

**Auburn University
Syllabus**

1. **Course Number:** EDMD 7130/7136
Course Title: Administration of Media and Technology Services
Credit Hours: 3 semester hours: LEC 3
Prerequisites: None
Co-requisites: None

2. **Date Syllabus Prepared:** August 2014

3. **Texts or Major Resources:**

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago: American Library Association.

Morris, B. J. (2010). *Administering the school library media center*. Westport, Conn.: Libraries Unlimited.

4. **Course Description:**

Examines the function of and planning for media and technology services. Covers budget, evaluation, facilities, guidelines, legal issues, personnel, and policies.

5. **Student Learning Outcomes:**

Course objectives are aligned with the Alabama State Department of Education .49 Performance Objective for Library Media Certification.

The student will:

- #1. Demonstrate ability to effectively and efficiently conduct research in professional databases to find, evaluate and articulate the research findings related to current educational trends and issues and how these relate to effective school library and technology programs, such as:
- Effective contributions of the school library and technology programs to the educational process.
 - Principles of school library and technology services that ensure an effective, curriculum-integrated program that supports evidence-based teaching and learning.
 - Effective roles and responsibilities for the 21st century school librarian
 - Effective principles and processes to ensure that information literacy skills are integrated into the curriculum through collaborative planning, implementation, and assessment of student learning

Five (5) précis assignments and 1 case study will meet this course objective.

#2. Demonstrate the ability to prepare a written plan that will use an electronic portfolio/resource to show how a 21st century school library and technology program is essential to meeting 21st century teaching and learning goals and will include:

- Use quantitative and qualitative methods of data collection in assessment of a school library and technology program
- A written plan for information skills instruction program that promotes student achievement
- A written plan designed to provide an in-service program related to school library and technology resources and services.
- Use of electronic resources for organizing and sharing knowledge.

#3. Demonstrate the ability to prepare a school library and technology toolkit that will demonstrate your use of electronic portfolio(s) to share information and knowledge related to:

- Written policies for school library and technology programs
- Written procedures for budget preparation, justification, and administration
- Principles of spatial organization and the fundamentals of library design to achieve an effective environment for learning and leisure use

6. Course Content Outline and Schedule:

Date	Topic	Readings
Week 1 8/19/2014	Introduction to course History and development of school libraries	Read Morris Chap. 1
Week 2 8/26/2014	Information literacy 21 st century information standards and objectives	Empowering Learners Chap. 1
Week 3 9/2/2014	School libraries in the 21 st Century Principles, guidelines, and standards Taxonomies of school library programs Functions and services of school libraries	Morris Chap. 3 Empowering Learners Chap. 2 ALSDE documents Precis #1 Due
Week 4 9/9/2014	Planning and evaluating school library and technology programs School librarian as program administrator	Morris Chap. 2 and pp. 495 - 517 Empowering Learners pp. 30 – 31
Week 5 9/16/2014	Changing roles of school librarian Instructional partner & teacher	Morris Chap. 4
Week 6 9/23/2014	Collaborative planning and assessing information skills instruction	Empowering Learners Chap. 2 & 4 Precis #2 Due
Week 7 9/30/2014	Funding and budgets	Morris Chap. 5 Empowering Learners pp. 35 & 36
Week 8 10/7/2014	Personnel and staff	Morris Chap. 6
Week 9 10/14/2014	Facilities and learning commons Virtual “space”	Morris Chap 7 Empowering learners pp. 33-34 Precis #3 due

Week 10 10/21/2014	Policies	Morris Chap. 8 & 9 Empowering learners p. 37
Week 11 10/28/2014	Procedures	Morris Chap. 11 & 12 Empowering learners p. 38 Precis #4 due
Week 12 11/4/2014	Managing a collection Collection mapping and curation	Readings assigned by Bannon
Week 13 11/11/2014	Technology	Morris Chap. 10
Week 14 11/18/2014	Program advocacy	Morris Chap. 13 Precis #5 due
Week 15 12/2/2014	Program evaluation	Morris Chap. 14
Week 16 12/9/2014	Final Project Presentations and Case Study Due	

7. Course Requirements:

Each student will complete the following learning activities:

- 1) Precis assignments – five (5) of these. You will research journal articles and prepare précis assignments to demonstrate your ability to conduct literature research and articulate the findings. **These assignments meet Course Objective #1.**
- 2) Case study. Each student is expected to identify problem(s) in an assigned case study, research professional solutions to the problem(s) and formulate professional solution(s) to the identified problem(s). **This assignment meets Course Objective #1.**
- 3) Written school library and technology program plan. Because the State of Alabama requires that each school library program have a written library program plan, each student will prepare a written school library and technology program plan for an effective 21st century library media program that meets the needs of a school. The written plan will require the student to interview and mentor with at least 2 school librarians (not public, college or special librarians). **This assignment meets Course Objective #2**
- 4) School library toolkit/handbook: This learning activity will involve accessing, evaluating, and using information related to appropriate program administration and policies and procedures for a 21st school library. **This assignment meets Course Objective #3**

8. Assessment:

The final grade will be determined by the following:

Research and précis assignments 5 @ 30pts each =	150 points
Case studies 1 @ 75 pts each =	75 points
Written library program plan	125 points
Toolkit/handbook	75 points
Total	425 points

Grade will be determined as follows:

- 391 – 425 points (92 – 100 %) = A
340 – 390 points (80 – 91%) = B

298 – 339 points (70 – 79%) = C

< 298 points (< 70%) = D and course would need to be repeated

9. Class Policy Statements:

- A. Attendance: Although attendance is not required, I do expect students to participate in all class meetings by either attending the face-to-face class meetings in Haley Center or via the synchronous meetings using Scopio. Students will be held responsible for any content covered in the event of an “absence,” and I expect you to contact me for making up any missed work.
- B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor **in advance of the absence** to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* (www.auburn.edu/studentpolicies) for more information on excused absences.
- C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
- D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook* (www.auburn.edu/studentpolicies) and will apply to this course. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
- E. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Office of Accessibility, 1288 Haley Center, 844-2096 (V/TT).
- F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. Updated information will be found in Canvas.
- G. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
- Engage in responsible and ethical professional practices
 - Contribute to collaborative learning communities
 - Demonstrate a commitment to diversity
 - Model and nurture intellectual vitality