

Auburn University
Syllabus

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

2. **Date Syllabus Prepared:** January 2011

3. **Texts or Major Resources:**

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

Doll, C. A. (2005). *Collaboration and the school library media specialist*. Lanham, MD: Scarecrow Press.

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:**

The student will demonstrate knowledge of and ability to:

- 1) Identify research findings related to effective school library media programs.
- 2) Identify basic principles of library media services for effective, curriculum-integrated library media programs that support evidence-based learning.
- 3) Identify roles and responsibilities of the school library media specialist and contribution of the school library media program to the educational process.
- 4) Demonstrate a process to integrate information literacy skills into curriculum through collaboration, planning, implementation, and assessment of learning.
- 5) Develop a written plan for a library media program that is essential to meeting 21st century teaching and learning goals.

6. **Course Content Outline:**

Date	Topic	Readings
Week 1 1/12/2011	Introduction to course History and development of school libraries	Read Morris Chap. 1
Week 2 1/19/2011	Information literacy 21 st century information standards and objectives	Empowering Learners Chap. 1 Doll Chap 6 and appendix (pp. 77-106) Eisenberg article (see Blackboard)

Week 3 1/26/2011	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 (see Blackboard)
Week 4 2/2/2011	Planning and evaluating school library and technology programs School librarian as program administrator	Morris Chap. 2 & 4 and pp. 495 - 517 Empowering Learners pp. 30 – 31
Week 5 2/9/2011	Changing roles of school librarian Instructional partner & teacher Collaboration and collaborative planning	Doll Chap. 1-5
Week 6 2/16/2011	Facilities Physical and virtual space	Morris Chap 7 Empowering learners pp. 33-34 Handout (see Blackboard)
Week 7 2/23/2011	Changing roles of school librarian cont'd Leadership and assessment of learning	Empowering Learners Chap. 2 & 4
Week 8 3/2/2011	Budget	Morris Chap. 5 Empowering Learners pp. 35 & 36
Week 9 3/9/2011	Staff	Morris Chap. 6
Week 10 3/23/2011	Policies and procedures	Morris Chap. 8, 9, 11 & 12 Empowering learners p. 37
Week 11 3/30/2011	Policies and procedures	Morris Chap. 8, 9, 11 & 12
Week 12 4/6/2011	Administering materials and collection	Morris Chap. 8, 9, 11 & 12
Week 13 4/13/2011	School library and 21 st century information and instructional technologies	Morris Chap. 10
Week 14 4/20/2011	School library program advocacy	Instructor will provide
Week 15 4/27/2011	Program planning project work Toolkit work	Work on written program plan project
Week 16 5/2/2011	Final Project Presentations (in lieu of final exam)	

7. Course Requirements:

Each student will complete the following learning activities:

- 1) Research journal articles and prepare précis assignments. Each student will demonstrate use of information literacy skills to locate, evaluate, and use current journal literature related to school library media programs, school library media specialists' roles, and school library/technology services.
- 2) Case studies. Each student is expected to participate in professional discussions of case studies related to 21st century school library and technology programs.
- 3) Written library media program. 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

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 a school librarian (not public, college or special librarian).

4) Reflective journal. Each student is expected to provide weekly reflections of learned concepts and/or principles of school library and technology programs.

5) 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.

8. Assessment:

The final grade will be determined by the following:

Research and précis assignments 5 @ 30pts each =	150 points
Case studies 3 @ 50 pts each =	150 points
Written library program plan	125 points
Reflective Journal (15 weeks @ 5 pts each) =	75 points
Toolkit/handbook	100 points
Total	600 points

Grade will be determined as follows:

- 552 – 600 points (92 – 100 %) = A
- 480 – 551 points (80 – 91%) = B
- 420 – 479 points (70 – 79%) = C
- < 420 points (< 70%) = D and course would need to be repeated

Any assignment presented or submitted after the due date will be penalized 10% for each class period that it is late.

9. Class Policy Statements:

A. Attendance. Although attendance is not required, students are expected to attend all class meetings and will be held responsible for any content covered in the event of an absence.

B. Excused absences. Students are granted excused absences from class for the following reasons: 1) illness of the student or serious illness of a member of the student’s immediate family, 2) the death of a member of the student’s immediate family, 3) trips for student organizations sponsored by an academic units, trips for university classes, trips for participation in intercollegiate athletic events, 4) subpoena for a court appearance, and 5) religious holidays. Should students need to have an excused absence for any other reason, please contact the course instructor in advance to request an excused absence.

C. Make-up Policy. Make-up course work/assignments will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements to make-up missed assignments/exam must be made in advance. Students who miss a class because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other avoidable absences form campus must be documented and cleared

with the instructor **in advance**.

D. Accommodations. Students who need special accommodations are asked to arrange a meeting during office hours the first week of classes or as soon as possible if accommodations are needed immediately. If the student has a conflict with the instructor's office hours, an alternative time can be arranged. A copy of the Accommodation Memo and an Instructor Verification Form. If you do not have an Accommodation Memo but need accommodations, please contact the Program for Students With Disabilities, 1244 Haley Center, as soon as possible. Telephone: 334-844-2096 (V/TT)

E. Academic Honesty. All portions of the Auburn University Honesty Code found in the Tiger Cub (Title XII) will apply in this class. I expect you to complete your assignments individually, but collaboration techniques you are learning in this course are highly desirable and will be encouraged. While sharing your work and giving and receiving assistance from others in the class can be valuable for the learning community, I expect you to do your own work for evaluation and for the course grade. My major interest is in your learning which will best take place as we share questions, answers, and experiences. Reading on the scheduled topic from the textbooks and other sources should take place before doing the assignments or attending class on that topic.