Dept. of Educational Studies, Leadership & Counseling
Course Syllabus

COURSE PREFIX: LIB   COURSE NUMBER: 620   CREDIT HOURS: 3

I. TITLE: LIBRARY ADMINISTRATION

II. COURSE DESCRIPTION:

The theories, principles and processes underlying the administration and organization of library service for a learning community: planning, organizing, staffing, directing, coordinating, evaluating, reporting, programming, scheduling, public relations/marketing, budgeting, equipping and housing. May include visits to school library media centers or other libraries for observations or to consult resources as required by course assignments.

III.   COURSE OBJECTIVES:

Class activities will focus on the attainment of the objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the **Kentucky Teacher Standards** (KTS), the **2010 ALA/AASL Program Standards** (*ALA*) and **inTASC Core Teaching Standards** (inTASC) addressed by that objective.

Upon completion of the course, the student will be able to

A. describe a school library program in terms of mission, vision, goals and objectives [KTS 3; ALA 5; inTASC 5];

B. demonstrate an understanding of issues related to the library media center budget. [KTS 3; ALA 5; inTASC 9-10];

C. demonstrate an understanding of issues relating to ethics management in libraries. [KTS 9-10; ALA 3-5; inTASC 9-10];

D. demonstrate an understanding of issues related to facilities management. [KTS 3; ALA 1,4-5];

E. demonstrate an understanding of issues related to advocacy in libraries. [KTS 1-10; ALA 1, 4; inTASC 10];

F. demonstrate an understanding of issues related to management of time resources. [KTS 3; ALA 4; inTASC 10]; and

G. market and evaluate the library media center and its resources. [KTS 1-10; ALA 4; inTASC 10].

The Kentucky Education Professional Standards Board (EPSB) themes of diversity, assessment, literacy, and gap achievement and college/career readiness are addressed in the course as they relate to administration of the school library and the school media librarian as manager of the library. In the same way, the additional themes regarding technology and leadership are central issues that are integrated throughout the course.

The **Professional Code of Ethics for Kentucky School Certified Personnel** and the **Code of Ethics of the American Library Association** are a central issue for discussion.

IV. CONTENT OUTLINE:

Welcome and Introductions
ALA/AASL STANDARDS FOR INITIAL PREPARATION OF SCHOOL LIBRARIANS   *Standard 5: Program Management & Administration*   **Management and administration: what's the difference???**
ALA/AASL Standard 5.1 & 5.2:   **Collections and Professional Ethics**   **September 13 *Roald Dahl Day***   **Ethics Management: Plagiarism, Censorship, etc.**   *Banned Books Week September 25-Oct. 1*
ALA/AASL Standard 5.3:   **Personnel:**   **People Management**   **ALA/AASL Standard 4.1:**   **Networking with the Library Community**
ALA/AASL Standard 5.3:   **Funding & Facilities**   **Budget Management**   **Facilities Management**
ALA/AASL Standard 5.4:   **Strategic Planning & Assessment**   **ALA/AASL Standard 4.4:**   **Advocacy**

V. INSTRUCTIONAL ACTIVITIES:

Instructional activities will include lecture, discussion, independent study, small group inquiry, and media center experiences.

VI. FIELD AND CLINICAL EXPERIENCES:

Students will visit school library media centers or other libraries for observations or to consult resources as required by course assignments. May vary according to instructor and/or student preferences.

VII. TEXT(S) AND RESOURCES:

1. Butler, R. (2015). *School Libraries 3.0: Principles and Practices for the Digital Age*. 3rd ed. Lanham, MD: Rowman & Littlefield. ISBN: 978-0-8108-8580-6.
2. Sullivan, M. (2013). *Library spaces for 21st century learners: A planning guide for creating new school library concepts*. Chicago: AASL. ISBN: 978-0-8389-8630-1
3. *Beyond Proficiency @ your library* (2011)**.** Kentucky Dept. of Education. Free resource available online.

Recommended:
1. *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: American Library Association. ISBN-13: 978-0-8389-8519-9.
2. Levitov, D. (2012). *Activism and the school librarian: Tools for advocacy and survival*. Santa Barbara, Calif.: Libraries Unlimited. American Association for School Librarians (2009).

The course takes place on Canvas, which will offer additional information to students.

VIII. GRADING PROCEDURES:

Students will be evaluated on class participation, contributions to the class and the quality of presentations, papers and collaborative projects and tests.

Assignments:

	Assignment	Points
1.	**Collaborative Group Selection**	**5**
2.	**Group Project: Admin. & Mgt. of Roald Dahl 100**	**50**
3.	**Interview with School Librarian (individual)** *LiveText key signature assessment*	**30**
4.	**Class Wikis (4x15 pts)**	**60**
Total		**145**

The grading scale will be:

93-100%=A   83-92%=B   73-82%=C   0-72%=F

All papers will conform to styles described in the *Publication Manual of the American Psychological Association* (2009), 6ʰ ed. (ISBN: 978-1-4338-0561-5 Websites summarizing the style will be provided.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the attendance policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI.   **NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information, contact the Executive

Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu.