

**University of Maryland  
College of Information Studies**

Spring 2004

**LBSC 741:** School Library Media Program Administration  
Mondays, 5:30 – 8:15 pm  
Hornbake 4115

**INSTRUCTOR:** Dr. Ann Carlson Weeks  
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**OFFICE HOURS:** Mondays, 3:00 pm – 5:00 pm and by appointment

**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.

**TEXT:** American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago and Washington: American Library Association and Association for Educational Communications and Technology, 1998.

**READINGS:** As assigned.

### **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 on 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 the student's final grade will be based upon the evaluation of a management portfolio that will be submitted at the final meeting of the class. The portfolio will consist of nine required documents, seven of which are to be submitted in draft form throughout

the semester. Each assignment is directly related to a critical component in school library media program administration. Each draft will be reviewed and then returned to the student with brief comments for revision, if appropriate. The documents will include:

- ?? an overview and analysis of the school that will be used as the basis for the portfolio;
- ?? a vision statement for the library media program;
- ?? a collection development plan;
- ?? a facilities plan;
- ?? a budget plan;
- ?? a resume;
- ?? a set of interview questions;
- ?? a needs assessment document; and
- ?? a philosophy of management statement.

The complete portfolio, submitted at the end of the semester, must clearly demonstrate the student's competence in school library media program management. It is expected that the assignments included in the portfolio will be based upon existing conditions in an actual library media program in an actual school. If access to a school is not possible, the student is to use a library media program with which s/he is familiar.

### **Budget Presentation**

Fifteen percent (15%) of the final grade will be based upon a presentation that will demonstrate the student's ability to make a coherent and compelling request for increased funding for the library media program to a budget committee or other decision-making body or a presentation of a grant proposal.

### **Mock Interviews**

Fifteen percent (15%) of the final grade will be based upon the student's ability to participate effectively in a series of mock interviews in which the student 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 (20%).

Management Portfolio	50%
Budget Presentation	15%
Mock Interviews	15%
Participation and Timely Submission Project Drafts	20%

Students are expected attend each class, participate in each activity, and to adhere to the University of Maryland's Code of Academic Integrity.