

# **Library Media Endorsement & Master's Degree Program Handbook**

# Graduate School of Education

## Mission

Preparing professionals to meet our diverse communities' lifelong needs

## Conceptual Framework

<b>Vision - Preparing professionals to meet our diverse communities' lifelong educational needs</b>			
 <b>Diversity and inclusiveness</b> Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)	 <b>Research-based practices and professional standards</b> Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)	 <b>Impact on learning and development</b> Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)	 <b>Evidence-informed decision making</b> Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)

## Welcome to the Library Media Endorsement Program

Welcome to the Library Media Endorsement Program! Whether you are a student, a supervisor, a cooperating professional, or a principal, we are hopeful that the information in this handbook will be helpful to you. In it, we have compiled the policies and program information that you will need to participate in the program.

The Library Media Endorsement Program at Portland State University is a part of the Department of Curriculum and Instruction in the Graduate School of Education. This program combines rigorous graduate-level coursework, and field experiences working with students in public pre-K to high school school library settings. Students in this program have the benefit of working collaboratively with Portland State University faculty and experienced professionals from throughout the metropolitan Portland area.

This NCATE and TSPC accredited program provides the school library/media courses needed to fulfill the academic and field experience requirements for an endorsement as a school library/media specialist in the State of Oregon. Students admitted into this program also have the opportunity to obtain a master's degree (MA or MS in Library Media) upon successful completion of additional coursework. Candidates who successfully complete all program requirements may be recommended for a Library/Media Endorsement in Oregon, which may also be transferrable to other states.

I encourage you to review the Handbook carefully. If you have questions related to this program, please contact the program and masters degree advisor: Ruth Murray ([murrayr@pdx.edu](mailto:murrayr@pdx.edu)). Mark Wallace, Program Assistant ([mwal@pdx.edu](mailto:mwal@pdx.edu)) and Elizabeth Snyder, Program Coordinator ([snydere@pdx.edu](mailto:snydere@pdx.edu)) are also available to assist you with program information and questions, as I am as Curriculum and Instruction Department Chair.

I wish you a most stimulating, challenging, and rewarding experience in the Library Media Program at Portland State University.

Sincerely,  
Christine Chaille, Ph.D.  
Chair and Professor  
Dept. of Curriculum and Instruction  
[chaillec@pdx.edu](mailto:chaillec@pdx.edu)

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## Program Contact Information

### For more information, contact:

Elizabeth Snyder, Library Media Program Manager  
[snydere@pdx.edu](mailto:snydere@pdx.edu)  
503-725-9786  
1-800-547-8887 ext 59786

### For information about program content and advising, contact:

Ruth Murray, Library Media Program Advisor  
[murrayr@pdx.edu](mailto:murrayr@pdx.edu)  
503-725-9860  
1-800-547-8887 ext 59860

### For Field Placement Office questions, contact:

Penny Jasso, Field Placement Coordinator  
[jassop@pdx.edu](mailto:jassop@pdx.edu)  
503-725-5857  
1-800-547-8887 ext 55857

### For Licensure Office questions, contact:

Karen Carskadon, Administrative Assistant  
[ktcarsk@pdx.edu](mailto:ktcarsk@pdx.edu)  
503-725-9717  
1-800-547-8887 ext 59717

### For other Curriculum and Instruction program information, contact:

Christine Chaille, Ph.D., Department Chair  
[chaillec@pdx.edu](mailto:chaillec@pdx.edu)  
503-725-4756  
1-800-547-8887 ext 54756

## Program Overview

### Program Goals:

To prepare school library media specialists who are:

- Knowledgeable about content and pedagogy

Graduates of our program will be prepared through courses in all aspects of school library media and in teaching foundations and methodology. They will leave the program confident about their knowledge of school libraries and of teaching practices that are effective when working with diverse populations of students.

- Reflective Practitioners

Graduates of our program will stay up to date as teacher librarians and continually examine their own practice. They will take responsibility for their own professional development and work to integrate theory and practice.

- Able to work with individuals of diverse backgrounds

Graduates of our program will be prepared to deal effectively with individuals from diverse social, cultural, and economic backgrounds, and are informed about issues of race, class, and gender. They will be prepared to challenge racism, sexism, and inequality in their professional roles and will work to meet the needs of all individuals to live in an increasingly diverse society.

- Able to teach students of diverse abilities.

Graduates of our program will be prepared to work effectively and sensitively with students with varying academic capacities and backgrounds. They will be committed to provide an appropriate library media program and educational experiences for all students and will plan with this goal in mind.

- Able to meet or exceed standards set by Oregon's Teaching Standards and Practices Commission (TSPC), the National Council for Accreditation of Teacher Education (NCATE), and the American Association of School Libraries (AASL).

The Library Media Program has been approved by TSPC for the preparation of school library media specialists in Oregon and is accredited by NCATE. We will continually review our programs to ensure that they reflect current best practice.

## Standards and Admission Requirements

TSPC Standards:

OAR 584-065-0110

[arcweb.sos.state.or.us/rules/OARS\\_500/OAR\\_584/584\\_065.html](http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_065.html)

(see appendix)

AASL Standards:

ALA/AASL Approved Standards (2003)

[www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/ala-aasl\\_slms2003.pdf](http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/ala-aasl_slms2003.pdf)

## Program Components

### Prerequisites and Tests

A summary or prerequisites is included at the end of the table below. A complete description of prerequisite courses can be found online at

[www.pdx.edu/ceed/library-media-endorsement-prerequisites-and-admissions](http://www.pdx.edu/ceed/library-media-endorsement-prerequisites-and-admissions)

Prerequisite Courses (information about equivalent courses can be found on the web site above)

Course Number	Course Title	Term Offered at PSU
CI 432/532	Computer applications for the classroom	Any term
LIB 428/528	Children's literature K-5 (or LIB 429/529 below)	Any term
LIB 429/529	Young adult literature	Winter or summer

### Program Courses

Course Number	Course Title	Credits	Term
LIB 530	Literature promotion programs K-12	3	Summer
LIB 534	Administration of the school library media center	3	Fall
LIB 536	Design and production of instructional media	3	Summer
LIB 541	Reference and information systems and services	4	Fall
LIB 542	Collection development and evaluation	3	Winter
LIB 547	Library media instructional programs, K-12	3	Winter
LIB 548	Organization of library media collections	4	Spring
LIB 509	Initial Practicum	3	Fall or Winter
LIB 555	Advanced Practicum	3	Spring
<b>TEST</b>	<b>NES: School library media specialist</b>		

### Optional Master's Degree Courses

Course Number	Course Title	Term Offered
LIB 573	Advanced methods and procedures in school library media centers	Summer
LIB 574	Research strategies for library media specialists	Summer
LIB 575	Directed field experience	Summer
	Elective credits to be approved by advisor	
	Comprehensive Exam	Summer

Course descriptions can be found online at <http://www.pdx.edu/oa/psu-bulletin> .

## Program Completion

### Recommendation for Licensure

Program completion and subsequent recommendation for the endorsement are based on successful work in program courses, demonstrated competence in practice, and a passing score on the NES test. Upon program completion, with associated documentation, the Graduate School of Education recommends candidates to the Teacher Standards and Practices Commission for a Library/Media Endorsement. An explanation of this process is found online at

[www.pdx.edu/ceed/library-media-endorsement-program-completion](http://www.pdx.edu/ceed/library-media-endorsement-program-completion)

### Library Media Master's Degree

The Library Media Master's Degree requires 12 additional credit hours of advanced level coursework that are currently offered each summer. See [www.pdx.edu/ceed/library-media-masters-degree](http://www.pdx.edu/ceed/library-media-masters-degree) and PSU's graduate degree policies in the "Enrollment Policies and Credit Regulations" section of the applicable PSU Bulletin.

## Practica

### Overview

The Library Media Initial Licensure program uses two terms of practica for purposes of instruction, integration of fieldwork, campus-based learning, and assessment of candidate competencies. You **MUST** complete Practicum Application at least one term before you register for a practicum. See [www.pdx.edu/ceed/library-media-endorsement-practicum-information](http://www.pdx.edu/ceed/library-media-endorsement-practicum-information) for more information and the application form. In addition, LIB 534 must be taken prior to or during the Initial Practicum.

Candidates complete an Initial Practicum and Advance Practicum during the last two terms of the program. The minimum requirements for practica are set by the Teaching Standards and Practices Commission (TSPC) and published in the Oregon Administrative Rules [OAR]. The TSPC minimums are below. (GTEP requirements are beyond these minimums.)

#### 584-017-150: Endorsements Requiring Multiple Authorizations

4) Candidates for endorsements in library media, hearing impaired, communication disorders, and vision impaired shall qualify for four levels of authorization by:

(b) Completing a supervised work experience or student teaching in early childhood and elementary AND middle level and high school;

Both the Initial Practicum and Advanced Practicum are 90-hour (minimum) field experiences, with the Initial Practicum being offered in Fall or Winter terms only, and the Advanced Practicum during Spring term only.

During the Initial Practicum, candidates are expected to spend a minimum of 90 hours at their practicum site. During that time they will:

- mirror and assume some of the responsibilities of the school librarian at their cooperating site
- collaboratively complete the practicum checklist and other work assigned by their practicum supervisor
- participate in alternate experiences/activities as approved by their practicum supervisor (see below)

During Advanced Practicum, candidates are expected to spend a minimum of 90 hours at their practicum site. During that time they will:

- mirror and assume some of the responsibilities of the school librarian at their cooperating site
- design and teach at least one lesson
- collaboratively complete the practicum checklist and other work assigned by the practicum supervisor
- participate in alternative experiences/activities as approved by their practicum supervisor (see below)

Note: These are minimum expectations. Each practicum must also be at different authorization levels with one being at either Early Childhood or Elementary level, and the other being in a Middle School or High School.

Possible alternate experiences/activities:

- Attend the fall or spring OASL conference or other professional library, literacy or technology conference
- Attend a talk by a children's or young adult author or illustrator
- Attend a district-sponsored library/media specialist meeting
- Attend a book fair training session
- Attend a technology training session conducted by the school district
- Others as pre-approved by the practicum supervisor

#### Attendance

Candidates are encouraged to take advantage of activities such as professional conferences and visiting other schools (with advisor, university supervisor, and cooperating professional approval). If you are absent due to illness or an emergency, you must contact the school before the school day begins or as soon as possible.

#### School policies

Early in your placement, ask for a copy of any school handbooks and other policy documents that are used in relationship to teachers and to your students. You should be aware of school policies about reporting of suspected abuse and other serious matters involving students.

#### Work Stoppage

In the event of a teachers' strike in a district where you are assigned, you are advised not to report to the school. You should contact their university supervisor immediately. If a teachers' strike is prolonged, we will make an effort to reassign you to another district.

### Emergency Procedures

You are responsible for insuring that written emergency information is on file in the school office.

### Conflict Resolution

Each participant (candidate, university supervisor, and cooperating teacher) is responsible for addressing real or potential conflicts as soon as possible. Ideally, the concerns should first be taken to the person most directly involved. In any case, each participant should insure that communication is as open and constructive as possible. If necessary the program advisor and an appropriate building administrator should be contacted.

### NEA Student Program

The National Education Association (NEA) has a student program that provides professional growth opportunities for student members and involves students at both the state and national levels in political and legislative activities. NEA also provides benefits, services, and liability insurance coverage, assures students a voice in matters that affect them, and provides leadership training to student members. Information about membership is available from the Oregon Education Association and the cohort leader.

### Liability Coverage

Student teachers do not qualify for liability insurance from PSU. Liability coverage for student teachers can be obtained through the NEA Student Program described above.

## The Role of the University Supervisor

The university supervisor provides the major regular link between the candidate's practicum placement and PSU. University supervisors are regular PSU faculty members or other experienced educational professionals.

University supervisors are responsible for the following:

- Establishing contact with cooperating professionals and principals at the beginning of the practicum, explaining the structure and expectations of practicum, and responding to questions.
- Making at least two supportive/evaluative visits to each candidate each term. These visits will usually include observation of a lesson or activity, then meeting with the candidate to provide feedback. If a candidate is having problems, the supervisor should be prepared to visit more often and/or at greater length.
- Conducting at least two evaluative conferences with the candidate and cooperating professional each term to review the evaluation forms.
- Submitting appropriate evaluation forms through Tk20.
- Assigning, grading and responding to practicum assignments
- Pre-approving alternate experiences/activities
- Responding to any concerns related to the field placement raised by the candidate or by school personnel and sharing those concerns with the program advisor or department chairperson.
- Attending meetings and orientation for university supervisors and master teachers.

## The Role of the Cooperating School Library Media Specialist

The cooperating professional is a crucial contributor of the candidate's growth and development as a beginning library/media specialist. Cooperating professionals model good teaching; provide guidance; and assure that the candidate receives extensive experience in all aspects of library/media center and school operations. They provide regular, targeted feedback; and help assess whether the candidate should be recommended for licensure.

### Who Becomes A Cooperating Professional?

The Graduate School of Education's Field Placement Coordinator, in cooperation with school districts and cohort leaders, arranges placements for student teaching candidates. Candidates' preferences about geographic location are considered when making placements. Oregon requires (OAR 584-17-055, 6/15/01) that cooperating professionals "have had three years" experience in early childhood, or elementary, or middle or high school immediately prior to supervision and/or instruction and who hold a valid license for current assignments."

### Expectations For Cooperating Professionals

The relationship between the cooperating professional and the candidate is a complex one that takes different forms depending on the individuals, students, and schools involved. However, we hope that every cooperating professional will:

- Make candidates feel welcome through introductions to students and colleagues, providing a desk or other personal space, providing information about procedures and policies, and learning about the school's

- culture.
- Provide candidates with varied opportunities to work with students as early as possible, beginning with routine activities and work with individuals and small groups, and gradually increasing their responsibilities.
- Provide opportunities for candidates to carry out activities required for their PSU classes and for personal growth.
- Provide opportunities for candidates to take full responsibility for library/media center operations.
- Plan regular times to meet with candidates for planning and feedback.
- Be available to meet with the candidate's university supervisor for scheduled conferences and occasional informal conversations.
- Complete practicum checklist prior to or during 3-way evaluative conference.
- Communicate any concerns to the university supervisor, advisor, or both.
- Complete Disposition concerns forms if necessary.

### The Role of the School Administrator

Although principals and other administrators have less contact with teacher candidates than the cooperating professional, they can play a pivotal role in candidate's success. In addition to their liaison role in the initial placement of candidates, they can serve as an important source of support and advising. We hope that principals and other administrators will:

- Provide an orientation for candidates focusing on expectations, policies, school culture, and offer relevant written material such as school handbooks.
- Be available to meet with candidates occasionally to share information or to address concerns.
- Observe and give feedback to candidates at some point during their practicum experience.
- Look for opportunities to involve candidates in extra-curricular activities, parent and community programs, and so on.
- Meet the university supervisor at the beginning of the practicum experience and contact the supervisor or advisor with any concerns.

### Expectations, Policies and Procedures

This section addresses candidate rights and responsibilities. Candidates are to maintain high standards of academic and professional performance, including adherence to the policies and guidelines detailed in PSU's Bulletin.

### Request for Admission Deferral or Leave of Absence

Admitted candidates may submit a written request for admission deferral to be considered by the program. To take a leave of absence after starting the program, candidates must apply in writing to the program advisor and the Chair of the Department of Curriculum of Instruction for their consideration. A written request must include a clear explanation of reasons for the request and a specific proposed timetable for continuation.

### Program Withdrawal

Candidates who wish to withdraw from the Library/Media Initial License Program must file an official request for program withdrawal form with their advisor to avoid possible negative grades on their record.

### Grades and GPA

Grades in program courses are A-F except practica, which are graded Pass/No Pass. Refer to the "Enrollment Policies, Graduate" section in the PSU Bulletin/General Catalog Issue for policies about incomplete grades. If a candidate's GPA, based on a minimum of 6 graded graduate credits, is below 2.67 or if the candidate receives a grade of NP for a practicum in a given term, he/she may not continue enrollment in the program. (Refer to: Portland State Bulletin, Academic Standing for details)

Candidates who are not allowed to continue in the program because of low grades can apply for re-admission based on a detailed letter addressing the reasons for termination and remedies the candidate feels are appropriate. The Department Chair will appoint a committee of three faculty to review the request for re-admission and determine a course of action.

## Policy on Master's Degree

Recommendation into the master's degree is based on the successful completion of all requirements for the initial license, including coursework and practicum experiences.

## Academic Honesty

University policies addressing academic honesty, plagiarism and cheating apply to initial license candidates. Refer to the Graduate Studies section of the PSU Bulletin/General Catalog Issue. Any violation of academic honesty and integrity is grounds for academic action. In addition, a student found in violation of this policy may be subjected to disciplinary sanction as provided in the University Student Conduct Code. (2004-2005 PSU Bulletin, p.66)

## Professionalism and Dispositions

Candidates are expected to display professional appearance and demeanor. Those who exhibit inappropriate behavior, including disrespect for faculty, staff and colleagues may be subject to disciplinary action by the Department of Curriculum and Instruction. See the Student Policies section of the PSU Graduate School of Education Policy Handbook ([www.pdx.edu/education/psu-graduate-school-education-policy-handbook](http://www.pdx.edu/education/psu-graduate-school-education-policy-handbook))

## Program Completion and Licensure

The process of licensure is separate from the Library/Media Initial Licensure Program. The State of Oregon's Teaching Standards and Practices Commission (TSPC) is the agency authorized to approve teacher education programs and to issue teaching license endorsements. To be recommended for an endorsement, candidates must have completed the program as approved by TSPC, including course work and practica. Candidates must document passing scores on specific standardized tests.

Both the candidate's cooperating professional and the university supervisor must agree that the candidate has met the TSPC and program requirements of demonstrating the ability to plan instruction, implement instruction, evaluate student growth, maintain a learning atmosphere in the library/media center, and successfully assume responsibility for library/media center operations. This determination, based on professional judgment, is made by the end of each practicum experience, and is recorded in Tk20 in compliance with TSPC standards as indicated by both evaluators. Without this documentation, program faculty cannot recommend a candidate for licensure.

In a case in which the university supervisor and the cooperating professional do not agree that the candidate has demonstrated competence required for successful completion of a practicum experience, the program advisor and/or department chairperson will attempt to arrive at a mutually agreeable outcome. If that is unsuccessful, the program advisor and/or department chairperson will determine whether the candidate will be recommended for licensure.

Note: Licensure by TSPC is not automatic upon completion of the program, but must be initiated by the candidate. Candidates are responsible for insuring its completion.

For complete information about program completion and links to forms go to <http://www.pdx.edu/ceed/library-media-endorsement-program-completion>

## Insuring Fair Treatment of Candidates

### Non Discrimination Policy

The Library/Media Program adheres to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, national origin, or religion. In addition, students with disability will be provided reasonable accommodations or other types of assistance, as needed, to complete the program. Please contact the Disability Resource Center for further information.

### Appeal Process Regarding Academic Evaluation

The university provides a process for appealing "prejudiced or capricious academic evaluation." Details are in the "Appeals and Grievances" section of the PSU Bulletin. Appeals beyond the levels of the course instructor and Department Chair must be in writing. Upon receipt of the written appeal the Associate Dean appoints a Graduate School of Education (GSE) hearing committee consisting of three faculty members. The committee reviews the appeal and may request additional information. Then, the committee reports its findings to the Associate Dean. A candidate who is not satisfied with the resolution may take the appeal to the University's Academic Appeals Board. This process applies to both graded courses and P/NP courses.

## Appeal Process Regarding Recommendation for Licensure

If a candidate is discontinued in the program because of low grades, and therefore is not eligible for a recommendation for licensure, he or she can reapply to the program, or can use the appeal process for academic evaluation described in the previous section.

If a candidate does not receive recommendation for licensure for reasons other than grades, he or she can use the following appeal process:

The candidate may file a written appeal with the Department Chair who will appoint a GSE hearing committee consisting of three faculty members.

The GSE hearing committee will request written documentation from individuals they believe have information relevant to the candidate's appeal. The candidate may also request written documentation from individuals with relevant information

All parties are invited to present information in person.

The hearing committee makes a decision to either recommend or not recommend the student teacher for licensure.

## Procedures For Addressing Candidate Concerns

Candidates should first contact their advisor regarding concerns about unfair or unprofessional treatment. If the concern is unresolved, a candidate may contact (usually in this order) the Chair of the Curriculum and Instruction Department, the Associate Dean of the Graduate School of Education, and the Dean. PSU's Office of Student Affairs and Ombuds Office are also available. Concerns about an instructor should be addressed to the instructor first. The Graduate School of Education especially encourages candidates to report concerns about racism, sexism, homophobia, or sexual harassment to appropriate University officials.

## Useful Links

### **Graduate School of Policy Handbook**

[www.pdx.edu/education/psu-graduate-school-education-policy-handbook](http://www.pdx.edu/education/psu-graduate-school-education-policy-handbook)

### **Graduate School of Education Student Conduct Code**

[www.pdx.edu/education/current-gse-students](http://www.pdx.edu/education/current-gse-students)

### **Portland State University Student Conduct Code**

[www.pdx.edu/sites/www.pdx.edu.education/files/media\\_assets/gse\\_handbook\\_student\\_conduct.pdf](http://www.pdx.edu/sites/www.pdx.edu.education/files/media_assets/gse_handbook_student_conduct.pdf)

### **GSE Academic Integrity Resource Guide**

[www.pdx.edu/sites/www.pdx.edu.education/files/media\\_assets/gse\\_handbook\\_student\\_integrity.pdf](http://www.pdx.edu/sites/www.pdx.edu.education/files/media_assets/gse_handbook_student_integrity.pdf)

### **Tk20**

[www.pdx.edu/education/tk20](http://www.pdx.edu/education/tk20)

### **ALA/AASL Standards**

[http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/ala-aasl\\_slms2003.pdf](http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/ala-aasl_slms2003.pdf)