

LITE 501 - Program Organization and Administration

Instructor	Office Hours	Phone	Email
Dr. Sam Northern	By appointment: Virtual meetings (Zoom) or phone call Email: any time	270-847-7142	samuel.northern@wku.edu E-mail is the best way to contact.

**Address: Western Kentucky University, GRH 1011
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030**

Prerequisite: None

Required Text(s)

Designing A School Library Media Center For The Future

Author: Erikson

ISBN: 9780838909454

Status: Required

Edition: 2

Copyright: 2007

Protecting Intellectual Freedom Etc

Author: Adams

ISBN: 9781610691383

Status: Required

Copyright: 2013

School Libraries 3.0

Author: Butler

ISBN: 9780810885806

Status: Required

Copyright: 2015

Planning for Technology

Author: Whitehead, Bruce M.

ISBN: 9781452268262

Status: Required

Edition: 2nd

Copyright: 2013

Optional Text(s)

Empowering Learners

Author: American Assoc. of School Librarians

ISBN: 9780838985199

Status: Optional

Standards for the 21st Century Learner in Action

Author: ALA Staff

ISBN: 9780838985076

Status: Optional

Copyright: 2008

Primary Course Website: BlackBoard

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.

Websites Used in this Class

Electronic: Resources from these sites will be utilized in this course.

- Online Library Resource - <http://www.kyvl.org/>
- [WKU Blackboard](#)
- [WKU Portal](#)
- [WKU's Homepage](http://www.wku.edu/) - <http://www.wku.edu/>
- [KY Core Academic Standards](#) - <https://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx>
- Other assorted websites related to Web 2.0 Tools as provided by the instructor.

Course Objectives and Outcomes

The student will:

1. Define major concepts and characteristics of librarianship, informatics and educational technology.
2. Discuss School Library Program Organization.
3. Recognize and create a SLMC Management Plan; budgeting, alternative means of funding, managing staff and volunteers, behavior management, resources, collection, mission/goals, address demographics, evidence based assessment.
4. Understand and be able to promote the idea of Accessibility to All.
5. Understand and be able to advocate for the school library media center.

Instructional Methods and Activities

LITE 501 will be delivered online via Blackboard. Additionally, activities may include, but are not limited to—media presentations, performance tasks/projects, lecture, group and individual activities, writing projects, research, and observations. Instructors retain the right to modify work assigned.

Topics Covered in this Course

Course Topics (some, but not all-inclusive of topics that may be covered during the term):

1. Introduction to Librarianship types, roles and concepts.
2. Introduction to Informatics definition, importance and positioning within school librarianship.
3. Introduction to Educational Technology definition, importance and concepts.
4. School Library Program Organization.
5. SLMC Management Plan; budgeting, alternative means of funding, managing staff and
1. volunteers, behavior management, resources, collection, mission/goals, address demographics,
2. evidence based assessment (part of research component)
6. Accessibility to all
7. Advocacy for library
8. LITE Masters program success.

Standards Addressed in this Course

Course Assignments	Student Learning Outcomes/Competencies	AASL and ISTE Standards	Praxis Elements

