

# Syllabus

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## **EDIT 6300: Administration of Media Programs**

Fall Semester, 2006

[Gwinnett University Center](#), Building A, Room 1880

[Updated 9-7-06 \(minor\)](#)

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### ***Schedule***

Friday 8/25 (6-9pm) (Cohort 6 Orientation)

Saturday 9a-3p: 8/26; 9/9; 9/23; 10/7; 10/21; 11/4; 11/18; "snow day" Dec 2

### ***Instructor***

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**Office hours:** call if you need an appointment during weekday hours. I will usually be available before class and afterwards. Please feel free to talk with me privately and at your convenience—this is part of my job. Phone conversations, emails, and face-to-face visits are all welcome. Scheduled phone appointments work well, too. I strive to answer email within 48 hours with the exception of weekends, holidays, and when out of town.

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### ***Course Description***

Students will study the organizational management of resources, services, functions, and administration of the school media program.

Students will develop a vision and plan for improving collections, technical services, and promotion activities.

**Goal:** Give learners a broad view of the management and administrative functions of a school media center and program.

**Objectives:**

The learner will be able to:

1. Discuss the purpose and value of effective administration of a media program.
2. Develop an understanding of media center operation from both day-to-day and long-range perspectives.
3. Develop a vision and plan for improvement, networking, and promotion of the media program.
4. Identify the strengths, weaknesses, and possible improvements of various components of the program.
5. Develop a program that recognizes diversity, cultural differences, and special learner needs.
6. This course is designed to meet in whole or in part AASL Competencies 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 4.2, and 4.3 (see texts).

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

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## ***Texts and Supplies***

American Association of School Librarians, & Association for Educational Communications and Technology. (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.

Morris, B.J. (2004). *Administering the school library media center* (4th ed.). Westport, CN: Libraries Unlimited. ISBN 1-59158-183-4.

Download:

American Association of School Librarians (2003). *Program standards: School library media specialist preparation*. Available: <http://www.ala.org/ala/aasl/aasleducation/schoollibrarymed/ala->

[aasl\\_slms2003.pdf](#). (This document contains the standards for our curriculum and will be useful throughout your graduate program.)

*You Are the Key: A Handbook for Georgia Library Media Specialists.*

Online:

<http://www.clayton.k12.ga.us/departments/instruction/mediaservices/handbook/>

Supplemental but highly recommended:

Wasman, A. M. (1998). *New steps to service: Common-sense advice for the school library media specialist*. Chicago: American Library Association. (This is my favorite practical guide - it is succinct and realistic. Unfortunately, it is becoming too old for a primary textbook.)

American Association of School Librarians. (1999). *A Planning Guide for Information Power*. Chicago: American Library Association.

We will depend heavily upon the Internet in this class for communication, resources, and information inquiry. It is essential that you have access to a reliable computer and Internet connection. I prefer that you use *Microsoft Word* for word processed assignments to prevent file format problems. You also need a way to post pages to a website. Options include: [Mozilla Suite Composer](#), *Dreamweaver*, Google Pages, etc. In addition, you may find the program *Microsoft Powerpoint* useful.

On class days, it's a good idea to carry a "thumb drive" around with you.

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## ***Topics and Readings***

This is a rough outline of the class, and we will start at the top. However, we will skip around more and more as the semester progresses.

### **Roles and Responsibilities of School Library Media Specialists**

[Life in the media center](#)

- Alumni Internship Log: one will be lent to you [required]
- Eisenberg, M., & Milbury, P. (2004). The LM\_NET community. *Knowledge Quest*, 33 (1), 46-47. [[GALILEO](#)] [supplemental]

### [Media center mission](#)

- *Information Power* [IP] chapter 1 [required]
- Morris chapter 3 [required]
- Morris chapter 1 (shows how some functions have evolved)
- Role of the School Library Media Program ([AASL Position Statement](#)) [required]
- Value of Library Media Programs in Education ([AASL Position Statement](#)) [required]

### [Roles of the school library media specialist](#)

- IP chapters 3-6 [required]
- Morris chapter 2 [required]
- Morris chapter 6: refer to detailed job descriptions
- Wasman chapters 1,3 [supplemental]
- [You Are the Key \(YATK\) Roles section](#) [required]
- Intern log [required]
- LM-NET-Select watching [highly recommended]

### Standards

- [YATK Standards section](#) (follow the links) [supplemental]
- School curriculum: be ready to consult a standard school curriculum, such as the [Georgia Performance Standards](#)
- Information Literacy: *our* curriculum agenda
  - [Information Literacy Standards for Student Learning](#) [required]
  - IP, chapter 2 [required]
  - AASL Standard 1.1 (Efficient and Ethical Information-Seeking Behavior) [required]
  - Wasman, chapter 2 and p. 211 [supplemental]
  - Integrated concept: AASL Standard 2.1 (Knowledge of Learners and Learning) [required]

- How all of this forms the basic rationale for Flexible Scheduling
  - [AASL Position Statement](#) [required]

### Literacy and Reading

- AASL Standard 1.2 (Literacy and Reading) [required]
- Integrated concept: AASL Standard 2.1 (Knowledge of Learners and Learning) [required]
- Keller, C.A. (2006, September). Using BDA strategies in the library media center. *School Library Media Activities Monthly*, 22 (1), 55-58. [required; will be distributed\*]
- Krashen, S. (2005). AR: Evidence still lacking [Home Run Research Column]. *Knowledge Quest*, 33 (3), 48-49. [[GALILEO](#)] [required]

### Ethics

- IP pp166-170 [required]
- Confidentiality of Library Records
  - [AASL Position Statement](#) [required]
- Copyright:
  - [Fitzgerald's copyright notes](#) [required]
  - [YATK Services and Resources section, see Copyright](#) [required]
  - Copyright Question of the Month (Simpson - see WebCT); see also *Library-Media Connection* for recent Copyright Questions of the Month. These are available in [GALILEO](#). [supplemental]
  - Georgia Learning Connection Copyright area: <http://www.glc.k12.ga.us/trc/cluster.asp?mode=browse&intPathID=5265> [supplemental]
  - Simpson, C. (2005). *Copyright for schools: A practical guide* (4th ed.) Worthington, OH: Linworth. [supplemental: I highly recommend this book! Previous editions are excellent; this one is even better.]
- Ethical use of information for students (this predominantly covered in EDIT 6360)

## Program development and evaluation

- AASL Standard 4.3: Comprehensive and Collaborative Strategic Planning and Assessment [required]
- [YATK Program Development section](#); (written by Cohort 1) [required]
- Morris, chapter 4 [required]
- Morris, chapter 14: Evaluation [required]
- Eng, S., & Gardner, S. (2005, February). Conducting surveys on a shoestring budget. *American Libraries*. [[GALILEO](#)] [supplemental]
- Fitzgerald, M.A., & Waldrip, A. (2004, August/September). Not enough time in the day: Media specialists, program planning, and time management, Part I. *Library Media Connection*, p. 38. [[GALILEO](#)] [supplemental]

## **Service Priorities**

### Access

- AASL Standard 1.3 (Access to Information) [required]
- [AASL Position Statement on Access to Resources and Services in the SLMP](#) [required]

Keeping current: Professional organizations, the larger library community, and journals

- AASL Standard 3.1 (Connection with the Library Community) [required]
- Morris chapter 13 [required]
- Wasman chapter 18 [supplemental]
- [YATK Services and Resources](#) and [Professional Organizations](#) sections [for exploration]
- Cohen, S.M. (2004). Eight steps for keeping current. *Knowledge Quest*, 33 (1), 40-41. [[GALILEO](#)] [supplemental]

### Collaborative planning overview

- IP p. 47-57; Appendix A [required]
- AASL Standard 3.2 (Instructional Partner) [required]
- Morris chapter 2 [required]

### Teaching and learning

- IP pp. 58-82; pp. 171-181 [required]
- AASL Standard 2.1: Knowledge of Learners and Learning [required]
- AASL Standard 2.2: Effective and Knowledgeable Teacher [required]
- AASL Standard 2.3: Information Literacy Curriculum [required]
- Serving differences
  - IP pp. 162-165 [required]
  - Mendoza & Reese: Examining Multicultural Picture Books for the Early Childhood Classroom: Possibilities and Pitfalls [supplemental]

### Educational Leader

- AASL Standard 3.3 (Educational Leader) [required]
- Morris chapter 2 (sections starting on pps. 34, 45) [required]
- IP: pgs. 7; 52-53; 47-57; 124-128 [required]

### Public relations

- Morris chapter 4 (just pp. 118-138) [required]
- Wasman chapter 17 [supplemental]
- Baumbach, D. J. (2005). The school library media center web page: An opportunity too good to miss. *Knowledge Quest*, 33 (3), 8-12. [Jan/Feb; see [GALILEO](#).] [supplemental]
- Warlick, D. (2005). Building web sites that work for your media center. *Knowledge Quest*, 33 (3), 13-15. [[GALILEO](#)] [supplemental]
- Renfroe, M. (2005). Products you can use to build your site. *Knowledge Quest*, 33 (3), 17-18. [[GALILEO](#)] [supplemental]
- Kaner, C., & Fiedler, R. (2005). Testing library web sites for usability. *Knowledge Quest*, 33 (3), 29-31. [supplemental]

### Management of Program Resources: Human, Financial, Physical

AASL Standard 4.2 [required]

Morris chapter 12 [required]

#### Human

- Morris, chapter 6 [required]
- Wasman, chapters 15-16 [supplemental]
- Appropriate Staffing for School Library Media Centers ([AASL Position Statement](#)) [required]
- Time management

**Financial:** [Budgeting and a preview of acquisition](#)

- Morris, parts of chapter 5 [required]
- Wasman, chapter 14 [supplemental]
- How to ask for and get the money you need (LMC Mar 04, see WebCT) [supplemental]

**Physical**

[Stimulating Learning Environment \(Facilities\)](#)

- Morris chapter 7 [required]
- AASL Standard 1.4 (Stimulating Learning Environment) [required]
- Wasman chapter 12 [supplemental]
- [YATK Media Facilities](#) [supplemental]
- Landscape Your Library to Attract Students (Braxton) - see WebCT; [supplemental]

[Management technology \(automation and circulation\)](#)

- Wasman chapters 9 and 13
- IP p. 155
- Morris, chapter 10 (Technology)

[Start-up and shut-down activities](#)

- Wasman chapters 4 and 5
- Howard, S. (2004, August/September). Librarians behind the scenes before the year starts. *Library Media Connection*, p. 44.

*See bibliography for additional references.*

Other topics pertaining to media center administration are invited. If topics come up that need exploring, this course is flexible enough to accommodate them.

***Instructional Strategies***

- Research
- Case studies and scenarios
- Assignments (see below)
- Class discussions
- Readings in texts and of current scholarly and practical articles
- Individual presentations
- Idea sharing
- Field experiences

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***Assignments***

I will provide detailed instructions for completing each of these.

<b>Assignment</b>	<b>Preferred Mode</b>	<b>Points (of 100 total)</b>	<b>Due</b>
Class participation <ul style="list-style-type: none"> <li>• Mini-Lesson Collection (this will be a simple form to "collect" mini-lesson information on for accountability)</li> <li>• Attendance</li> <li>• Active contributions</li> <li>• Homework as assigned and reading preparation</li> <li>• Professionalism</li> </ul>	Individual	10	-----
Mini-Lessons about professional organizations and journals <a href="#">Assignment Description and Evaluation Rubric</a>  <a href="#">Collection Page</a> (counts as part of Participation)	Individual	10	Selected dates (you will have)

<a href="#">Mini-lesson Page from Cohort 5</a> : provided to give you an idea of the range of topics			several choices of date)
<a href="#">21st Century Media Center Handbook</a>	Group	15	Sept 23
<a href="#">Reading and Literacy Project</a> A "Super Eight" assignment	Group	25	Oct 21
<a href="#">Field experience: 5 clock hours</a>	Individual	15	Nov. 18 (ok to submit early!)
Program Development and Evaluation Plan: A "Super Eight" assignment <a href="#">Assignment Description</a> <a href="#">Rubric</a>	Group	25	Dec. 1

### ***Grading Policy***

1. A lot of thought goes into pacing assignments and arranging **deadlines** to be reasonable both for you to complete the assignments and for me to properly evaluate them. As professionals, we mutually expect deadlines to be met. Please contact me if you have a problem with meeting a particular deadline. If an assignment is late, its score *may* be reduced. Also, please check with me ahead of time if you feel that a deadline needs to be rescheduled, either for you personally or for the class as a whole.
2. **Communication** and writing skills are essential for media specialists, Master's candidates, and Specialist candidates. Therefore, all writing must comply with grammatical and spelling rules, and should look professional in a visual sense. Please use a word processor and laser or inkjet printer, and avail yourself of the spelling and grammar-checking tools provided by your software. Web sites and projected materials should receive the same level of proofreading and care that printed papers do. I reserve the right to return severely flawed assignments to you without a grade, so that you may repair prior to my reading it. Most assignments have a "mechanics"

criterion. Items that are written for public consumption in real life -- such as web pages -- should be as close to perfect as possible, in keeping with the professionalism expected of you in the field. Items that are more reflective or just for me to evaluate will not be held to such a high standard.

3. **Format:** most assignment descriptions specify the form in which each assignment should be turned in. Please pay careful attention to this detail. Most times, I will ask for both written and electronic versions. Number pages. As a rule, it is most convenient for me to read printed copies of assignments. Please do not use bulky binders or folders - a simple staple is sufficient, or spiral binding if the project is larger. Use a 12-point font. To save paper, it's ok to print on recycled paper (backs of discarded sheets). It's also ok to print front and back, if you also staple down the side like a book. In most cases, you should also post your assignment on your assignment page - unless privacy will be compromised (as in the case of Field Experiences). This provides a sharing opportunity for all class members, and provides digital backup for print assignments. (Resource: [How to Make an Assignment Page](#))
4. Rubrics include a column for self-assessment. Explain your deductions in writing on the rubric.
5. As scholars, it is essential for you to give credit to any other sources consulted in the course of completing any assignment. List these in a reference list near the end of the project, and please follow [APA style](#) (5th ed.).
6. **Collaborative option:** I have specified the preferred mode for each assignment - individual or group. Collaboration has many benefits, and is an essential skill for media specialists. However, it is possible to use another mode, especially for individuals to complete group assignments. Please let me know if you want to exercise this option for any assignment. All members of a group receive the same grade for their group's product. I may ask you to also reflect privately on group process. If an insurmountable problem develops in a group, please discuss it with the Teaching Assistant.
7. **Resubmit option:** I believe in mastery learning, a learning model in which students have the opportunity to keep working at a skill until they have accomplished it. My rubrics are designed so that the professionally-acceptable level matches the "A." If you receive less than an 90%

score on any assignment, you may correct the problem(s) and resubmit up until the last class meeting. **If you choose to use this option, you must resubmit the original assignment and scoring sheet/rubric along with your revised assignment.**

8. "Super Eight" Assignments: These are eight major assessments that are tied to accreditation and certification. We expect you to achieve at least 90% on these assignments prior to beginning your [internship](#).
9. The Graduate School frowns upon "Incomplete" grades. If you run into medical or family difficulties, please discuss your options with me - documentation may be required. I will not give an Incomplete except under extraordinary conditions.
10. UGA now uses a plus-minus grading system, with the exception of A+. I believe that every student accepted into the SLM Program can achieve an A with sufficient effort. I don't grade "on the curve."
11. **Tracking.** Your final grade should come as no surprise to you if you keep up with your scores. We will use the WebCT Gradebook.
12. **Academic honesty.** All academic work must meet the standards contained in "[A Culture of Honesty](#)." Students are responsible for informing themselves about these standards before performing any academic work.

### ***Attendance***

In this class, participation is of the utmost importance. As in many graduate classes, a major benefit is interacting with your peers. To miss any class seriously compromises your learning. I expect you to have a professional attitude of wanting to participate and to contribute fully in this class, and to give it a high priority in your plans. However, family and job responsibilities at times interfere, and I understand this fact of life. Please let me know ahead of time if you need to be absent, to help my planning process.

I do not wish to be in the position of judging whether an absence should be excused or not. Where I feel that inadequate attendance has compromised your learning - with little or no effort on your part to make up for lost time - I will deduct a

percentage of the participation grade. Usually, however, low attendance results in lowered performance.

You are responsible for material missed, and it's up to you to ask your friends about what happened in class and to study the agenda. Please don't ask me: "What did I miss?" However, I am happy to answer specific questions about topics covered. In most cases, the Agenda will be the best clue of what happened in class. I have no problem with tape recorders in class.

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## ***Management***

### ***Special Needs***

If you need special assistance due to a physical or learning disability, please let me know. I will be happy to accommodate you in any way that I can.

### ***Assignments and Homework***

I carefully set due dates for assignments that I predict will be reasonable in terms of pacing and the preparation time required. Through negotiation and ensuing discussion, we may adjust these deadlines as we go along. Please let me know if you see that major work logjams are ahead. Course content is grouped around assignments, so advance planning is best.

The goal of readings and "homework" assignments is to prepare all of us for class interaction. Secondly, these readings and activities help fill in the gaps of your knowledge that we can't cover in class. Expect to study topics on your own until you understand them, using the many resources listed. I have prioritized the readings to help you manage your tasks. The assignments call upon you to apply *everything* you've learned, as opposed to testing you about facts you have temporarily memorized.

