

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE



SCHOOL LIBRARY MEDIA HANDBOOK

A guide for students in the
School Library Media Program

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE

SCHOOL LIBRARY MEDIA PROGRAM

WHAT IS A SCHOOL LIBRARY MEDIA SPECIALIST?

A school library media specialist is both a teacher and a librarian in K – 12 schools. The classroom of the school library media specialist is the school library. School library media specialists perform four roles in schools: they are **1) teachers of information literacy and technology skills; 2) information specialists; 3) instructional partners with other classroom teachers; and 4) program administrators of the school media programs in their schools.**

School library media specialists are prepared to:

- Initiate and sustain a leadership role for using learning – based technologies to teach the integration of information literacy and inquiry skills with knowledge across the curriculum.
- Facilitate partnerships within schools, school districts, and the community at large for improved communications and educational services.
- Maintain an awareness of school and community cultures and develop new library services accordingly.
- Develop and implement management strategies that remain adaptive to changing educational objectives.

MISSION OF THE SCHOOL LIBRARY MEDIA PROGRAM AT THE PALMER SCHOOL

The Palmer School is committed to developing school library media specialists who will advocate for excellence in library media services, who will be equipped to teach information literacy, inquiry, and technology skills to students and staff, and who will provide leadership in the field.

The Palmer School of Library and Information Science offers an accredited Master of Science in Library and Information Science with a concentration in School Media that prepares students for initial New York State Certification as a **Library Media Specialist**. After 3 years of successful employment in a school as a library media specialist, professional certification can be requested from the New York State Education Department. The candidate must also have one year of a mentoring experience from the school or school district.

GOALS OF THE SCHOOL LIBRARY MEDIA PROGRAM

The Palmer School will insure that all candidates of the school library media program are proficient in the necessary skills to:

- Provide leadership in effecting recognition of the school library media program's impact on student academic achievement within the context of the school's initiatives.
- Participate as active teaching/ learning partners in integrating 21st century learning skills, information literacy and inquiry skills, and the Learning Standards/ Core Curriculum.
- Connect learners with ideas and information in all formats and encourage efficient and ethical information-seeking behaviors.
- Promote reading as a foundational skill for learning, personal growth and enjoyment.
- Develop, implement, manage and evaluate school library media services that support the school's mission.
- Network with the library community to strengthen connections with other librarians for resource sharing and facilitating access to information.
- Demonstrate a strong commitment to continuous growth in the profession.

BECOMING A SCHOOL LIBRARY MEDIA SPECIALIST

It is important to understand that a library media specialist is a **TEACHER FIRST**, whose main goal is student learning and achievement. The “content” that a library media specialist teaches is information literacy, a broad term that encompasses inquiry and research skills, 21st century learning skills, digital and visual literacy skills. The two core constructs of school media librarianship are collaboration and leadership. A school library media specialist embraces an attitude as a leader, both of instructional innovation and technology. The education of a school library media specialist never stops; s/he continually updates his/ her skills whether in technology, teaching strategies or knowledge of literature. Most of all, a school library media specialist needs to demonstrate a **PASSION** for the profession!

MINIMUM QUALIFICATIONS:

- Master of Science in Library and Information
- New York certification as a K – 12 Library Media Specialist
- Desire to continue career improvement

DISPOSITION OF A LIBRARY MEDIA SPECIALIST:

- **Characteristics and qualities:**
 - * persistence
 - * curiosity
 - * flexibility
 - * adaptability
 - * taking responsibility and initiative
- **Skills:**
 - * excellent communication skills
 - * good writing skills
 - * good listening skills
 - * knowledge of how to write a correct bibliographic entry and the proper use of internal footnote
- **Technology skills:**
 - * web searching
 - * Microsoft Office Suite (Word, Excel, PowerPoint, Publisher)

JOB DESCRIPTION

A school library media specialist plans, directs, implements, and evaluates the school library program.

A. Management Skills:

The school library media specialist:

- provides flexible, open access for library services and use of library materials
- organizes library materials, equipment and facilities for effective and efficient utilization and circulation
- plans, equips, and maintains attractive facilities
- selects materials print and digital formats that support the needs of the students in the particular learning community
- keeps the collection current within the constraints of the annual budget by purchasing quality print, non print, and digital materials
- maintains the library catalog (OPAC)
- processes materials simply and efficiently
- effectively utilizes clerical, volunteer, student and/or other personnel to provide quality library service to users
- allocates, manages, assesses, and documents expenditures of assigned budget funds
- models efficient and ethical information seeking behaviors
- demonstrates awareness of and support for the school curriculum through collection development
- stays informed about curricular changes in the school
- provides leadership in all aspects of the school media program
- reports regularly to the building principal and/or district library supervisor

B. Teaching Skills:

- develops a research and library skills program that assists students in becoming effective and discriminating users of ideas and information
- instills in students the ability to be independent learners by promoting inquiry and teaching effective information literacy skills
- plans with classroom teachers for meaningful integration of content and information literacy skills, reference skills and literature appreciation activities for students
- actively plans with classroom teachers to integrate multimedia and digital materials within the instructional program
- guides students in finding and using a wide variety of materials and formats
- models personal enjoyment of reading and assists students in selections for leisure reading
- establishes and implements positive classroom management routines

C. Interpersonal Relationships:

- interacts positively with all members of the school community
- provides a positive role model for students (eg. follows school policies and procedures; appropriate language; courteous and sensitive to individual differences)
- handle conflict and frustration constructively
- participates in school and district curriculum and technology committees
- participates in school programs such as assemblies, field days and other activities
- coordinates and cooperates with other school libraries as well as public libraries

D. Technology Leadership:

- designs and adapts relevant learning experiences in which students use digital tools and resources
- facilitate access to information in non print and digital formats
- maintain a working knowledge of information sources in all formats
- provide basic instruction to staff in use of information sources in all formats
- assist staff with challenges in using technology for curricular purposes

E. Assessment of the Program:

- determines the needs of teachers and students as a basis for the selection of new materials and equipment
- inventories the library collection of resources, equipment and technology
- supervises the withdrawal of outdated and worn out materials, equipment and technology
- evaluates the efficiency and effectiveness of the school media program
- make effective use of data to evaluate how the school library media program addresses the diverse needs of the community

F. Professional Growth and Responsibilities:

- read literature for appropriate grade levels
- maintain active membership in library associations; attend professional conferences
- read professional publications
- explore Web resources
- actively advocate for school library and information programs, resources and services
- align the school library media program to the school's/ district's mission and goals

THE SCHOOL LIBRARY MEDIA PROGRAM

Core Course Descriptions

All students in the Palmer School must take the same **Core Course** requirements. These courses are:

LIS 510: Introduction to Library and Information Science:

An overview of the field. Introduction to the history, purpose, functions, and processes of the field, its place in society, practice of the profession in various types of settings and current issues and trends. 3 credits. Must be taken prior to School Media Concentration courses (or upon permission of the Director of the School Media Program)

LIS 511: Information Sources and Services:

Philosophy, probes, and techniques of information services. Overview of information access and delivery, types of resources and formats used in information services, evaluation and measurement of sources and services, and information seeking processes and behaviors. 3 credits. Must be taken prior to School Media Concentration courses (or upon permission of the Director of the School Media Program)

LIS 512: Introduction to Knowledge Organization:

Basic principles of bibliographic control. Emphasizes understanding the function of catalogs, indexes, bibliographies, Web-browsers and acquiring the ability to use and interpret these tools effectively. Introduction to bibliographic utilities, online catalogs and indexes, world wide web, metadata and the Dublin Core, MARC formats, Anglo-American Cataloguing rules, Library of Congress Subject Headings, Sears List of Subject Headings, Dewey Decimal Classification, Library of Congress Classification. 3 credits. May be taken before or during School Media Concentration courses.

LIS 514: Introduction to Research in Library and Information Science:

Theoretical and applied research design, methodologies and evaluation in library and information science. Review of existing research in the field, techniques of proposal preparation and design of instruments used in the field. 3 credits. May be taken before or during School Media Concentration courses.

School Library Media Concentration Courses: It is recommended that courses be taken in this order: 622, 620, 626, 628 and 629.

THE SCHOOL LIBRARY MEDIA CONCENTRATION

LIS 622: School Media Centers:

An examination of developments in the principles and strategies for managing information and school media centers. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations and facilities planning, including examination of facilities for persons with disabilities and special needs. Course content will include, but is not limited to:

- Nuts and bolts of running a school library media center, including budgeting, processing and book repair, etc.
- De-selection of materials (weeding)
- Automation systems
- Goal setting and creating a vision
- Renovation or design of a school library media center
- Professional reading
- Case studies

Students are expected to have knowledge of Microsoft Office products, such as Excel, Publisher and Word.

**** There will be 25 hours of field experiences (observations and practicum) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours must be completed prior to student teaching (LIS 690).**

Prerequisites: LIS 510, 511, 512, or the Director's permission. 3 credits.

LIS 620: Instructional Design and Leadership:

Examines the curriculum consultant and instructional leadership roles of the school library media specialist. Attention is given to the history of curriculum design and delivery systems. Opportunities are provided for students to blend recent development in curriculum and instruction with information literacy objectives and staff development strategies. Collaborative, interdisciplinary approaches are emphasized. Course content will include, but is not limited to:

- Development of a web quest using New York State Learning Standards/ Core Curriculum
- Knowledge of a variety of standards, including Information Literacy Standards and Standards for the 21st Century Learner
- Important educational terminology
- Knowledge of a variety of research and information search processes
- Professional readings
- Case studies

Presentation and discussion of appropriate techniques dealing with students having special needs and accommodating inclusion children into the library media center.

**** There will be 25 hours of field experiences (observations and practicum) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours must be completed prior to student teaching (LIS 690).**

Prerequisites: LIS 510, 511; LIS 622 or the Director's permission. 3 credits.

LIS 626: Teaching Methodologies for School Media Specialists:

This course presents teaching strategies important for the school media specialist in the school library “classroom.” Students learn and practice techniques for using the school library media center as a vital part of instruction occurring within the school. Course content includes: lesson planning, questioning strategies, implementing knowledge of 21st century learning skills and information literacy skills into lessons; developing and presenting a lesson for peer evaluation; and hands-on practice with important educational trends. Case studies in classroom management; professional reading.

Prerequisites: LIS 510, 511; LIS 620, 622 or the Director’s permission. 3 credits.

LIS 628: School Media Materials and the Curriculum:

Survey of nonfiction resources in support of subject content areas, including materials covering persons with disabilities and special needs. Attention is given to new developments in the school curriculum. Course follows NYS Core Curriculum and Learning Standards.

Course content will include, but is not limited to:

- Curriculum related technology resources; use of databases, web applications, as well as traditional print informational books
- Special subject reference sources
- Collection development tools
- Placing an order via Titlewave, Baker & Taylor or other electronic program
- Professional reading
- Case studies

**** There will be 25 hours of field experiences (observations and practicum) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours must be completed prior to student teaching (LIS 690).**

Prerequisites: LIS 510, 511 or the Director’s permission. 3 credits.

LIS 629: Integrating Technology into the School Media Curriculum:

Students will examine software, hardware, Internet applications and web sites to see how curriculum and technology facilitate learning in the school media center; explore the ways hardware and software should be integrated into the curriculum, including examination of age appropriate materials for children with disabilities and special needs and the use of adaptive technology. Specific content of the course will reflect the changing nature of technology and its application in the school media center. Course content will include hands – on experience with such tools as: Smart Board, pod casts, use of wikis, blogs, RSS, Web 2.0, MS publisher, video conferencing, digital editing, digital storytelling, Moodle, and others and will be presented in the context of the curriculum. Students are expected to have a basic understanding of Microsoft Office products, such as Excel, Publisher, and Word.

**** There will be 25 hours of field experiences (observations and practicum) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours must be completed prior to student teaching (LIS 690).**

Prerequisites: LIS 510, 511 or the Director’s permission. 3 credits.

Instructor's Course Responsibilities

For each of the School Media concentration courses, your instructors will assign specific tasks and activities. These activities may include, but will not be limited to:

LIS 622:

- Hands on experience with an automated cataloging/ circulation system
- Experience with OPAC administrative functions
- Participate in a weeding (de – selection) activity
- Develop a personal vision/ mission for a school library media center
- Create a public relations/ advocacy product

LIS 620:

- Observe an inclusion or special education class in the library or classroom
- Assist a student in the school media center: locate a book, using the OPAC, or other simple task
- Create an interdisciplinary, problem-solving project, such as a web quest
- Describe an inquiry or research process task

LIS 628:

- Create a pathfinder or annotated bibliography in an appropriate subject area, preferably after collaboration with a classroom teacher
- Have hands – on experiences with a wide range of reference, print and non print sources

LIS 629:

- Analyze a library media center's homepage; observe links to class assignments, web sites, homework assignments, community resources, such as the public library
- Have hands – on experience with a wide range of technological tools

Observation (Field Experience)

New York State Department of Education (NYSED) regulations require all pre-service teachers, including School Library Media Specialists, to complete 100 hours of field experience observations PRIOR to their student teaching work. This requirement is built into four of the courses in the School Media concentration: LIS 622, 620, 628 and 629. These observations are to be in an “educational setting.” The purpose behind this obligation is to have prospective teachers/ school media specialists gain familiarity about life within schools. Most of the 100 hours should be spent in a school media center; some may also be spent in a classroom. Some hours might be accumulated in other educational settings such as Board of Education meetings in the evening or public library children’s activities. **Please contact the Director of the School Media Program for questions about appropriate educational settings.**

However, for maximum benefit for the student, as much time as possible should be spent observing in a variety of school media centers in different districts and different building levels (elementary, middle, and high schools).

Things to observe include:

- Various teaching methods
- Methods of handling day to day routines (materials selection, activities, record – keeping)
- Student behaviors, reactions, potential challenges
- Classroom/ facilities environment (color, cleanliness, condition, lighting, noise level)
- The school media center collection (periodicals, professional collection, computer hardware and software, etc.)
- Circulation/ cataloguing system
- Book talks, story times
- Research projects
- Type of schedules
- Out of class activities: student clubs, sports, Board of Education meetings
- Faculty lounge
- School procedures and routines
- Curriculum guides

If a class that requires observation hours is offered during the summer sessions, please note that the observation hours for that course need to be completed either before or during the class session. It is up to the student to contact the professor of the course for any specific activities that need to be observed for that course.

Students need to keep a log or record of the hours spent in observation for each course. The log/ record should include the dates and times of the observation, the location, and a very brief explanation of what was observed or done. This is to be submitted to the individual professor of the course or to the Director of the School Media Program upon completion. **It is the student's responsibility to document his/her observation experience and keep complete records.**

Please remember that, when observing, you are a guest in that school and that you represent the Palmer School of Library and Information Science.

Please act professionally, do not share with others your opinion about the school, our program or any privileged information you receive as a result of your participation.

You are there to observe, learn and offer assistance.

LIS 690: Internship: Student Teaching:

LIS 622, 620 and 626 and the Core courses MUST be completed before beginning student teaching! School media students MUST be enrolled in the Student Teaching section of LIS 690. This is the “capstone” experience that occurs at the very end of the program!

The school library media internship is a student teaching experience. It consists of two 20 day sessions, for a total of 40 days or 240 hours. 20 days must be spent in an elementary school media center and 20 days must be spent in a secondary school media center (middle school or high school). All school media students must complete at least ONE consecutive week at each level (1 consecutive week at the elementary level and 1 consecutive week at the secondary). An exception is made for currently practicing classroom teachers. The Palmer School works to individualize this experience as much as possible within the guidelines of the New York State Education Department. Placement for student teaching is the responsibility of both the student and the internship supervisor. For any questions about student teaching, contact the Director of the School Media Program. 3 credits.

Literature Component:

An approved literature course, either LIS 729, LIS 731, or LIS 733 is required for certification. Periodically, an institute may be offered, K – 12 Literature for School Media Specialists, and this may substitute for the above courses. If a student can verify a background or sufficient experience in youth literature, in some cases, LIS 735, Storytelling, may be substituted for the literature requirement. For information about the literature requirement, contact the Director of the School Media Program.

THE SCHOOL LIBRARY MEDIA CONCENTRATION ELECTIVE COURSES

LIS 729: Young Adult Sources and Services:

A survey of adolescents and their reading with special emphasis on books written especially for the age group (12 – 18). The readings will include materials emphasizing multicultural characters and settings, and bibliotherapy including stories of persons with disabilities and special needs. Students will attain skills in providing library services for the young adult population, including information and referral, programming, working with professional staff, partnering with parents and the community, school and public library cooperative projects, evaluation of literature and techniques for introducing literature to the adolescent population. The course requires reading and discussion of young adult titles in a variety of genres, small group presentations, and oral presentations. Students will be expected to be familiar with award winning books such as Newbery, Caldecott, Coretta Scott King and other appropriate awards. Students will be familiar with specific authors and specific titles before graduating from the program.

Prerequisites: LIS 510, 511 or permission. 3 credits.

LIS 731: Materials and Services for Early Childhood:

Materials and services for the young child, viewed from a library perspective. Discussion of underlying theories, services and development of appropriate programs including presentation of age appropriate material for children with disabilities and special needs, use of adaptive toys and equipment, and materials. Emphasis on books – their selection, analysis, and presentation, with attention to other materials, eg. oral tradition, recorded materials, toys and puppets.

Students will be expected to be familiar with award winning books such as Newbery, Caldecott, Coretta Scott King and other appropriate awards. Students will be familiar with specific authors and specific titles before graduating from the program.

Prerequisites: LIS 510, 511, or permission.

LIS 733: Children's Sources and Services:

A survey of literature for children of preschool through elementary school age (pre-K to 11 years) with emphasis on the literary quality and characteristics of fictional and biographical materials. The survey will include materials emphasizing multicultural characters and settings and bibliotherapy including stories of persons with disabilities and special needs. Issues and problems of bring books to children are also discussed. Students will be expected to be familiar with award winning books such as Newbery, Caldecott, Coretta Scott King and other appropriate awards. Students will be familiar with specific authors and specific titles before graduating from the program.

Prerequisites: LIS 510, 511, or permission.

EDUCATION REQUIREMENT FOR TEACHER CERTIFICATION

Students *without* New York State (or equivalent) teacher certification are required to take a “Literacy” course. The C.W. Post School of Education offers **EDS 610 Literacy and Learning, Birth – Grade 6** on a regular basis. Similar courses are offered at the Westchester campus (TED 525 Teaching Literacy & Language Arts Grade 1 – 6). Students may substitute a Literacy course for this requirement only upon permission of the Director of the School Media Program. Students without teaching certification also **MUST** take the Teaching Methods course (LIS 626). Students who have current teaching certification may choose to take elective courses in lieu of these two courses. Please check with the Director of the School Media Program prior to registering for two electives!

TRANSCRIPT EVALUATION

A candidate for admission to the Palmer School of Library and Information Science must have a baccalaureate degree from an accredited institution of higher education. For the School Media Program, undergraduate or graduate preparation must include courses in the liberal arts and sciences, which can include: English, mathematics, natural sciences, social sciences, and at least one course in a language other than English. 36 credits are needed in the liberal arts, in the following areas of study:

- English/ literature
- Language other than English (Foreign language, sign language, or Native American language)
- Social sciences: political science, economics, history, geography, sociology, anthropology
- Natural sciences: biology, chemistry, earth science, physics, geology
- Mathematics

TEACHER CERTIFICATION EXAMINATIONS

New York State Education Law and the Commissioner's Regulations require prospective New York State teachers to pass designated tests as a requirement for receiving state certification. These tests measure a candidate's knowledge and skills in the liberal arts and sciences, in teaching theory and practice and in the content area of the candidate's field of certification. Sample test questions can be located at the New York State teacher education website. Click on the appropriate Field Number. Candidates for New York State certification as a Library Media Specialist must take the following tests:

LAST (LIBERAL ARTS AND SCIENCES TEST), Field 001:

The LAST is required for all those seeking initial certification. The test is the same for every certification area. The LAST consists of 80 multiple choice questions and one written essay. The multiple choice portion covers a broad spectrum of liberal arts questions, assessing analytical skills, critical thinking, communication skills and multicultural awareness. The LAST assesses introductory liberal arts knowledge and the information you need to respond correctly is generally contained in the question. There are 4 sub areas of the LAST: scientific and mathematical processes, historical and social scientific awareness, artistic expression and the humanities. The 5th sub area, written analysis and expression, is assessed through a written performance task in which you will be given two sides to an issue and asked to defend one of the sides. *The content of the School Media Program does NOT help you do well on this test. It is based on your undergraduate work. It is recommended that you take this test at the very beginning of the program.* The best way to study for this test is to get a review book, such as Barron's or Kaplan's, and go through each of the areas.

ATS – W (ASSESSMENT OF TEACHING SKILLS – WRITTEN),

Field 091:

There are two versions of this test: the elementary and the secondary. It is recommended that you take the secondary version. Each version of the test consists of approximately 80 multiple choice questions and a written essay. The ATS-W assesses knowledge of the learner, instructional planning and assessment, instructional delivery, and the professional teaching environment. *It is recommended that you take this test AFTER LIS 620 and 626, as those 2 courses target information about teaching.* The best way to study for this test is to get a review book, such as Barron's or Kaplan's.

CONTENT SPECIALTY TEST IN LIBRARY MEDIA (CST), Field 074:

This test assesses knowledge of the school media field. It targets information about the school library media program, resources, teaching information literacy, and leadership through multiple choice questions. There is an essay that targets knowledge of teaching and assessing information literacy. *It is recommended that you take this test at the end of the program AFTER LIS 620, 626 and 622.* The best way to “study” for this test is to read widely in professional magazines from the beginning of the school media program. The courses in the School Media Program cover all of the New York State objectives for this test. Dr. Baaden has developed a manual that will help students understand how to approach the questions and the essay. Also, Dr. Baaden offers at least two CST Workshops during the academic year. Check KIOSK for the dates of her next workshop.

Information about the New York State Teacher Certification Tests can be found at: www.nystce.nesinc.com. Look especially at the Test Frameworks and the Preparation Guides.

Additional requirements for New York State certification as a School Library Media Specialist include:

Child Abuse Seminar:

All pre-service teachers are required to complete two hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment. This seminar can be taken online or through any college of education. The NYS Office of teaching Child Abuse Workshop information can be found at: www.highered.nysed.gov/tcert/certificate/ca.htm

Schools Against Violence Seminar (SAVE):

All applicants for certification are required to complete at least two hours of coursework or training in school violence prevention and intervention. This seminar is available through any college of education. Information about providers can be found at: www.emsc.nysed.gov/ssae/schoolsafety/save/schoolviolence

These seminars should be taken before the candidate enters student teaching.

Fingerprinting:

All fingerprinting candidates must submit an application online to the TEACH website: www.highered.nysed.gov/tcert/teach. Once you submit your online application and pay the fee (\$94.25) any of the following numbers to set up an appointment to be fingerprinted through LIVESCAN. In Nassau County (BOCES) call 516 -396-2337 or 516-396-2581. Bring 2 forms of ID and your receipt of online payment. The fee is \$25.00 for processing either in cash, check or money order. In Suffolk County (Smithtown) call SCOPE at 631-881-9646. The fee in Suffolk is \$35.00. Bring your driver's license and your receipt of online payment (\$94.25). The Rockville Center School District also offers services for fingerprinting. Call Nancy Pinto at 516-255-8331 for an appointment. ***It is highly recommended that students get fingerprinted before they begin their observations!!*** School media candidates must also register with TEACH to begin the process of certification. It is the responsibility of the candidate to make sure that all of these seminars and procedures are completed prior to applying for certification. The website is: www.higher.nysed.gov/tcert/teach/index.html

PROFESSIONAL ORGANIZATIONS

Students in the School Media Program are expected to join professional organizations and become active members, participating on committees, attending workshops and conferences and develop leadership skills. Listed below are some of the local, state, and national organizations:

Nassau County: LISMA (Long Island School Media Association): www.lisma.org

Suffolk County: SSLMA (Suffolk School Library Media Association): www.sslma.org

Hudson Valley: HVLA brings together librarians primarily from independent K – 12 schools in New York City, Long Island, and Westchester and nearby New Jersey and Connecticut: www.hvla.org

New York City School Librarians Association: www.nycsla.org

School Library Media Specialists of Southeastern New York (SLMSSENY): Ulster, Orange, Sullivan, Rockland, Dutchess, Northern Westchester – Putnam, Southern Westchester: www.slmsseny.org

New York Library Association (NYLA): www.nyla.org

- School Library Media Section (SLMS)

American Library Association (ALA): www.ala.org

- American Association of School Librarians (AASL)

PALMER SCHOOL KIOSK LISTSERVE

One of the most useful and valuable tools for you as a new Palmer School student is our school listserv, KIOSK. We use this email list to post information about classes, such as rooms, texts, and cancellations; to post job notices, which appear on a daily basis; upcoming local and national conferences; and as a forum for students to discuss professional topics; as well as a place to share useful articles, Web sites and other information.

Subscribing at this time will give you current information about the classes you'll soon be attending and answer some of the common questions you may have, such as what room your class is in and which textbooks are required.

Subscribing is easy! Just go to:

<https://lists-1.liu.edu/mailman/listinfo/cwp-kiosk>

Listserv Commands:

To unsubscribe, temporarily halt messages and receive help, visit the above URL. Other available listservs for students to subscribe are listed. Listservs generally used by Palmer School students:

cwp-palmerinterns: for students enrolled in LIS 690 internship classes

<https://lists.liu.edu/mailman/listinfo/cwp-palmerinterns>

cwp-discuss: for doctoral students

<https://lists.liu.edu/mailman/listinfo/cwp-discuss>

cwp-palmeralumni: for Palmer School alumni

<https://lists.liu.edu/mailman/listinfo/cwp-palmeralumni>

PALMER SCHOOL KIOSK LISTSERVE

Unsubscribing from the listserv:

The moderator of the listserv is unable to unsubscribe you from the list. In order to unsubscribe from any of the listservs return to the link which is available on the bottom of any KIOSK message and scroll down to the CWP-KIOSK Subscribers area where you will enter your email address to unsubscribe from the list.

LISTSERV Etiquette:

All contributors to KIOSK are asked to follow the etiquette guidelines below to assure that messages on the listserv are clear, concise, and appropriate. These are widely-accepted "netiquette" practices and most listservs have them in place.

Subject matter:

This listserv is designed as a forum for discussing ideas and events in the broad realm of library and information science as well as a means for students, faculty, and administrators to share Palmer School information.

- ✦ Please try to be brief and concise.
 - ✦ It is appropriate to discuss controversial library and information science topics on KIOSK but it is not appropriate to "get personal" when initiating or participating in a discussion.
 - ✦ Do not include personal comments or rude or insulting remarks.
- Put an informative phrase in the subject line. Readers should be able to determine what your message is about from this subject header.

Identification:

Messages to the list should be signed with your full name and email address in the body of the message. Sender names and addresses are often not preserved in the message header when they are posted. Many mail programs have an "auto-signature" feature that lets you write your name, email address and any other contact information you want to include just once and the program will then place this at the end of every mail message you send. It is not appropriate to write anonymously.

Attachments:

Many mail programs do not handle file attachments well. Please do not send attachments to the list but rather put all material in the body of the message so that everyone on the list can read it.

CONTACT INFORMATION

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