<p>1. Libraries and Librarianship; define, interview and report in Prezi.</p> <p>2. Informatics within my school community an Animoto presentation.</p> <p>3. Anatomy of an Educational Technologist; essential knowledge, skills and disposition of an educator infographic.</p> <p>4. In the School Library Website: Policy and Procedures; Vision, Mission and Goals toward Strategic Planning; Facilities Evaluation; Diversity Purchasing Project; Budgeting and Program Evaluation.</p> <p>5. LITE Masters program success assignments and discussion boards (PPD Section).</p>	<p>SLO 1: Graduate students will be able to design and plan a project where they analyze the profile of the community, school, and the media center (or educational technology center); create goals and objectives for the project; and create an annotated bibliography of appropriate resources needed to address the diverse populations in the school.</p> <p>1. Introduction to Librarianship types, roles and concepts.</p> <p>2. Introduction to Informatics definition, importance and positioning within school librarianship.</p> <p>3. Introduction to Educational Technology definition, importance and concepts.</p> <p>4. School Library Program Organization.</p> <p>5. SLMC Management Plan; budgeting, alternative means of funding, managing staff and volunteers, behavior management, resources, collection, mission/goals, address demographics, evidence based assessment (part of research component)</p> <p>6. Accessibility to all</p> <p>7. Advocacy for library</p> <p>8. LITE Masters program success.</p>	<p>American Association of School Librarians (AASL)</p> <p>Standards/Objectives:</p> <p>Standard 3: Knowledge and Application of Content</p> <p>Standard 4: Organization and Access</p> <p>Standard 5: Leadership, Advocacy and Professional Responsibility</p> <p>Elements</p> <p>3.3 Technology Enabled Learning</p> <p>4.1 Access</p> <p>4.2 Information Resources</p> <p>5.1 Professional Learning</p> <p>5.2 Leadership and Collaboration</p> <p>5.3 Advocacy</p> <p>5.4 Ethical Practice</p> <p>International Society for Technology in Education (ISTE)</p> <p>Standards/Objectives:</p> <p>1. Change Agent</p> <p>2. Connected Learner</p> <p>4. Learning Designer</p>	<p>I. Program Administration</p> <p>A. Organization, administration, and evaluation of the library media center</p> <p>B. Shared decision making, mission and philosophy statements, goals and objectives for services and programs, short- and long-range planning</p> <p>C. Methods for assessing needs, evidence-based assessment modes</p> <p>D. Promoting library services, resources, and programs</p> <p>E. Managing the library media center: budgeting, alternate means of funding, managing the library media center staff and volunteers</p> <p>F. Rationale for library media center policies: developing and revising policies,</p>
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		<p>6. Data-driven Decision-maker</p> <p>Elements</p> <p>1a. Create a Shared Vision</p> <p>1d. Recognize Educators</p> <p>2a. Model</p> <p>2b. Professional Learning Networks</p> <p>4b. Support Personalized Learning</p> <p>6a. Support in Collection and Analysis of Data</p>	<p>legal and ethical issues relating to policies</p>
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Kentucky Teacher Performance Standards (KTPS)

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment
	LITE501
Standard 1. Learner development	X
Standard 2. Learning differences	
Standard 3. Learning environments	x
Standard 4. Content knowledge	x
Standard 5. Application of content	x
Standard 6. Assessment	
Standard 7. Planning for instruction	
Standard 8. Instructional strategies	
Standard 9. Professional learning and ethical practice	
Standard 10. Leadership and collaboration	

AASL Standards

AASL Standards	LITE 501
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Standard 1: The Learner and Learning	
Standard 2: Planning for Instruction	
Standard 3: Knowledge and Application of Content	X
Standard 4: Organization and Access	X
Standard 5: Leadership, Advocacy and Professional Responsibility	X

ISTE Standards

ISTE Standards Coaches	Course Alignment
	LITE501
1. Change Agent	X
2. Connected Learner	X
3. Collaborator	
4. Learning Designer	

5. Professional Learning Facilitator	
6. Data-driven Decision-maker	X
7. Digital Citizen Advocate	

University/ Department Policies

APA Style

All papers submitted in this course will be typed and formatted according to the Publication Manual of the American Psychological Association (5th ed.). **APA style will not be taught as a part of this course.** Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA's Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references: [APA Style Reference](http://www.apastyle.org/electref.html) <http://www.apastyle.org/electref.html>.

Classroom Communication Policy

When referring to classroom observation experiences, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. Please use "people first" language. That means, that you always refer to a person first and the disability as secondary. For example, person with autism is correct –autistic student is incorrect. **Points will be deducted for misuse of people first language.**

ADA Accommodation Statement

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX Compliance

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding [WKU's Title IX Sexual Misconduct/Assault Policy \(#0.2070\)](https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

[Discrimination and Harassment Policy \(#0.2040\)](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment, and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, 7 Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

WKU Plagiarism and Academic Integrity Policy

Student work may be checked using plagiarism detection software. To represent the 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 and for this class. Students must give the author(s) credit for **ANY** source material used. Credit must be either at the bottom of the material's page or in a list of references. To lift content directly from a source, even if it is from a website or friend's work, without giving credit and/or quoting is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism or other act of academic dishonesty can and will result in an "F" for the assignment and possible dismissal from the university. All plagiarism must be reported to Student Affairs.

