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:** May, 2013

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:**
    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
Session 1 5/31/2013	Introduction to course History and development of school libraries School libraries in the 21st Century Principles, guidelines and standards Information literacy 21st century learner standards	Read Morris Chap. 1 & 3 Empowering Learners, Chap 1 & 2 ALSDE documents
Session 2 6/10/2013	Changing <u>roles</u> of school librarian Planning and evaluating school library/ technology programs	Morris Chaps. 2 & 4 and pp. 495 - 517 Empowering Learners pp. 30 – 31

Session 3 6/21/2013	Collaboration and collaborative planning Assessment of information skills instruction	Empowering Learners Chap. 2 Morris Chap. 2
Session 4 7/1/2013	Budget and Funding Staff Facilities (physical and virtual spaces)	Morris Chap. 5, 6 & 7 Empowering Learners pp. 33-36
Session 5 7/8/2013 morning	Policies and procedures	Morris Chap. 8, 9, 11 & 12 Empowering learners p. 37
Session 6 7/8/2013 afternoon	Administering materials and collection Technology	Morris Chap. 8, 9, 10, 11 & 12
Session 7 7/26/2013	Program advocacy & Evaluation Program planning project work Toolkit work	Morris Chap. 13 & 14
7/30/2013	All assignments due	

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 resolve 3 case studies related to 21st century school library and technology programs.
3) Written library media 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 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) 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 @ 30 pts each =   90 points
Written library program plan   90 points
Toolkit/handbook   90 points
Total   330 points

Grade will be determined as follows:
304 – 330 points (92 – 100 %) = A
264 – 303 points (80 – 91%) = B
231 – 263 points (70 – 79%) = C
< 231 points (< 70%) = D and course would need to be repeated

9. Class Policy Statements:

A. <u>Attendance</u>: Although attendance is not required, students are expected to attend all classes, and 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. <u>Excused absences</u>: 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. <u>Make-Up Policy</u>: 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. <u>Academic Honesty Policy</u>: 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. <u>Disability Accommodations</u>: 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. <u>Course contingency</u>: 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. <u>Professionalism</u>: 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