LME 501  COURSE SYLLABUS

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Office Hours: Tuesday and Thursdays 10:00 to 2:00
In Person: By appointment please
By appointment: Online, chat, Skype, or phone
Email: any time and preferred

1. COURSE DESCRIPTION
Development and administration of the library media program to support the educational goals of the school. Includes school/community needs assessment, program design, implementation of evaluation, budget, and other responsibilities.

2. TEXTBOOK(S)
Books can be ordered from the WKU online bookstore (http://www.bookstore.wku.edu/) or another appropriate source such as http://www.amazon.com or http://barnesandnoble.com.

FOR LIBRARY MEDIA SPECIALIST CONCENTRATION STUDENTS ONLY:


(Required) Designing A School Library Media Center For The Future, Erikson ISBN 0-8389-0945-0 Copyright 2007 Publisher ALA

(Required) Protecting Intellectual Freedom And Privacy In Your School Library

Ebook version is less expensive Kindle platform, http://www.amazon.com/Protecting-Intellectual-Freedom-PrivacyLibrary/dp/1610691385/ref=sr_1_1?keywords=protecting+intellectual+freedom $44.00

This book is used in LME 501, 502, 527, 518

(Required) Empowering Learners: Guidelines for School Library Media Programs
Will be used in other courses

Recommended as it will be referenced in other courses.

- AASL Standards books are now available as ebooks [http://www.ala.org/aasl/publications-journals/books-products](http://www.ala.org/aasl/publications-journals/books-products) cost is less than the print versions

  Note: Standards for the 21st-Century Learner and Empowering Learners can be ordered directly from the American Library Association at [http://www.alastore.ala.org/](http://www.alastore.ala.org/).

FOR EDUCATIONAL TECHNOLOGY CONCENTRATION STUDENTS ONLY:


*(Required)* Designing A School Library Media Center For The Future, Erikson ISBN 0-8389-0945-0 Copyright 2007 Publisher ALA


The ISTE books can be ordered directly from ISTE.

3. COURSE POLICIES
   A. Ethics:
      By enrolling in LME classes, students commit themselves to ethical behavior in their academic work. They will adhere to the following principles stated in the student handbook as University policy:
      
      **Plagiarism** - To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.
      
      **Academic Dishonesty/Cheating** - No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.
      
      **Disposition of Offenses** - Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions.
Students who believe a faculty member has dealt unfairly with them in a situation involving alleged academic dishonesty may seek relief through the Student Complaint Procedure.

B. **Student Disabilities:**
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Location: Ground floor of the Student Success Center, DUC A200
- Hours: Monday-Friday, 8:00AM - 5:00PM
- Email: sds@wku.edu
- Phone: (270) 745-5004
- TDD: 270-745-3030
- Fax: 270-745-6289
Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

C. **Incompletes:**
A grade of "incomplete" will be given only when a substantial amount of coursework has been completed and an emergency concerning the student or a member of the immediate family (spouse, child, parent) prevents the student from completing all of the assignments in the course.

D. **Kentucky Education Professional Standards Board (EPSB) Code of Ethics:**
For those students who seek Kentucky teacher certifications.
EPSB’s code of ethics (url: http://www.kyepsb.net/legal/ethics.asp)

5. **COURSE GOALS AND OBJECTIVES**

A. **Kentucky Teacher Standards (KTS)/Objectives:**
- KTS Standard 1: Content Knowledge
- KTS Standard 2: Designs/Plans Instruction
- KTS Standard 3: Creates/Maintains Learning Climate
- KTS Standard 4: Implements/Manages Instruction
- KTS Standard 10: Provides Leadership within School/Community/Profession.

B. **American Association of School Librarians (AASL) Standards/Objectives:**
**Standard 5: Program Management and Administration**
Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

**Elements**

5.1 **Collections**
Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.

5.2 **Professional Ethics**
Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas.
5.3 Personnel, Funding, and Facilities
Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

5.4 Strategic Planning and Assessment
Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

C. Association for Educational Communications and Technology (AECT)
Standards/Objectives:
- AECT Standard 1: Design
- AECT Standard 4: Management

D. International Society for Technology in Education (ISTE) Standards/Objectives:
- ISTE Standard 1: Facilitate and Inspire Student Learning and Creativity
- ISTE Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments
- ISTE Standard 3: Model Digital-Age Work and Learning

E. CEBS Disposition Statements:

Learning:
- Attendance - Consistently attends class and is on time.
- Class participation - Actively engaged and interested in the class activities.
- Class preparation - Consistently comes to class well prepared.
- Communication - Uses language to express ideas very effectively regardless of the age of the listener.

Personal Integrity:
- Ethical behavior - Shows self to be a person of strong character.

Diversity:
- Willingly works with others from different ability, race, gender, or ethnic groups.

Collaboration:
- Actively seeks out and incorporates ideas of others and willingly works with others to improve the overall environment.

Professionalism:
- Commitment to self-reflection and growth - Actively seeks suggestions and constructive criticism, regularly engages in learning through self-reflection.
- Professional development and involvement - Makes use of information from professional organizations, professional publications, and educational resources.
- Professional responsibility - Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement.

F. Kentucky Education Professional Standards Board (EPSB) Code of Ethics and Themes:
- EPSB’s code of ethics <url: http://www.kyepsb.net/legal/ethics.asp>
- EPSB Themes: Diversity, Assessment, Literacy, Closing Achievement Gap.
- EPSB Program Themes are areas of emphasis that must be included in all degree
programs that lead to teacher certification in Kentucky. These themes show integration of the following items within the coursework.

<http://www.kyepsb.net/teacherprep/CART/themes6.asp>

6. CONTENT OUTLINE

1. Libraries, school library media centers (LMC) and Technology Centers
   a. Roles in the educational environment
   b. Connection to public libraries and community organizations
   c. Context of the reading program
   d. Literacy
      (1). Information
      (2). Technology
   e. Impact of technologies
2. Professional stature
   a. Certification
   b. Professional position
   c. Environmental factors
   d. Ethics
3. Management
   a. Program
   b. Facility
   c. Personnel
   d. Collection
   e. Budget
   f. Services
4. Program evaluation
5. Public relations/ marketing
6. Cooperation/ networking
7. Professionalism
   a. Organizations
   b. Publications
   c. Professional development

7. GRADING PROCEDURES AND COURSE GRADES

All assignments must be submitted in order to receive credit (a final grade) for the class.

A grade of "X=incomplete" will be given only when a substantial amount of coursework has been completed and an emergency concerning the student or a member of the immediate family (spouse, child, parent) prevents the student from completing all of the assignments in the course. Students are responsible for contacting the instructor for additional information, guidance, and approval for the assignment of a grade of X=incomplete prior to the end of a term.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>Orientation-Personal Blog</td>
<td>0 pts.</td>
</tr>
<tr>
<td>Discussion board Prompts (10 pts. each) 16 DBs</td>
<td>160 pts.</td>
</tr>
<tr>
<td>Policy and Procedures</td>
<td>25 pts</td>
</tr>
<tr>
<td>Vision, Mission, Goals</td>
<td>25 pts</td>
</tr>
<tr>
<td>Facilities Evaluation</td>
<td>25 pts</td>
</tr>
<tr>
<td>Ethics statements blog</td>
<td>10 pts.</td>
</tr>
</tbody>
</table>
Diversity purchasing project 35 pts.
Case scenario blog 25 pts.
Budgeting 25 pts.
Leadership assignment 10 pts
Program Evaluation (Critical Performance) 50 pts.

390 pts. Total

Most assignments have rubrics or checklists used to support evaluation. In all cases following directions, good writing mechanics, and standard APA formatting will influence your final grade. When in doubt, ask.

FINAL GRADE VALUES, percentage of total points

A= 90%
B= 80%
C= 70%

8. GENERAL PROCEDURES & GUIDELINES FOR COURSE ASSIGNMENTS
   A. General Format and Grammar Requirements for Assignments:
      1) All written assignments must be done in Times-New Roman typeface and 12 point font.
      2) Correct grammar and clearly expressed ideas are very important.
      3) Formal reports are generally double spaced with paragraph indents of 5 characters. Other types of text are more appropriate single spaced with double space between paragraphs or sections.
      4.) Formal reports must be written in the third person. Do not use "I", "you", or "yours." Use of "you" or "your" in submitted written assignments are prohibited.
      5) Consistency in the use of verb tense must be followed. Do not use past and then switch to present tense. This is especially true in the same paragraph as well as throughout the entire paper.
      6) Active voice always should be used unless there is a reason not to do so. Do not shift voice in the same sentence.
      7) Avoid using "It" to begin a paragraph, even a sentence late in a paragraph. An example of this is a paper or paragraph that starts with "It was once believed..." or "It is accepted...."
Another commonly inappropriate grammatical error is to begin a sentence with "It must be emphasized..." or "It is necessary...."

The pronoun "it" in these instances is anticipatory because reference is made to a noun that is not yet identified. Simply re-wording a sentence can avoid this grammatical horror.
      8) One space must follow a sentence, not two or three. Other punctuation usage must follow standard writing style appropriate to formal graduate reports.
      9) Students must use APA format. Check http://owl.english.purdue.edu/owl/resource/560/01/ for detailed information
      10) WRITTEN WORK MUST BE ORIGINAL FOR THIS CLASS. THIS INCLUDES ANNOTATIONS, CASE SCENARIOS, ETC. Any idea or image, etc. that is incorporated into an assignment must be cited (journal articles, books, websites, and any other media that is available today or may appear in the future). The LME program and others in the School of Teacher Education may use "plagiarism sniffing" software.

B. Instructions for Submitting Assignments:
All assignments must be submitted in the following format:

- Times New Roman type in a 12 point font.
- Submitted in MS-Word 2003-07 (.doc) format or Word 2007 (.docx).
  1) Assignments are submitted as directed in Black Board
  2) The name of the student who submits an assignment must be on the first page of the document.
  3) Files names for assignments must begin with the last name of the student first, then an abbreviation for the assignment.
  4) The Discussion Boards Place comments directly in the text box. Additional information may be attached.
  5) Reading assignments are listed in the Reading Assignments and the course calendar.

C. Uploading the Critical Performance (Collaborative Unit) to Electronic Portfolio System:

The critical performance for the class must be uploaded to the Electronic Portfolio System in order to receive credit (a final grade) for the class.

Click on the following link or copy and paste the URL (Web address) onto the address line on your browser—http://edtech2.wku.edu/portfolio/
Then follow directions.

9. COURSE ASSIGNMENTS (details and support materials are provided in Black Board

A. Orientation-Personal Blackboard Blog

- Students should familiarize themselves with the operation of the different features of the system and the requirements for the course.
- Students must also create a simple blog on the Blackboard system. A digital picture must be included.
- In addition to the personal image, other information should include general background information, academic experience, degree and/certification pursued, and what their learning goals are for the class in the context of the course description and content outline.

Go to Tools on Blackboard and click on Blog Tool. Make sure that the size of the picture is completely visible on the screen. If it is enormous, use your photo/media editor to reduce it to a reasonable size.

B. Discussion Board Prompts:

Questions or discussion prompts/statements will be posted on the Discussion Board. Students are required (1) to respond to the question or react to the statement and (2) read and respond to posts by other student. Full credit for each prompt is obtained by completing both requirements. Read the statement in Black Board Assignments about Discussion Board expectations. See further directions in Black Board.

C. Vision, Mission, Goals, and objectives.

Using sample vision, mission, goals, and objectives statements, develop your own statements that align with your school district and building statements. The full requirements, support material, and rubric are available in Black Board.

D. Diversity Purchasing Project:

You have received an $1100 gift. The donation was made with the specific request that it be used in purchasing materials that support a diversity concept within the school. Identify a diversity need in your library media center or edtech center. Research print and/or nonprint resources to be purchased. Two suggestions for identifying possible resources for diversity are Follett Titlewave and Mackin.com sites for information. Follow the outline provided in Black
E. Case Scenario:
An original case scenario related to course content must be developed.

- The case scenario can be from one's own experience, observation, readings, imagination, or a combination. The minimum length is one page, maximum length is 2 pages.
- The case scenario will be to all students to read and react. (See examples of case scenarios in Course Documents.)

F. Facilities Design
Using the form provided analyze the library or technology facility you have chosen using the Erickson textbook and the readings provided in Black Board. You may also search for other information about good facility design and ADA issues in facilities. The full requirements and rubric are available in Black Board.

G. Budgeting
Using the form provided develop a basic budget for a library or technology facility of your choice. Use standard KY (or other state) budget codes. Consult with the librarian or technology staff who work in the facility about their budget and how it is spent. In addition, justify the expenses in your budget based on your vision, mission, goals, and objectives. The full requirements, support material, and rubric are available in Black Board.

H. Ethics Issues
There will be whole group discussions dealing with several ethical issues. It is important students read the information provided for these discussions.

I. Program Evaluation Critical Performance
Using the evaluation criteria provided, critically look at the library or edtech program provided in your school

Task: Using the Program Evaluation document present, evaluate a school library media or educational technology program in your school. Provide documentation for your analysis

Objective: Apply course content to a real life environment.

Assignment components:

- Gather documentation/evidence for each item listed in the program evaluation document. Translate that documentation/evidence to the program evaluation document evaluating the effectiveness of the program.

- Provide examples or explanations for your rating based on the content of the evaluation document, the documentation you have gathered, and your readings for this course. In other words, support your evaluation.

- Any item for which there is no documentation/evidence must be explained.

- Use the program evaluation document for presenting all evaluation comments and justifications. Do not attach the documentation/evidence itself.

- Be concise, use good grammar, spelling, and punctuation.
Use appropriate APA citations and reference lists as needed

Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for **LME 501**. [http://edtech2.wku.edu/portfolio/](http://edtech2.wku.edu/portfolio/)

### Scoring Rubric

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>1 Novice (Not met)</th>
<th>2 Apprentice (Partially Met)</th>
<th>3 Proficient (Standard Met)</th>
<th>4 Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respond to each of evaluative criteria</strong></td>
<td>More than two criteria are not addressed</td>
<td>Two criteria are not addressed</td>
<td>One criteria is not addressed</td>
<td>All evaluative criteria is addressed</td>
</tr>
<tr>
<td><strong>Presentation of evaluation narrative referencing documentation</strong></td>
<td>Evaluative narrative is confusing and not complete to the point of not communicating</td>
<td>Evaluative narrative is frequently confusing and not complete making it hard to read</td>
<td>Minor errors in clear and complete evaluation narrative</td>
<td>Evaluative narrative is clearly and complete</td>
</tr>
<tr>
<td><strong>Support evaluation using gathered documentation and materials presented in class using appropriate citations and references</strong></td>
<td>References to documentation and course materials are not used for criteria and/or there are no citations.</td>
<td>References to documentation and course materials are used for few criteria and/or citations are mostly missing</td>
<td>References to documentation and course materials are used for some criteria and/or citations are missing</td>
<td>References to documentation and course materials are used for most or all criteria and cited</td>
</tr>
<tr>
<td><strong>All criteria has documentation or explanation</strong></td>
<td>Less than half criteria is well documented or explained</td>
<td>More than half criteria is well documented or explained</td>
<td>Most criteria is well documented or explained</td>
<td>All criteria is well documented or explained</td>
</tr>
<tr>
<td><strong>Writing mechanics</strong></td>
<td>Many errors in spelling, grammar, punctuation, sentence structure</td>
<td>3-5 errors in spelling, grammar, punctuation, sentence structure</td>
<td>1-2 errors in spelling, grammar, punctuation, sentence structure</td>
<td>No errors in spelling, grammar, punctuation, sentence structure</td>
</tr>
<tr>
<td><strong>APA</strong></td>
<td>Many errors in APA format</td>
<td>3-5 errors in APA format</td>
<td>1-2 errors in APA format</td>
<td>No errors in APA format</td>
</tr>
</tbody>
</table>