Unlike some professors, I find it impossible to construct a reading schedule at the beginning of the semester because I tend to adjust the agenda as we progress. Cohort 5 requested a bi-weekly reading list, and I will continue this tradition. That is,

at the end of each class or by Wednesday following, I will post or email you a neatly bulleted preparation list for the next class.

### ***Ground Rules***

- Cell phones: please turn the ringer off during class and leave the room if you must take a call.
- Wear a name tag!
- The Honker Horn will gently call us to order after each break.
- Participants must comply with all computer usage policies established by UGA and the Gwinnett University Center.
- There are NO stupid questions. As media specialists, one of your jobs is to empower students to find their own answers. I will try to model this behavior - and so you may not always get direct answers. Do everything you can to find your own answers, including asking your peers.
- Conversely, as a student in the class, it is your responsibility to help other students as much as you can. We need an atmosphere of mutual learning and inquiry. Also, troubleshooting and teaching another person to do something are very effective ways of bolstering your own understanding. Media specialists usually enjoy helping other people solve problems and questions.
- We will not criticize people we know who are working in the field. Instead, we may criticize ineffective practices and strive to discover more effective ones.
- Food and drink are not permitted in computer labs.
- Feel free to interrupt with points and questions. Conversely, try not to monopolize the discussion.
- Please do not hesitate to take comfort breaks as needed. Several breaks will be provided.
- I prefer to operate on a first name basis.
- GUC doesn't like us to move furniture around. Please help me leave our classroom arranged like we found it.

### ***Organization***

I strive to be organized. The following procedures will help us all manage our resources and time:

- The [class web site](#) is the key to everything. Let me know if you see mistakes or think of an improvement.
  - Our SLM-L listserv is absolutely critical for broadcasting messages.
  - Folder system: Each student will have a folder which we will exchange each class. Pick it up at the beginning of class, and return it at the end. I will distribute graded work through these folders, and you should place any assignments in the folder. Also, check for handouts as you pick up your folder.
  - [Daily agenda](#). The agenda is one long document that reflects the present, past, and future of our class. A day or so before class, I will post an agenda for the next class' events as well as update the past class to reflect what really happened. Please read the agenda on the evening before class. Some students find it helpful to print out a copy and bring it to class. You are responsible for details on this agenda even if you don't attend class. The agenda will also hold the official class calendar.
  - One of our first class tasks will be to construct an assignment web page for each student. Ideally, you will post your assignments on this page, for peer sharing and grading back up. Your online assignment page - kept up to date each semester - forms the beginning of your final Capstone Portfolio, required for [certification](#).
  - We will use WebCT as needed, for some readings, gradebook, and as inspiration strikes. We will not use it heavily for bulletin board purposes.
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## ***Bibliography***

Abilock, D., & Lusignan, M. (1998). Teacher-librarian collaboration in practice...global warming. *Book Report* (Sep/Oct), 42-45.

Anderson, M. A. (1999). Finding time. *Multimedia Schools*, 6 (1), 26-28.

Bowie, M. M. (1992). Understanding and appreciating the unique needs of African Americans. In K. H. Latrobe & M. K. Laughlin (Eds.), *Multicultural aspects of library media programs* (pp. 26-44). Englewood, CO: Libraries Unlimited.

Burkhalter, B. (1993). Managing time. In B.B. Carson & J.B. Smith (eds.), *Renewal at the schoolhouse: Management ideas for library media specialists and administrators*, pp. 102-132. Englewood, CO: Libraries Unlimited.

Bush, G. (1998). Be true to your school: Real-life learning through the library media center. *Knowledge Quest*, 26(3), 28-31.

Farwell, S. (1998). Successful models for collaborative planning. *Knowledge Quest*, 26(2), 24-30.

Howe, E. (1998). Make your library media center count. *Knowledge Quest*, 28(1), 28-.

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[Minkel: Making Every Librarian a Leader \(SLJ, 10/1/02\)](#)

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Wilson, P. P., & MacNeil, A. J. (1998). In the dark: What's keeping principals from understanding libraries? *School Library Journal* (Sept), 114-116.

Wright, J. (1998). *Valuing an information professional: The worth of a school library media specialist*. University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science.

### ***Other Resources***

University of Georgia computing policies can be found [here](#).

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Update log: 9/6: linked in mini-lesson collection page  
8/21: typos only, no substantial changes from 8/16.

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