MAED in Library Media (Grades P-12)

Rank I

Program Submission
September 15, 2015

Murray State University Graduate Bulletin 2014-2015
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16 KAR 2:010
16 KAR 2:130
16 KAR 9:080

I. Executive Summary: Serving our communities through excellence

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic and engaging academic programs. Our programs are designed to provide authentic professional experience to candidates with structured reflective activities to support professional growth and development. Education programs collaborate with our public school partners to enhance candidates' experiences.

The Master of Arts in Education degree program for library media certification is intended to qualify candidates for certification as library media specialists in Kentucky, either as initial certification or further certification for qualified teachers. The program utilizes authentic learning experiences for candidates, supporting the unit mission to provide student-centered, authentic and engaging academic programs. The program strives to partner with school and agency constituents and to serve as a regional resource.

The program includes a minimum of nine hours of graduate credit in professional education, focusing on technology, curriculum development and research. The specialization field of library media consists of a required core of 12 credit hours, and six (for initial certification students) or nine (for certified students) elective hours. Certified students are required to complete a supervised practicum totaling three credit hours in which they work a total of 200 clock hours, designed to demonstrate the students' skills in teaching and library administration in an authentic school library media setting. Instead of taking a full capstone practicum at the end of their program, certified students can spread the experience over three semesters with three practicum classes of one credit hour and 50 hours each linked to a specific theory course (LIB 600 the introduction course includes the first 50 hours of field experience). Initial certification students must qualify for entry into teacher education by taking 200 hours of field experience and other requirements before completing their program with a 12-week student teaching assignment.

Admission Requirements
Applicants must either demonstrate completion of a bachelor's degree, a master's degree or fifth year with a GPA of 3.0 or higher, and be admitted to the Graduate School. Certified applicants should hold a valid Kentucky teaching certificate. Applicants not already certified as teachers must also prepare for qualification to enter teacher education and student teaching, in accordance with the requirements of 16 KAR 5:020 and 16 KAR 5:040. The field experience component for all students is designed to allow working professionals to fit practicum and observations into their schedules by spreading the experiences over several semesters instead of a traditional capstone experience. Student teaching for initial certification candidates requires a 12-week engagement.

Exit Requirements
Candidates must demonstrate a program GPA of 3.0, successfully present a report of an action research project begun in LIB 600 (the introductory class of the program), and present a satisfactory program portfolio for degree conferral. A passing score on the PRAXIS **Library**

[Media Specialist](#) (5311) test is required by Kentucky's Education Professional Standards Board as part of the qualification for school library media certification.

Rank Change
Candidates for whom this is a second master's degree will receive a Rank 1 for completion of the program of study, and may receive the change of rank after degree conferral. Candidates who entered the program with a bachelor's degree will be qualified for a rank change to Rank II upon graduation.

Alternative Certification
Candidates may receive Temporary Provisional certification in Library Media if they meet admission requirements to the degree and Teacher Education per 16 KAR 5:010. Candidate would complete requirements through Option 6 of the Alternative Routes to Certification upon receiving a position. Candidates would then have three years to complete all coursework, testing and internship requirements.

Modes of Delivery
The program recognizes the time constraints experienced by students who take classes at the same time as they are working full time. For this reason, the required core courses are offered online and generally asynchronously, so that the students can participate in class discussions and assignments at times that are convenient to their own schedules. In addition, since fall 2007, students have been able to spread their practicum experience through the program in one credit hour specialized practicum courses linked to the core courses. This change enables student to focus on the core skills of 21st century skills and services, collection organization and management, administration and use of technology. A central part of the total program experience is the development of a portfolio online using the *Livetext* system that is used by other programs in the College of Education and Human Services, both undergraduate and graduate. The portfolio follows the framework of the 2010 ALA/AASL Standards. The tables on the following pages will show the integration of the ALA/AASL and Kentucky Teacher Standards into School Library Media coursework. *Livetext*'s Field Experience Module is utilized to keep track of student hours in field experience and practicums.

II.   Conceptual Framework

The MAED program in Library Media certification supports the conceptual framework of the College of Education and Human Services (COEHS) by nurturing individuals to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which candidates integrate course experiences with [Kentucky teacher performance standards](#), [Kentucky Core Academic Standards](#) (KCAS) teaching strategies, [COEHS Dispositions](#), the 2010 [American Library Association/American Association of School Librarians/CAEP](#) [Standards for Initial Preparation of School Librarians](#), and the candidates' own experiences, values, and beliefs about education. Throughout the program, candidates are required to reflect on their own developing ideas about the impact of the school librarian on student achievement in the light of their class experiences, and seek integration of those with the COEHS Dispositions through assignments such as philosophy statements, growth plans, field work and other reflective assignments. This process continues as candidates develop portfolio items to reflect their growth

and understanding of educational principles, leading to the development of a portfolio as a summative self-evaluation of their knowledge and demonstration of their skills in accordance with Kentucky performance standards and the ALA/AASL/CAEP Standards. A central document in the electronic portfolio is the statement of their vision of the role of the school librarian in the school curriculum and the school community. Throughout, program course work is designed to require planning, instruction, assessment and reflection at increasing levels of expertise. Candidates follow curriculum guidesheets and confer with an advisor to help monitor their own progress and prepare them for the continuous self-assessment required of professional educators. The Kentucky Code of Ethics and the Code of Ethics the American Library Association are also considered and related to the candidates' increased level of responsibility and involvement with students, the school, district, community and profession.

III. Continuous Assessment

Program continuous assessment. A number of Student Learning Outcomes have been selected, based on the 2010 American Library Association/American Association of School Librarians/CAEP Standards for Initial Preparation of School Librarians. Student results are monitored annually after each academic year, and adjustments made to the program, as needed. Graduate placement rates, PRAXIS pass rates, and student portfolio ratings are also used to assess the program. School Librarians from regional professional associations provide programmatic feedback based upon the identified student learning outcomes and other outcomes.

Candidate continuous assessment. Students enter the program in LIB 600, where they begin the portfolio assembly process and construct their programs of study. Student progress is assessed mid-program through portfolio checks and upon exit through the program-long action research project report and portfolio evaluation. For certification as a school media librarian in Kentucky (and a number of other states), students must pass the PRAXIS.

The following tables summarize the alignment of the assessments and program coursework with the Library Media competencies.

Table 1.

Kentucky Teacher Standards (KTS) for MAED in Library Media

	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
EDU 633, ELE 647, MID 640 or SEC 641 Curriculum										
EDU 626 Technology										
EDU 639 Research to Improve Student Learning										
ELE 616 Research in Children's Literature										

LIB 600 Libraries & Education	K		K			KA	KAE	K	K	K
LIB 601 Libraries & Learning	K	KAE	K	K	K	KA	KA	KA		K
LIB 604 Library in the School Curriculum	K	KAE	K	K	K	KA	KA	KAE	K	KA
LIB 617 Research in Young Adult Literature	KA	KA		KA		KA	KA	KAE	K	K
LIB 620 Library Administration	K		KAE		K	KA	KA	KA	K	KAE
LIB 630 Organizing & Managing Library Collections	K		KAE			K		K	K	K
LIB 640 21st Century Skills & Services	KA	KA	K	A	KA	K	A	A	A	A
LIB 621 Practicum	A	A	A	A	A	A	A	A	A	A
LIB 626 Practicum Admin	A	A	A	A	A	A	A	A	A	A
LIB 636 Practicum Cataloging	A	A	A	A	A	A	A	A	A	A
LIB 646 Practicum Info Skills	A	A	A	A	A	A	A	A	A	A
LIB 699 Exit Seminar in Library Media	KAE	KAE	KAE	KAE	KAE	KAE	KAE	KAE	KAE	KAE
K – Knowledge, A – Application, E – Evaluation										

Table 2.

Specialty professional association (SPA) standards

ALA/AASL – American Library Association & American Association of School Librarians

ALA/AASL Standards 2010	Courses/Activities/Assessments
Standard 1: **Teaching for Learning** Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.	**LIB 601 Libraries and Learning:** Collaborative Information Skills Unit **LIB 604 Library in the School Curriculum** Curriculum/Collection Mapping Project **LIB 640 21st Century Skills and Services** Guided Inquiry assignments **LIB 646 21st Century Skills Practicum** Teaching assignments
Standard 2: **Literacy and Reading** Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of	**ELE 616 Research in Children's Literature** Position Paper Multicultural Paper **LIB 617 Research in Young Adult Literature**

major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.	Individual Position Paper Collaborative research projects **LIB 626, 636, 646 Practicums** Practicum assignments
Standard 3: **Information and Knowledge** Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.	**LIB 601 Libraries and Learning** Collaborative Information Skills Unit **LIB 630 Organizing & Managing Library Collections** Weekly assignments in cataloging and collection management **LIB 640 21st Century Skills and Services** Guided Inquiry assignments Observation and Interview assignment **LIB 636 Collections Practicum** Practicum assignments **LIB 646 21st Century Skills Practicum** Practicum assignments
Standard 4: **Advocacy and Leadership** Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.	**LIB 600 Libraries and Education** Action research/advocacy plan proposal **LIB 601 Libraries and Learning** Persuasive Essay Collaborative Information Skills Unit **LIB 604 Library in the School Curriculum** Class discussion on the school librarian as leader **LIB 620 Library Administration** Group project "In Your Face Management" **LIB 626 Administration Practicum** Practicum assignments **LIB 630 Organizing & Managing Library Collections** Weekly assignments in cataloging and collection management **LIB 640 21st Century Skills and Services** Guided Inquiry assignments
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.	

IV. EPSB Themes

The following matrix demonstrates the integration of the Education Professional Standards Board Themes throughout the Library Media program as taken for certification as a school media librarian. Coded according to categories in Bloom's Taxonomy, the Themes may be discussed at the knowledge level (K), they may be applied (A) as part the design of course assignments, or they may be evaluated (E) as a critical design element in the development and implementation of instructional materials.

Table 3.

Course	Diversity	Assessment	Literacy/ Reading	Closing the Achievement Gap
EDU 626 Integration of Educational Technology				
EDU 633 Curriculum Development				
EDU 639 Research to Improve Student Learning				
ELE 616 Research in Children's Literature				
LIB 600 Libraries & Education	A	K	K	K
LIB 601 Libraries & Learning	KA	KA	K	KAE
LIB 604 Library in the School Curriculum	KAE	KA	KAE	KAE
LIB 617 Research in Young Adult Literature	KA	K	KA	K
LIB 620 Library Administration	KAE	K	KA	K
LIB 626 Administration Practicum	KA	KA	KA	KA

LIB 630 Organizing & Managing Library Collections	K	K	KAE	K
LIB 636 Collections Practicum	K	K	KAE	K
LIB 640 21st Century Skills & Services	KA	KAE	KA	KAE
LIB 646 21st Century Skills Practicum	KAE	KA	KA	KA
LIB 699 Exit Seminar	KAE		KAE	KAE

EPSB Themes	Diversity	Assessment	Literacy/ Read	Gap	Code of Ethics
EDU 633, ELE 647, MID 640 or SEC 641 Curriculum					
EDU 639 Research to Improve Student Learning					
EDU 626 Technology					
LIB 601 Learning and Libraries	K	K		KA	
LIB 604 Library in the School Curriculum	KA	KA	K	K	K
LIB 617 Research in Young adult Literature	KE		KA	K	K
LIB 620 Library Administration	K	K	K	K	K
LIB 630 Organizing & Managing Library Collections	K	K	KA	K	K
LIB 640 21st Century Skills & Services	E	E	E	E	K
LIB 621 Practicum	AE	AE	AE	AE	K
LIB 626 Practicum Administration	AE	AE	AE	AE	K
LIB 636 Practicum Cataloging	AE	AE	AE	AE	K
LIB 646 Practicum Information Skills	AE	AE	AE	AE	K
K – Knowledge, A – Application, E – Evaluation					

V. Course Descriptions

EDU 626 Integration of Educational Technology (3). Students use a range of traditional, interactive, and emerging technology tools to enhance learning. Students demonstrate knowledge of existing instructional practices as well as compose and produce artifacts using available resources.

EDU 633 Curriculum Development (3). A comprehensive analysis of the process of curriculum development within schools and the larger community. The process includes consideration of the teacher leader model according to the current theory, school goals, instructional planning, student achievement and curriculum evaluation leading to reflective decision-making and teacher development.

EDU 639 Research to Improve Student Learning (3). A course designed to develop capacities in educators regarding the collection, analysis and interpretation of data for decision-making, including the design and implementation of basic action research to improve classrooms and schools.

ELE 647 Curriculum in the Elementary School (3). A study of the elementary school child and programs which meet his/her needs. Consideration is given to curriculum trends in the elementary school.

LIB 600 Libraries and Education (2). Course is an introduction to the concept of school librarianship, providing an overview of the role of the school media librarian as a teacher and leader in a school community. Students will be required to observe different aspects of a school librarian's activities as part of a field experience activity. The course must be taken during the first semester of the program. Field experience required. Prerequisite: permission of instructor.

LIB 613 Clinical Experiences in Library Media (1-4). Students seeking initial certification in library media will participate in a supervised clinical experience for a total of 12 weeks of student teaching. Students who are already certified as teachers will take the four practicum courses instead. This course may be taken for 1-4 hours credit, and is repeatable up to 4 credit hours. Three weeks of supervised clinical experience will be required for each hour of credit. A total of four credit hours must be completed to meet program requirements. The course is graded Pass/Fail. Prerequisites: Admission to Teacher Education and Student Teaching.

LIB 620 Library Administration (3). 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.

LIB 621 Library Practicum: Capstone Experience (3). Observation and supervised practice work in an assigned media center upon the completion of the required course work. Students are assigned to an approved school library media center, under the supervision of a certified school media specialist as well as a university coordinator, where they must spend a minimum of 150 clock hours "on the job" to earn a total of three hours of semester credit. Prerequisites: EDU 626, LIB 620, LIB 630, and LIB 640.

LIB 626 Administration Practicum in Library Media (1). Course provides students with field experience in an assigned school library with a focus on administra-tion of the school library.

Students are assigned to an approved school library, under the supervision of a certified, experienced school media librarian as well as a university coordinator, where they must spend a minimum of 50 hours observing or leading activities in or related to the school library. Field experience required. The course is graded pass/fail. Prerequisite: permission of instructor.

LIB 630 Organizing and Managing Library Collections (3). Course will introduce the student to principles for organizing and managing library collections, and trace the life cycle of library materials from selection and acquisition, cataloging, classification, and organization on the shelf, to the removal of materials from the library's collection in deselection or weeding.

LIB 636 Collections Practicum in Library Media (1). Course provides students field experience in an assigned school library with a focus on managing and organizing a school library collection. Students are assigned to an approved school library, under the supervision of a certified, experienced school media librarian as well as a university coordinator, where they must spend a minimum of 50 hours observing or leading activities in or related to the school library. Field experience required. The course is graded pass/fail. Prerequisite: permission of the instructor.

LIB 640 21st Century Skills and Services (3). A consideration of 21st century skills and the services delivered in libraries in order to serve the needs of library users in communicating, collaborating, and cultivating critical thinking and problem solving skills to answer questions, and compile information into knowledge, using both print and digital information sources.

LIB 646 21st-Century Skills Practicum in Library Media (1). Course provides students with field experience in an assigned school library with a focus on the teaching of 21st-century skills and on reference services in the school library. Students are assigned to an approved school library, under the supervision of a certified, experienced school media librarian as well as a university coordinator, where they must spend a minimum of 50 hours observing or leading activities in or related to the school library. Field experience is required. The course is graded pass/fail. Prerequisite: permission of the instructor.

LIB 656 Technology Practicum in Library Media (1). Course provides students with field experience in an assigned school library with a focus on the teaching and management of technology in the school library. Students are assigned to an approved school library, under the supervision of a certified, experienced school media librarian as well as a university coordinator, where they must spend a minimum of 50 hours observing or leading activities in or related to the school library. Field experience required. The course is graded pass/fail. Prerequisite: permission of the instructor.

LIB 699 Exit Seminar in Library Media (1). This course provides culminating experiences for the Library Media Education Master's Degree program. Students will reflect on their program activities and document their professional growth and development toward becoming school media librarians. The course must be taken in the last semester of the master's program but can be taken with other courses. Prerequisite: Permission of the instructor.

MID 640 Middle School Curriculum (3). A study of the educational program designed for the middle school. Emphasis will be placed on the basic assumptions underlying modern trends.

SEC 641 Building the Curriculum of the Secondary School (3). A study of the modern secondary school curriculum including the usual fields, the core curriculum and activities included in the total program. An introduction to the processes of curriculum-building.

Library Media Program Limited Elective Course Descriptions

EDU 606 Preparation of Curriculum Materials (3). A course involving the producing of learning materials for use in the elementary and secondary schools.

ELE 615 Poetry for Children (3). An in-depth study of poetry written for children.

ELE 616 Research in Children's Literature (3). An in-depth study of chosen areas in children's literature with emphasis on books and articles about children's books.

LIB 601 Learning and Libraries (3). The role of libraries and librarians in encouraging learning, and the concept of information literacy as an essential competency for the enhancement of lifelong learning.

LIB 604 Library in the School Curriculum (3). An approach to understanding the role of the library media specialist and the media center in the school curriculum, with the aim of developing the school as a learning community, stressing collaboration between administrators, teachers, and media specialists in planning curriculum and professional development.

LIB 617 Research in Young Adult Literature (3). An in-depth study of chosen areas of young adult literature with emphasis on electronic and print sources by and about authors, genres, and issues, which may include a field experience where students explore the pedagogical implications of their study.

LIB 670 Independent Studies in Library Media (3). Independent study in subject or problem of the student's need or interest. Periodic interaction with the supervising faculty member required. Prerequisites: LIB 620 and consent of instructor.

VI. Program Faculty

Name	Highest Degree, Field & University	Assignment Indicate the role(s) of the faculty member (1)	Faculty Rank (2)	Scholarship (3), Leadership in Professional Associations, and Service (4); List up to 3 major contributions in the past 3 years (5)*	Status (FT/PT to institution, unit, and program)

Johan Koren	Ph.D. Info. & Library Studies University of Michigan-Ann Arbor	Coordinator, Library Media Program Full time Teach all LIB courses and EDU 626, ELE 616	Associate Professor	Scholarship: • (2006, November/December). An analysis tool for global thinking. Knowledge Quest, 35, 2: 26-30. • (2006, Spring). The ABCs of plagiarism: A primer for middle school educators. Kentucky Middle School Journal, 7 (1). • (2005). Comparison and use of a variety of online learning strategies/courseware. Joint paper with Brenda Nix, Joe DeBella and Russ Wall at E-Learn World Conference to be published in proceedings of E-Learning, Vancouver, BC, Oct. 24-28, 2005. • Leadership in Professional Associations: Chair, American Library Association International Relations Roundtable Inter. Exchanges Committee 2004-2007 Elected Member at large, IRRT Executive Board, 2007- Chair, American Association of School Librarians International Relations Roundtable, 2005-2006 Service: • Murray State University Faculty Senate member, 2003- Chair, Senate Academic Policies Committee, 2004- Chair, COE Curriculum Materials Center Committee, 2003- Member and Chair of NCATE Review Committees of Library Media Programs, 2004-	Full-time to Institution, Full-time to Unit, Full-time to Program
Marty Jacobs	Ed.D.. Curriculum & Instruction, Florida International University	Teaches graduate & undergraduate curriculum courses	Professor	• Presentations at Kentucky Association of Teacher Education (2005, 2006) • Presentation at Kentucky Association of Colleges ofTeacher Education (2005) • Presentations at Southeastern Regional Association of Teacher Educators (2004) • College Head, Springer-Franklin (2005-2007) • Department Chair, Adolescent, Career and Special Education (2004-2005)	Full-time to Institution, Full-time to Unit, Part-time to Program
Jacqueline Hansen	Ed.D., Educational Administration- Curriculum and Instruction; University of Nebraska-Lincoln	Elementary Program Coordinator, Extended Campus Coordinator, Teaches graduate & undergraduate courses	Associate Professor	• Education writer for stamp services division of the USPS – helped to create 12 education kits celebrating Black Heritage Month and National Stamp Collecting Month. • Kentucky Association of Teacher Educators (President), BOE team member and state chair; SAGE Publications Review Board; MSU Academic Council, Undergraduate Studies (Vice-Chair), and University Studies Committees • Presented at Phi Delta Kappa International Educational Summit and International Reading Association Conference	Full-time to Institution, Full-time to Unit, Part-time to Program

Dusty Reed	Ed.D, Leadership and Professional Practice, Specialization in Educational Technology and Professional Development, Trevecca Nazarene University	Assistant Professor, Elementary School Program Co-Coordinator, Instructional Computer Technology Program Coordinator	Assistant Professor	Certifications: KY Teacher (K-5), KY Administrator. Experience: Elementary School Classroom Teacher – 7 years, School Administrator – 3 years. • Reed, D. (July, 2015) Technology PD for Free. Snapshot Presentation. International Society of Technology in Education, International Conference; Philadelphia, Pennsylvania. • Reed, D. (March, 2015). Digital Assessment in the P-12 Classroom. Lecture Presentation – Teacher Strand. Kentucky Society of Technology in Education (KySTE), Annual Regional/State Conference; Louisville, Kentucky. • KY Education Professional Standards Board – Content Area Program Reviewer – Information Computer Technology Endorsement Program	Fulltime to University, Fulltime to Unit, Parttime to Program
Lynn Patterson	Ed.D, Administration and Supervision, Tennessee State University	Associate Professor, Elementary School Program Co-Coordinator	Associate Professor	Problem Solve with the President *(2014). Mathematics Teaching in Middle School* • *Response to Interventions in Middle & High School* (2015). Book Chapter. • Panel reviewer for NSF Presidential Awarding in Mathematics. • 2015 KDE MSP Grant	Fulltime to University, Fulltime to Unit, Parttime to Program
Leslie Engelson	Master of Library and Information Science, University of Washington	Faculty, University Libraries	Assistant	Engelson, L. (2013).Correlations between title keywords and LCSH terms and their implication for fast-track cataloging. *Cataloging & Classification Quarterly*, 51, 697-727. Print: DOI10.1080/01639374.2013.779351. Engelson, L. (2014).*Subdivisions for biblical studies, theology, and ministry: Making search terms do the work.* Chicago: ATLA.https://books.atla.com/index.php/atla/catalog/book/7	Fulltime to University, Parttime to Unit, Parttime to Program

| | | | | Cinnamon, M., Engelson, L., Glerum, M., Hart, A. & Urrizola, M. (2013, January). *Technical Services Workflow Efficiency Interest Group meeting: Ebooks and eDevices.* Panel presentation at the American LibraryAssociation Mid-Winter Conference, Seattle, WA. | |

(1) e.g., faculty, clinical supervisor, department chair, etc.
(2) e.g., professor, associate professor, assistant professor, adjunct faculty, lecturer, administrator, etc.
(3) *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(4) *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(5) e.g. officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

VII. Curriculum Contract/Guidesheets

3/15

Name of Student _____   MSU M# _____

MA ED - Lib Med
Murray State University
Master of Arts in Education in Library Media
Certification in Library Media
(Grades P-12)
Program Guidesheet

The admission criteria for this program will be the same as for other programs in the College of Education & Human Services (see *MSU Bulletin*).
A minimum 3.0 GPA is required for completion of this program.
Exit Assessment: Pass on graduate portfolio.   Required by state of Kentucky for certification: Pass on Library Media Specialist (5311). Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at http://www.kyepsb.net/certification/index.asp for current requirements or contact the Division of Professional Learning and Assessment at 502-564-4606 or 888-598-7667.

LIB 600 must be taken in the first semester of the program, while LIB 699 is taken in the last semester of the program. At least 21 semester hours must be earned at MSU, and the requirements for the program must be completed within eight years of the time a student initially enrolls in any course applicable to the program.

Professional Education (9 Hours)
EDU 626   Integrating Educational Technology   Date_____   3 _____
EDU 633   Curriculum Development   Date_____   3 _____
EDU 639   Research to Improve Student Learning   Date_____   3 _____
Specialization (12 hours)
LIB 600   Libraries and Education   Date_____   2 _____
LIB 620   Library Administration   Date_____   3 _____
LIB 630   Organizing & Managing Library Collections   Date_____   3 _____

| LIB 640 | 21st Century Skills & Services | Date_____ | 3 _____ |
| LIB 699 | Exit Seminar in Library Media Education | Date_____ | 1_____ |

Practicum Experience (4 hours)   Pass/Fail

LIB 626	Administration Practicum in Library Media	Date_____	1 _____
LIB 636	Cataloging Practicum in Library Media	Date_____	1 _____
LIB 646	21st-Century Skills Practicum in Lib. Media	Date_____	1 _____
LIB 656	Technology Practicum in Library Media	Date_____	1_____

**Student Teaching Experience (4 hours) Initial Certification only   Pass/Fail

LIB 613 Clinical Experiences in Library Media   Date_____   4 _____

Students seeking initial certification must complete 12 week supervised clinical experiences in library media (LIB 613). **(Prerequisite: Admission to Teacher Education and Student Teaching)****

Students seeking initial certification in education (not currently certified in any educational area) must meet all requirements for admission to Teacher Education, including completing 200 hours of field experience, in compliance with 16 KAR 5:040 (3). Fifty of these hours will come from LIB 600, and the remaining 150 hours of field experience will come from 3 of the 4 practicum classes. In order to meet these requirements, students may be required to complete additional coursework. Students seeking initial certification in education should consult with their advisor and the Director of Teacher Education at **Teacher Education Services for requirements.

Limited Library Media Electives (9 hours for certified students; 6 hours for initial certification)

Choose either ELE 616 Research in Children's Literature or LIB 617 Research in Young Adult Literature, at least one of either LIB 601 or 604. Certified students may select one other elective in an area related to library media.

____ ____ _____ Date_____ 3 _____

____ ____ _____ Date_____ 3 _____

____ ____ _____ Date_____ 3 _____

During the first nine weeks of LIB 600, the student will complete the graduate program form and submit it to the specified advisor. The Program form is approved by a graduate advisor and the Collegiate Graduate Coordinator.

The student and advisor have discussed this program and agree to the foregoing plan.

_____   _____   _____
          Student's Signature   Advisor's Signature   Date