**EDMD 7130/7136 Syllabus**

**Auburn University**

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:** January 2019
2. **Texts or Major Resources:**

American Association of School Librarians. (2018). *National school library standards for learners, school librarians, and school libraries.* Chicago: ALA Editions.

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:**

The student will be able to:

1. Recognize and discuss characteristics of an effective school library program.
2. Examine the relationship between/among the five roles of a school librarian.
3. Demonstrate the ability to locate, evaluate, and use research/best practices information related to current issues/trends related to school libraries that serve a diverse learning community.
4. Develop a written school library plan that will demonstrate the importance of school library advocacy for a diverse learning community.
5. Select, examine and/or develop school library policies and procedures.
6. Analyze processes involved in administering school library personnel, collection(s), facility, and budget.
7. Develop a professional toolkit for ongoing professional development.

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

**Week #1 (Jan 9)**

* Course overview
* History and development of school libraries

**Week #2 (Jan 16)**

* School Library Advocacy and Leadership
  + School Librarian Role: **Advocate/Leader**
  + Vision and Mission for 21st Century School Libraries
  + Social, Cultural, Political, and Economic Contexts
  + Principles of School Library Profession
    - Information Literacy
    - Intellectual Freedom
  + National School Library Standards Overview
  + Roles of School Librarian Overview
  + School Library Services Overview

**Week #3 (Jan 23)**

* School Library Advocacy and Leadership
* School Librarian Role: **Advocate/Leader**
* Professional Dispositions
* Code of Ethics
* Professional Development for School Librarians
* Professional organizations
* Professional publications

**Week #4 (Jan 30)**

* School Library Advocacy and Leadership
  + School Librarian Roles: **Advocate/Leader and Program Administrator**
  + Planning for an Effective School Library
    - Evidence-based School Library Practice
    - School Libraries and Impact on Student Achievement
    - The School Library Planning Process

**Week #5 (Feb 6)**

* Teaching for Learning
  + School Librarian Role: **Instructional Partner**
  + National School Library Standards for School Librarians and School Libraries Related to Instructional Partner Role
  + Common Core Standards
  + Collaborative Planning Process

**Week #6 (Feb 13)**

* Teaching for Learning
  + School Librarian Role: **Teacher**
  + Information Literacy Principle
  + Inquiry-Based Learning
  + National School Library Standards for Learners, School Librarians, and School Libraries related to Teacher Role

**Week #7 (Feb 20)**

* Teaching for Learning
  + School Librarian Roles: **Instructional Partner and Teacher**
  + Professional Development for Teachers
  + Role of Reading/Literature Appreciation

**Week #8 (Feb 27)**

* Administering Information and Technology Services
  + School Librarian Role: **Information Specialist**
  + Information and Technology Services Overview
  + Flexible Access/Open Access
  + Intellectual Freedom Principle
  + Student’s Right to Privacy

**Week #9 (Mar 6)**

* Administering Information and Technology Services
  + School Librarian Roles: **Information Specialist and Program Administrator**
  + **Policies and Procedures** related to Information and Technology Services
    - Acceptable Use Policy
    - Collection Development Policy
    - Copyright Policy
    - Circulation Policy
    - Privacy Policy

**Week #10 (Mar 13)**

* Administering Information and Technology Services
  + School Librarian Role: **Information Specialist**
    - Technology Services
      * Equitable Technology Access
      * Privacy, Internet Safety, etc.
      * Technology v. Technician Services
    - School Library Website & Social Media Channels
  + **Individual Meetings for School Library Planning and Professional Toolkit during Week #10**

**Week #11 (Mar 20)**

* Administering Personnel
  + School Librarian Role: **Program Administrator**
    - School Library Staffing
    - Managing Staff
    - Time Management for School Librarian

**Week #12 (Apr 3)**

* Administering Resource Collections
  + School Librarian Role: **Program Administrator**
    - Collection Development Overview
    - Current Issues—Diverse Collections & Equitable Access
    - Intellectual Freedom Principle
    - Collection Mapping
    - Selection Policy & Reconsideration Procedures

**Week #13 (Apr 10)**

* Administering Facility
  + School Librarian Role: **Program Administrator**
    - School Library Facility Overview
    - Physical Access and Accommodations
    - Facility Disaster Planning
    - Current Trends—Learning Commons and Makerspace(s)

**Week #14 (Apr 17)**

* Administering Budget
  + School Librarian Role: **Program Administrator**
    - School Library Budget Types
    - Source(s) of Funding (Grants, Gifts, etc.)

**Week #15 (Apr 24)**

* **Final Class Meeting & Student Presentations**

**7. Course Requirements:**

Each student will complete the following learning activities:

1. Précis assignments: Each student will research journal articles and prepare précis assignments to demonstrate ability to conduct database research, analyze findings, and reflect on how the findings will be applied to their professional development.
2. Case study: 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 plan. Each student will prepare a written school library plan for an effective 21st century library that meets the needs of a school. The written plan will require the student to interview and mentor with a school librarian (not public, college, or special librarians).
4. Professional toolkit: This learning activity will involve accessing, evaluating, and using information related appropriate program administration and policies and procedures for a 21st school library.
5. Class participation: Each student will be expected to contribute to the course content discussions via face-to-face class meetings (using Zoom) and/or via online discussions.

**8. Assessment:**

The final grade will be determined by the following:

* Research and précis assignments 4 @ 30pts each 120 points
* Case study 1 @ 25 pts each 25 points
* Written library program plan 125 points
* Professional toolkit 100 points
* Class participation (discussions/presentations) 50 points

***Total 420 points***

Grade will be determined as follows:

386 – 420 points (92 – 100 %) = A

336 – 385 points (80 – 91%) = B

294 – 335 points (70 – 79%) = C

< 294 points (< 70%) = D and course would need to be repeated

**9. Class Policy Statements:**

1. 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.
2. 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*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences.
3. 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.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) 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.
5. 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).
6. 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.
7. 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