

Course Number & Name: LIS 406 - Organization and Management of School Library Media Centers (formerly Organization and Management of School Library/Media/Technology Centers)

Description: Philosophy of school library/media center programs (preK-12) and its contribution to the overall aims of education. Planning, equipping, and administering the library/media center, with emphasis on technology and program development. Consideration of the library/media program at local and system-wide levels, including differentiated staffing and budgeting patterns. Course methodology includes readings, discussion, field contacts, group activities, and written work.

- **Prerequisites:** None
- **Audience (level, environment/setting):** Basic/School
- **Student Learning Outcomes** [by number]: 1, 5, 7, 8, 9, 10
- **Topics/List of Lectures:**
 - Lectures on the preparation of the management notebook, covering 24 school management issues
 - Program Development
 - Leadership
 - Impact Studies
 - Reading and Literacy Issues
 - Collection Organization and Development
 - Current Educational Issues
 - Managerial (Education)
 - Professionalism
- **Suggested Textbooks/Readings**
 - American Association of School Librarians (AASL). Information Power: Building Partnerships for Learning. Chicago: American Library Association, 1998.
 - American Association of School Librarians (AASL). A Planning Guide for Information Power: Building Partnerships for Learning, Chicago: American Library Association, 1999.
 - Everhart, Nancy, Controversial Issues in School Librarianship: Divergent Perspectives, Ohio: Linworth Publishing Co., 2003.
 - Everhart, Nancy. Evaluating the School Library Media Center. Englewood, CO:Libraries Unlimited, Inc., 1998.
 - Krashen, Stephen. The Power of Reading: Insights From the Research (second edition). CO: Libraries Unlimited, Inc. 2005.

- Roleff, Tamara, Ed. Censorship: Opposing Viewpoints. CA: Greenhaven Press, 2001.
- **Course History:**
 - March 2005: scheduled for discussion at March retreat
- **Document prepared by:** Jen Doyle, 3/05