

ITLS 5040/6040
Library Media Center Administration
Summer 2018

Instructor: JaDene Denniston
Email: For course related questions please use the email in Canvas.
Phone: 435-752-8467 (Please only call if an emergency)
Class: Tuesdays 5:15 – 7:45 pm, Online through Webex

Course Description

Study of organization, personnel, budgets, programs, and management of a library media center. Students define their role within a school setting and in relation to that of the principal and teachers. Prerequisite: ITLS 5000/6060, 5015/6015 and 5025/6025, 5030/6030 or approval of instructor.

Textbook

Title: Administering the School Library Media Center, 5th edition (2010)
Author: Betty J. Morris
ISBN: 978-1-59158-685-2

Class Schedule

May 08 Class Introduction, Functions and Services (Ch. 3), Technology (Ch. 10),
Introduction to Authority File/Library Manual
May 15 Evaluation (Ch. 14)
May 22 Connections Outside your Center (Ch. 13)
May 29 Budgets (Ch. 5), Staffing and Personnel Concerns (Ch. 6)
June 05 Program Administration (Ch. 12)/Intellectual Freedom/Book Challenges
June 12 Leadership (Ch. 2) Library Questions and Answers
June 19 Facilities (Ch. 7), Policies and Procedures (Ch. 12)

This final class will be held in Logan, Utah Education Building 282

Assignments All assignments are subject to change by instructor

IMPORTANT: Late assignments will not be accepted without pre-approval from the instructor. Cut off time 5:00 p.m.

1) Functions & Services (Ch. 3)

Due May 15 (25 points)

What functions and services do you expect to provide when you have a center to administer? Using the services listed in chapter 3 of the textbook, or other services you feel are important, create a table or graph that includes the top 10 -20 services you think are vital to a well-functioning library media center. Reflect on centers you have visited. How do each of these centers rank from basic to exemplary? Include this in your table or graph.

Since this program covers all levels of public education, you need to do this for each of the three levels of schools. Be sure to indicate the level of each school, i.e. Elementary, Middle, or High School. All three should be included.

In a word document, describe how the libraries you evaluated have provided each service. What services have you seen that work or don't work? How would you change them in order for them to be exemplary? Keep in mind the nature of the school at each level, the abilities of the students, the activities that go on in each center, and the expectations of the community. Note: Do not name the school but rather assign each a number, letter or use another description.

Expected length of word document: 3 to 5 pages (dropped in Canvas)

2) Community Connections (Ch. 13)

Due May 22 (50 points)

SECTION 1: Research a national (or international) professional association or organization you would consider joining. If you already belong to one, choose another association to research. Determine their focus or reason for being, how to become a member, if they have a local (state) chapter, their conference(s) schedule, their publication(s), and other fascinating tidbits.

In class on May 20th, each person will have 3 to 5 minutes to give a synopsis of their findings. It is OK if more than one person chooses the same association, but consider researching a lesser known association. **Do not** highlight the organizations mentioned in your text book.

Expected length of word document: 1 page (dropped in Canvas)

SECTION 2: Choose a state level organization that you would like to affiliate with. This can be UELMA, ULA, UEA, URSA, or any other state organization that will benefit your library media center mission. If you already belong to one, please find another state association to research. Are they connected to a national organization? Discuss how affiliation with them can benefit your center.

In the state level evaluation, include findings on the political arena that are pertinent to your area. Refer to page 486 for the textbook discussion of the political process.

During class on May 24th, each person will have 3 to 5 minutes to give a synopsis of their findings. It is OK if more than one person chooses the same association.

Expected length of word document: 1 page (dropped in Canvas)

SECTION 3: Explore in your own community. Start with the public library (if you have one), then expand outwards. What else is happening in your community that your center could be affiliated with?

In class on May 24th, each person will have 3 to 5 minutes to give a synopsis of their findings. This will be a fun time to see what resources are available in various communities and the role you think your center plays, or could play, in your community and how your community influences your center.

Expected length of word document: 1 page (dropped in Canvas)

Note: Do not use organizations discussed in previous classes!

3) Evaluation (Ch. 14)

Due May 29 (25 points)

Find out from your district how they evaluate school library media centers or if they even do evaluation? Based on what you find, class discussions, and the material in chapter 14, ask a School Librarian if you can help them with a brief program evaluation or perform one in your own center. In secondary schools, you may want to review and use accreditation standards. Use a **form** from a school, your text book, or modify one to meet the needs of your evaluation. Then, in a word document tell about your findings and how you plan to apply them to your current or future center. Again, I suggest you concentrate on the level you expect to be working, but this is not essential.

Expected length of word document: 3 to 5 pages must include form (dropped in Canvas)

4) Budgets, Staffing & Personnel (Ch. 5-6)

Due June 5 (25 points)

After reading chapters 5 and 6, participating in class discussion, and visiting libraries; commit your thoughts and findings about staffing and budgets to paper. What staffing levels have you experienced or seen in libraries that differ from each other or from your text book? Have you seen positions combined or eliminated due to budget constraints? What materials do libraries purchase? What percentages are spent on various types of media? What are the trends of electric technology versus paper based materials? If you already work in a library, visit another library of the same level and compare the staffing and budgets to your library.

Include one other budget source (i.e. grant, promotion, sale, or foundation) you may have found to supplement funding in a library and explain how you would use those funds.

Also due this week are 1-3 questions for Library Q&A next week.

Expected length of word document: 3 to 5 pages (dropped in Canvas)

5) Leadership (5040 Ch.2)

Due June 5 (50 points)

There are several articles available from Canvas Module Week 6. Please read each of them along with chapter 2 of your textbook. These articles are not individually lengthy, but allow sufficient time to get through all of them. Based on the readings, class discussions, and other resources you may find, pull it all together into a strategy you will follow to be seen as a leader in your learning community. What issues do you see as most critical? How will this affect the practices in your center? Be prepared to discuss your findings in class on June 11th.

Note: You may supplement any of these articles with others you have found that may be more beneficial. Make sure articles are referenced and can be easily found by the instructor. You may also forward a copy of the article with your assignment.

Expected length of word document: 3 to 5 pages (dropped in Canvas)

Leadership (6040 ONLY Ch.2)

Due June 5 (50 points)

For this assignment, please take a leadership role and develop a 7-10 minute presentation in PowerPoint or other digital format. Choose a topic that is pertinent to you and aligns with being a Program Administrator change agent as chapter two suggests. You may

want to address budgets/staffing, services, evaluation, policies and facilities. Your audience may be your faculty, community council, school or district administration, local library board or another outside organization. You may even want to develop a presentation for the legislature to increase or maintain funds from the perspective of a librarian or private citizen. You will present from your individual site, so be prepared with whatever materials and hardware you need. Make this as professional as you can as if you really are presenting to your target group. Presentations are to be made in class June 16th. (dropped in Canvas)

6) Two Floor Plans (Ch. 7)

Due June 19 (50 points)

Since we will be together for this class, this is an in-class assignment. We will talk about design issues, then form small groups to complete the work. Each group will produce a floor plan for a center at two levels (elementary and secondary) with justification for the choices made. We will share them with each other in group presentations. As preparation for this assignment, you will want to read chapter 7 and keep your eyes open as you visit centers to see how they are laid out and how functionality plays against the architectural design.

You can dream of the ultimate media center – money and space, no issue – or you can be more reality based. Your group choices will probably be tied into previous assignments so you may want to bring those ideas with you to share with your group.

Expected documents – from each group: 2 paper-based floor plans, one for elementary one for secondary, with justification for design choices. (Shared in class)

7) Authority File/Library Manual (Ch. 12)

Due June 19 (150 points)

Gather, compile, or create policy and procedure files/ideas into one authority file. If you are in a center, make it specific to your library. You may gather ideas from other classes or centers you have visited. This is the time to expand your categories and gather all your resources into one place. You may keep them in a 3-ring binder, file folders, or whatever mechanism works best for you. **Note: it must be in a hard copy format.**

There are MANY options here. Be sure to gather ideas you think are especially critical, and include those you feel are especially helpful. The Authority File should include opening and closing procedure, people information, library software and computer information, cataloging guidelines, weeding procedures, inventory guidelines, purchasing, collection development, budgeting, school and district policies, evaluation, and promotions. These will be shared during class time. Be prepared to share what you've compiled and defend your choices for inclusion in your authority file. Also, provide a hard copy of your one favorite document for each member of the class.

Expected document: Collection of paper-based files. (Shared in class)

8) Class Participation and Attendance

(100 points)

Attendance and participation is required for all class periods and points will be rewarded accordingly. Students are responsible for all information provided in class and may be assigned additional activities to ensure knowledge of any missed classes.

University Grading Scale

A 100-93%

A- 92-90%

B+ 89-87%

B 86-83%

B- 82-80%
D 69-60%

C+ 79-77%
F 59-0%

C 76-73%

C- 72-70%

All other university guidelines will be followed as outlined in the USU Academic Policies and Procedures Manual.