*If the instructor does grant an extension due to an extreme circumstance prior to the due date, it is the responsibility of the student to place a note in the "Add Comments" section when they upload their late assignment. The note should include the date of correspondence between the student and instructor, as well as the method of correspondence, extension date granted, and reason for the extension. For example, "Email on 3/26/18 granting an extension until 3/28/18 due to a death in my family." This is solely your responsibility and is a requirement that HAS to be fulfilled for you to be able to earn the partial credit for the assignment you turn in late.

13. **Diversity Statement**

One of the goals of education is to provide an equal opportunity for all students to learn.
Diversity and global education is an approach to teaching and learning based upon democratic values and beliefs. This approach strives to ensure a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, language backgrounds, economic classes, and ability statuses. As such, students are encouraged to use language, communications, and basic interaction techniques that are respectful, inclusive, representative, and culturally appropriate. Faculty will strive to establish classes, coursework, and activities that respect the diverse backgrounds of participants.

Please go to http://offices.nsuok.edu/academicaffairs/SyllabiInformation.aspx for required information pertaining to:

1. Academic Misconduct
2. Americans with Disabilities Act Compliance
3. Behavior Intervention Team
4. Inclement Weather/Disaster Policy
5. Release of Confidential Information
6. Student Handbook
7. Teach Act
8. Textbook Information
9. Title IX

14. Class Calendar with Assignment Due Dates
TENTATIVE LIBM 5123 CALENDAR, Fall 2018
Discussion board (DB) forum initial posts are due by 11:59 PM on the Thursday of the assigned week. Follow up posts are due by the following Sunday by 11:59 PM. Posts that require group discussion must include one original post, two responses to peers, and one response back to one peer who responded to you for a minimum total of 4 posts per DB.

See Learning Modules on Blackboard for additional weekly requirements & details

Week/ Focus/ Date	Topic	Assigned Reading	Assignments
Week 1 Focus 1 Aug. 20-26 Meet face-to-face BAED 120	Introductions Discuss syllabus/ assignments/ course overview	● Read *Start Here* on Bb ● Read the syllabus & schedule ● Woolls & Coatney., Ch. 1	● **Post to the Introduction Forum on Db due by 11:59 PM, Aug. 26**
Week 2 Focus: 2 Aug. 27-Sept. 2 August 31: Last Date to Drop Sixteen Week Classes and Receive a Refund	Today's Libraries	● Woolls & Coatney., Ch. 2 ● *School Libraries Count*	● **Reading Response 1 submit to Bb by 11:59, Aug. 30**

Week 3 Focus 3 Sept. 3-9	Becoming a school librarian Surviving your first year	• Woolls & Coatney Ch. 3-4 • *My First Year* by Sartain • *Surviving Your First Year…* by Cerasale-Messina	• **Focus 3 Forum initial post on Db due by 11:59 PM Sept. 6,** • **Peer responses due by 11:59 PM, Sept. 9**
Week 4 Focus 4 Sept. 10-16	Managing the school library Strategic planning	• Woolls & Coatney Ch. 5 • *Plan for Success* by Larsen • *Mission Statement: Rhetoric, Reality, or Road Map to Success by* Keeling • *Technology Planning* by Norton	• **Listserv Journal 1 due by 11:59 PM, Sept 13**
Week 5 Focus 5 Sept 17-23 Meet face-to-face Sept. 20 BAED 120	Managing services Literacy Makerspaces	• Woolls & Coatney Ch. 6-7 • *Makerspaces…* by Loertscher, Preddy, & Derry • *Developing a Culture of Readers Through Effective Library Planning* by Wejrowski & McRae • *Making a Literacy Plan* by Schutte • *Position Statement on the School Librarian's Role in Reading*	🎬 **Focus 5 Forum initial post on Db due by 11:59 PM Sept 20; Peer responses due by 11:59 PM Sept. 23**
Week 6 Focus 6 Sept. 24-30	Managing access Copyright	• Woolls & Coatney Ch. 8	• **Grant Project due by 11:59 PM, Sept. 27**
Week 7 Focus 7 Oct. 1-7		• *Discuss Social Media Assignment* • *Twitter and PD article*	• **Listserv Journal 2 on due by 11:59 PM PM, Oct. 4**
Week 8 Focus 8 Oct. 8-14	Managing the facility Library design	• Woolls & Coatney Ch. 9 • *Divine Design* by Sullivan • *Using Action Research to Assess and Advocate for Innovative School Library Design* by Harper and Deskins	• **Listserv Journal 3 due by 11:59 PM Oct. 11**
Week 9 Focus 9 Oct. 15-21	Managing personnel	• Woolls & Coatney Ch. 10 • *School Library Challenge…*by Harper & Schwelik • *Making Performance Based Evaluations Work for You* by Church • Learning for Life Sample Job Description	• **Listserv Reflection due by 11:59 PM, Oct. 18** • **Reading Response 2 by 11:59 PM Oct. 21** • Fall Break Oct. 18-19

Week 10 Focus 10 Oct. 22-28	Copyright Fair Use	[Copyright Crash Course](#)	● **Copyright One-Sheet due by** ● **Oct. 25 by 11:59 PM** ● **Social Media Journal 1 on Db due by Oct. 21**
Week 11 Focus 11 Oct. 29-Nov. 4	Managing the budget	● Woolls & Coatney Ch. 11 ● *No Budget? Build a Library of Community Supporters* by Rogers ● *My Favorite Four Letter Word* by Wong	● **Focus 11 Forum initial post on Db, due by 11:59, Nov. 1; peer responses due by 11:59 PM, Nov. 4** ● **Social Media Journal 2 due by 11:59 PM Nov. 4**
Week 12 Nov. 5-11 Meet face-to-face UKB Tribe in Tahlequah	Managing the Budget cont.	● Woolls & Coatney Ch. 12 ● *Against the Flow…*by Lee & Klinger ● *Achieving Academic Standards through the School Library Program* by Lance & Kachel	● **Social Media Journal 3 due by 11:59 Nov. 8** ● **Reading Response 3 submit to Bb by 11:59 Nov. 11**
Week 13 Focus 13 Nov. 12-18 November 14: Last Day to Withdraw from Sixteen Week Classes with a "W"	Managing program evaluation and assessment	● Woolls & Coatney Ch. 13	● **Ethical/Digital Presentation due Nov. 15 by 11:59 PM. Upload in DB.** ● **Social Media Reflection due by 11:59 PM, Nov. 18**
Week 14 Focus 14 Nov. 26-Dec. 2	Ethics Networking Professional dispositions	● Woolls & Coatney Ch. 14 ● *Creating a Culture of Intellectual Freedom* by Stripling ● *Developing a Curriculum in Intellectual Freedom* by Seroff ● *Ethics Today: Are Our Principles Still Relevant?* By Garnar ● *Labeling and Rating Systems: Greater Access or Censorship?* by Martin	● **Focus 14 Db Forum initial post due by 11:59 PM, Nov. 29; peer responses due by 11:59 PM, Dec. 2**

Week 15 Focus 15 Dec. 3-Dec. 9 December 7: Last Day to Withdraw from a Single Class or Withdraw from all Sixteen Week Classes	Work on Redesign		• **Field Experience due by 11:59 PM Dec. 6**
Week 16 –Finals Dec. 10-14 Meet face-to-face Dec. 13, BAED 120	• **Facility Redesign due by 11:59 Dec. 13 (submit assignment to submission link)** • **Presentation in class**		