**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

1. **Date Syllabus Prepared:** August 2017
2. **Texts or Major Resources:**

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

Butler, R. P. (2015). *School libraries 3.0: Principles and practices for the digital age*. Lanham, MD: Rowman & Littlefield.

1. **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:**

1. The student will be able to demonstrate a strong commitment to the . . .
   * vision, mission, guidelines/principles, functions and services of 2st century school libraries,
   * changing roles of the school librarian in 21st century school libraries, and
   * ethics of the school library profession.
2. The student will be able to identify and analyze key issues emerging in school librarianship in the 21st century.
3. The student will be able to demonstrate the effective use of digital tools to locate, analyze, evaluate, and use information resources to support research on current practices in the field of school librarianship.
4. The student will be able to demonstrate the ability to participate and collaborate as a member of a social and intellectual network of learners.
5. The student will demonstrate ability to apply best practices to school library program planning for services for diverse learning community.
6. The student will develop a plan for ongoing professional growth.
7. The student will be able to demonstrate the ability to utilize evidence-based practice and information from education and library research to communicate ways in which the school library program can impact student achievement and also enhance school improvement efforts.
8. The student will be able to articulate the roles of the school librarian in collaborating with teachers and advocating for 21st century literacy skills that support the learning needs of a diverse school community.
9. The student will be able to develop and/or evaluate policies and procedures that support teaching for learning in school libraries.
10. The student will be able to identify and analyze the theories and processes involved in managing collections/resources, learning spaces/facilities, personnel, and finances.

**6. Course Content Outline and Schedule:**

| **Module #** | **Date** | **Topic** |
| --- | --- | --- |
| 1: History and Overview of School Library Programs | Week 1  8/23/2014 | * Introduction to course * History and development of school libraries |
| 1: History and Overview of School Library Programs | Week 2  8/30/2017 | * Vision and Mission for 21st Century School Libraries * Social, Cultural, Political, and Economic Contexts * Guidelines and Standards * Functions and Services * Roles of School Librarian (overview) |
| 2: Leadership and Advocacy | Week 3  9/6/2017 | * School Librarian Role: **Leader/Advocate** * School Library Dispositions for Profession * Ethics of School Library Profession * Professional Development for School Librarian |
| 2: Leadership and Advocacy | Week 4  9/13/2017 | * School Library Program Planning * Program Evaluation * Advocacy Planning/Outreach |
| 2: Leadership and Advocacy | Week 5  9/20/2017 | * Evidence-based School Library Practice * School Library Program Impact on Student Success |
| 3: Teaching for Learning | Week 6  9/27/2017 | * School Librarian Roles: **Instructional Partner and Teacher** * Collaboration/collaborative process |
| 3: Teaching for Learning | Week 7  10/4/2017 | * Information literacy standards and inquiry-based learning * Assessing information |
| 3: Teaching for Learning | Week 8  10/11/2017 | * Reading and the School Librarian * Common Core and other standards |
| 4: Program Administration for Information and Knowledge | Week 9  10/18/2017 | * School Librarian Role: **Information Specialist** * Flexible Access/Open Access * Intellectual Freedom Principle * Student’s Right to Privacy |
| 4: Program Administration for Information and Knowledge | Week 10  10/25/2017 | * **Policies and Procedures** related to Information and Knowledge Access: Acceptable Use Policy, Collection Development Policy, Copyright Policy, Circulation Policy, and Privacy Policy |
| 4: Program Administration for Information and Knowledge | Week 11  11/1/2017 | * Technology – Impact of instruction and information |
| 5: Program Management | Week 12  11/8/2017 | * School Librarian Role: **Program Administrator** * Personnel management |
| 5: Program Management | Week 13  11/15/2017 | * Facilities management * Learning Commons |
| 5: Program Management | Week 14  11/29/2017 | * Collection management * Budgets and funding |
| N/A | Week 15  12/6/2017 | * Work on Program Plans |

**7. Course Requirements:**

Each student will complete the following learning activities:

1) Précis 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.

2) Case studies/online discussions. Student will be 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).

3) Written school library and technology 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).

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.

5) Written reflections/online discussions. Each student will prepare written reflections to readings and share those in online discussions with class peers.

**8. Assessment:**

The final grade will be determined by the following:

Research and précis assignments 5 @ 30pts each 150 points

Case studies 3 @ 25 pts each 75 points

Written library program plan 125 points

Toolkit/handbook 75 points

Written reflections/online discussions 100 points

***Total 525 points***

Grade will be determined as follows:

483 – 525 points (92 – 100 %) = A

420 – 482 points (80 – 91%) = B

368 – 419 points (70 – 79%) = C

< 368 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 via the synchronous meetings using Zoom. Students will be held responsible for any content covered.

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](http://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](http://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, and 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