Field Work

Admission to Teacher Education, a Criminal background check, TB test and a health screening are required prior to any work in the schools. Students are responsible for obtaining these through the office of Teacher Education –GRH 2052; (270) 745-4300. There is a fee, which may be paid through cash or check (Payable to KY STATE TREASURER). Contact [Teacher Admissions](http://www.wku.edu/teacherservices/teacher_admissions/index.php) at http://www.wku.edu/teacherservices/teacher_admissions/index.php for more information. If you have already completed these screenings for another course, such as EDU 250, you do not have to do it again for this course.

Grading

Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points. NO grade below C is accepted in the education program.

Percentage	Final Grade
90 –100 =	A
80 –89 =	B
70 –79 =	C
60 –69 =	D
Below 69 =	F

Technology Management

- All work must be typed unless otherwise noted. Word processing must be done either in Microsoft WORD .doc or .docx format. You have free access to MS Office 365 by using your WKU information. Visit the WKU Microsoft Office 365 website for details.
- Use your WKU email for all correspondence.

WKU College of Education and Behavioral Science Dispositions

The Educational Professional demonstrates the following:

Values Learning as evidenced by:

- Class Participation
- Attendance
- Class Preparation
- Communication

Values Personal Integrity as evidenced by:

- Emotional Control
- Ethical Behavior
- Values Diversity
- Values Collaboration

Values Professionalism as evidenced by:

- Respect for school rules, policies and norms
- Commitment to self-reflection and growth
- Professional Development and Involvement
- Professional Responsibility

Deficiencies in any of these areas may warrant a meeting with the professors. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.

Course Policies

Writing Mechanics

Good grammar and spelling are expected for all assignments. Please take a look at these websites

for a refresher course.

- [Guide to Grammar and Writing](http://cctc.commnet.edu/grammar/textonly.htm) at <http://cctc.commnet.edu/grammar/textonly.htm> From Capital Community College, Hartford, CT
- [Grammar Resources](http://www.uwstout.edu/lib/subjects/english.htm#grammar) at <http://www.uwstout.edu/lib/subjects/english.htm#grammar> from University of Wisconsin-Stout Libraries.

APA Handbook

All work must be in APA format. [Owl at Purdue](http://owl.english.purdue.edu/owl/resource/560/01/) <http://owl.english.purdue.edu/owl/resource/560/01/> Complex sentences are frequently difficult to read. Make your communication clear. Run on sentences obscure good communication. Use the suggestions provided by your word processor as a guide but not a final authority.

Punctuation is equally as important as grammar and writing. Use commas and semicolons as needed. **Single space after period, double-spacing after periods is not acceptable when keyboarding.** **Format Font: Times New Roman Size: 12 point Double spaced 1 inch margins.**

Assignments Overview

1. Libraries and Librarianship; define, interview and report in Prezi.
2. Informatics within my school community an Animoto presentation.
3. Anatomy of an Educational Technologist; essential knowledge, skills and disposition of an educator infographic.
4. In the School Library Website: Accessibility, Advocacy Plan, Policy and Procedures; Vision, Mission and Goals toward Strategic Planning; Facilities Evaluation; Diversity Purchasing Project; Budgeting and Program Evaluation.
5. LITE Masters program success assignments and discussion boards (PPD Section).

Program Student Learning Outcomes

1. Graduate students will be able to design and plan a project where they analyze the profile of the community, school, and the media center (or educational technology center); create goals and objectives for the project; and create an annotated bibliography of appropriate resources needed to address the diverse populations in the school.
2. Graduate students will be able to review and discuss different "advocacy toolkits" provided by professional education associations. LITE graduate students will use these toolkits to develop an effective message related to a global educational issue and successfully communicate needs to persons of influence in their communities, and on the state, national and

international levels.

3. Graduate students will be able to design and conduct an Action Research Project intended to increase usage of library information and resources, increase collaboration between media specialists and teachers, or increase technology integration in teaching and learning.

Healthy on the Hill

All students are strongly encouraged to get the COVID-19 vaccine. Students who are fully vaccinated will not be required to wear masks or to quarantine if exposed to the virus. Based on the latest CDC and KY public health guidance, WKU will require the wearing of masks while indoors for those who have not been fully vaccinated to protect themselves and others. Persons not fully vaccinated must quarantine if exposed to someone with Covid-19. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill