LBSC 741: School Library Media Program Administration
June 2 – July 9
Tuesdays/Thursdays

INSTRUCTOR: Dr. Ann Carlson Weeks
2117B Hornbake
(301) 405-2060 (Office)
(301) 920-1410 (Home)
E-mail: acweeks@umd.edu

OFFICE HOURS: By appointment

BLACKBOARD COURSE SITE: elms.umd.edu

COURSE OVERVIEW: “The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished:

*by providing intellectual and physical access to materials in all formats

*by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas

*by working with other educators to design learning strategies to meet the needs of individual students.” (Information Power: Building Partnerships for Learning, p.6)

This mission statement was adopted by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) in 1988, as the cornerstone for the continuing development and improvement of library media programs nationwide. In 1998, it was reaffirmed in the revision of the national guidelines, Information Power: Building Partnerships for Learning; however, library media staff members working in isolation cannot accomplish this mission. The library media program must be integrated into all aspects of learning and teaching in the school.

The library media specialist works with classroom teachers, administrators, and others to build a program that supports active, authentic learning; encourages students and staff to become lifelong learners; and models a vibrant, collaborative culture. The library media specialist has the responsibility to administer the program effectively so that its mission and goals can be accomplished. LBSC 741 is designed to provide future library media specialists with knowledge and expertise necessary to administer effective programs.
LBSC 741 is the pre- or co-requisite for LBSC 744, Field Study in School Library Media Programs. It is expected that knowledge and skills gained in this course will be translated into actions during the student’s practicum experiences.


**ADDITIONAL READINGS:** Listed on the Blackboard Course Site.

**EXPECTATIONS FOR STUDENTS:**

Upon completion of this course, the student will demonstrate an understanding of:

- the major functions performed and roles assumed by library media specialists;
- the role an effective library media program plays in a learning community;
- the importance of vision in creating an effective library media program;
- the value and importance of a collaborative planning process in creating a library media program that is integral to learning and teaching;
- principles of collection development for library media programs;
- principles of space planning for effective school library media programs;
- personnel issues in the library media program;
- program budgeting;
- methods of evaluating library media programs and services; and
- effective means of developing support for the library media program within and beyond the school.

The student will demonstrate these understandings through active participation in class discussions; effective oral presentations; submission of draft documents by required due dates; and preparation and submission of a management portfolio. The student will demonstrate an ability to work effectively both independently and collaboratively with others and will actively contribute to the collective knowledge of the class.

**GRADING:**

**The Portfolio**

Fifty percent (50%) of your final grade will be based upon the evaluation of a management portfolio, which you will submit no later than Friday, July 10, 2009. The portfolio will reflect your work on a variety of assignments, several of which are to be submitted in draft form throughout the term or
posted on the Discussion Board on the Blackboard site. Each assignment is directly related to a critical component in school library media program administration. The documents will include:

- a brief school overview; (posted by 6/8/09)
- a vision statement for the library media program; (posted by 6/8/09)
- a collection development policy; (draft due 6/17/09)
- a budget defense with visuals; presentation on 6/25/09
- the principles of an effective space plan; (draft due 6/29/09)
- a set of interview questions; (posted by 7/1/09)
- a letter of recommendation; (include in portfolio)
- a resume; (posted by 7/1/09)
- a sample budget; (posted by 7/6/09)
- 2 brief introductory surveys – one for students and one for teachers (include in portfolio).

The complete portfolio, which will be submitted at the end of the term, must clearly demonstrate your competence in school library media program administration. The assignments included in the portfolio may be based upon existing conditions in an actual library media program in an actual school. If access to a school is not possible, you may use a library media program with which you are familiar or you may create a school scenario; however, all documents in the portfolio must reflect a single vision and overview.

**Budget Presentation**

Fifteen percent (15%) of the final grade will be based upon a 5 minute presentation that will demonstrate your ability to make a coherent and compelling request for continuing funding for the library media program to a budget committee or other decision-making body.

**Mock Interviews**

Fifteen percent (15%) of the final grade will be based your ability to participate effectively in a series of mock interviews in which you will function both as an interviewer and an interviewee.

**Participation in Class**

Students also will be evaluated upon their participation in class discussions, in-class activities, and submission of draft documents on time.

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<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Management Portfolio</td>
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<tr>
<td>Budget Presentation</td>
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<td>Mock Interviews</td>
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<td>Submission of Drafts</td>
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Students are expected attend each class, participate in each activity, and to adhere to the University of Maryland’s Code of Academic Integrity.

5/27/09