**Check List for Analysis of Case Scenario**
<table>
<thead>
<tr>
<th>Component</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear statement of the immediate problem</td>
<td>Problem is succinctly expressed with clear structure and perfect clarity.</td>
</tr>
<tr>
<td>Context of the problem</td>
<td>Context is clearly detailed in description and implications.</td>
</tr>
<tr>
<td>Diversity issue(s):</td>
<td>Diversity issues clearly discussed and substantiated if they exist.</td>
</tr>
<tr>
<td>Documents or information sources from textbooks</td>
<td>Documents or sources with precise explanatory statements of relevance to</td>
</tr>
<tr>
<td>and reading are referenced</td>
<td>problem.</td>
</tr>
<tr>
<td>Application concepts/ principles from documents/</td>
<td>Concepts or principles with highly refined explanation of relationship.</td>
</tr>
<tr>
<td>sources.</td>
<td></td>
</tr>
</tbody>
</table>

**Rubric for Diversity Purchasing Project**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>NOVICE</th>
<th>APPRENTICE</th>
<th>PROFICIENT</th>
<th>EXPERT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context: Community and school</td>
<td>Inadequate profile and description of community and school.</td>
<td>Provides general description or some profile but neither in depth</td>
<td>Introduction provides general description and some profile of community school</td>
<td>Introduction includes complete school profile as well as a general description of community and school</td>
</tr>
<tr>
<td>Profile of facility and services</td>
<td>Factors and elements of facilities are unrelated to the diversity.</td>
<td>Some points are intentionally selected with value and a broad understanding based on a general analysis of the context.</td>
<td>Most points are purposely selected with some merit of significance and little understanding based on a superficial analysis of the context.</td>
<td>Relevant details are purposefully selected based on significance that indicate a clear understanding and analysis of the context.</td>
</tr>
<tr>
<td>Justification: Clarity of goal and objectives, appropriateness of activities and potential for collaboration</td>
<td>Diversity topic not appropriate - goals do not support diversity - justification is less than.</td>
<td>Diversity topic appropriate - goals support diversity - justification is appropriate.</td>
<td>Diversity topic appropriate - goals support diversity - justification is appropriate</td>
<td>Statements of Diversity topic exceptionally appropriate - goals support diversity - justification is exceptional.</td>
</tr>
<tr>
<td>Selection of Resources</td>
<td>Minimal number of resources with little variation in format or type, little supporting information.</td>
<td>Basic number of resources with little variation in format or type with general supporting information.</td>
<td>Appropriate number of resources with limited variation in format or type with some specific supporting information.</td>
<td>Appropriate number of resources with range of format or type with acceptable supporting evidence for selection for each.</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Summary (reflection)</td>
<td>Little explanation for decisions and general lack of reflection.</td>
<td>General explanation for decisions and limited reflection.</td>
<td>Specific explanation for decisions with limited critical reflection.</td>
<td>Specific details in explanation for decisions and substantive critical reflection.</td>
</tr>
<tr>
<td>Clarity of writing</td>
<td>More than 4 errors in grammar and spelling.</td>
<td>Fewer than 5 errors.</td>
<td>Fewer than three errors.</td>
<td>No errors in grammar and spelling.</td>
</tr>
</tbody>
</table>