**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:** May 2016

# Texts or Major Resources:

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

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

# Course Description:

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

1. **Student Learning Outcomes:**
2. 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.
3. The student will be able to identify and analyze key issues emerging in school librarianship in the 21st century.
4. 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.
5. The student will be able to demonstrate the ability to participate and collaborate as a member of a social and intellectual network of learners.
6. The student will demonstrate ability to apply best practices to school library program planning for services for diverse learning community.
7. The student will develop a plan for ongoing professional growth.
8. 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.
9. 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.
10. The student will be able to develop and/or evaluate policies and procedures that support teaching for learning in school libraries.
11. The student will be able to identify and analyze the theories and processes involved in managing collections/resources, learning spaces/facilities, personnel, and finances.
12. **Course Content Outline and Schedule:**

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| --- | --- | --- | --- |
| **Date(s)** | **Module** | **Topic(s)** | **Assignments** |
| **Week****1------**May 23 - 29 | #1Introduction | * History of School libraries
* 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)
 | * Readings
* Recorded Lectures
* Canvas Pages
* Written Program Plan
* Written Reflection
* (Due May 28)
 |
| **Weeks****2 & 3--------**May 30 – June 11 | #2Leadership and Advocacy | * School Librarian Role: **Leader/Advocate**
* School Library Dispositions for Profession
* Ethics of School Library Profession
* Professional Development for School Librarian
* Evidence-based School Library Practice
* School Library Program Impact on Student Success
* School Library Program Planning
* Program Evaluation
* Advocacy Planning/Outreach
 | * Readings
* Recorded Lectures
* Canvas Pages
* Written Program Plan
* Professional Development Assignment
* Précis on “Advocating for School Libraries”(Due June 11)
* Scenario for Discussion(June 7 – 11)
* Written Reflection(Due June 4)
 |
| **Weeks****4 & 5****-----**June13 - 25 | #3Teaching for Learning | * School Librarian Roles: **Instructional Partner and Teacher**
* College and Career Readiness (Common Core)
* Inquiry-based learning
* Reading and the School Librarian
* Collaboration
* Information Literacy
* Assessing Multiple Literacies
 | * Readings
* Recorded Lectures
* Canvas Pages
* Written Program Plan
* Professional Toolkit
* Précis on “Instructional Partner and/or Teacher Role”(Due June 25)
* Written Reflection(Due June 18)
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| **Weeks****6 & 7****-----**June 27 – July 9 | #4Program Administration for Information and Knowledge | * School Librarian Role: Information Specialist
* Flexible Access/Open Access
* Intellectual Freedom Principle
* Student’s Right to Privacy
* Technology – Impact of instruction and information
* Professional Development for Teachers
* Policies and Procedures related to Information and Knowledge Access: Acceptable Use Policy, Collection Development Policy, Copyright Policy, Circulation Policy, and Privacy Policy
 | * Readings
* Recorded Lectures
* Canvas Pages
* Written Program Plan
* Professional Toolkit
* Précis on “Information Specialist Role”
* (Due July 9)
* Scenario for Discussion(July 5 – 8)
* Written Reflection(Due July 2)
 |
| **Weeks****8 & 9**----July 11 – 23 | #5Program Management | * School Librarian Role: Program Administrator
* Personnel
* Learning Commons/Facilities/Makerspaces
* Collection Management
* Collection Mapping Technique
* Funding/Budgeting
 | * Readings
* Recorded Lectures
* Canvas Pages
* Written Program Plan
* Professional Toolkit
* Collection Mapping Assignment
* Précis on “Program Administrator Role”(Due July 23)
* Written Reflection(Due July 16
 |
| **Week** **10**----July 25-30 | **Use this week to finalize Written Program Plan and Professional Toolkit** | **Written Program Plan and the Professional Toolkit DUE on July 30** |

1. **Course Requirements:**

Each student will complete the following learning activities:

* **Collection Mapping Assignment** – Each student will use collection data and a budget to pprepare a collection map, develop collection goals, and make recommendations for collection acquisitions.
* **Précis assignments** – 4 of these. Each student will use databases to research professional articles and prepare précis assignments to demonstrate your ability. . .
	+ to identify and analyze key issues emerging in school librarianship in the 21st century **and**
	+ 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.

Precis’ assignments meet Course Objectives #1, #2 and #3.

* **Professional Development** – Each student will 1) use a provided professional development assessment instrument to assess their professional development needs, 2) examine professional associations and publications, and 3) prepare a written professional development plan.

 The Professional Development Plan assignment meets Course Objectives #1, #2, #3, #4, and #6.

* **Professional Toolkit** – Each student will prepare a professional toolkit for a 21st century school librarian to use when administering an effective school library and technology program.

The Professional Toolkit assignment meets Course Objectives #1, #2, #3, #4, #5, #7, #8, #9, and #10.

* **Scenario Discussions** – Given two different scenarios, each student will 1) identify and analyze issues and/or problems in the scenarios, 2) research information to address the issues/problems, and 3) participate in online discussions for each scenario.

Scenario Discussions meet Course Objectives #1, #2, #3, and #4.

* **Written Program Plan** -- Each student will prepare a written program plan that is based on needs for school library and technology services to support a diverse learning community.

This Written Program Plan meets Course Objective #2

* **Written Reflections** – Each student will prepare five (5) written reflections (personal responses) to the readings, lectures, situations, and events or new information related to course content related to administering school library and technology services.

Written Reflections meet Course Objectives #1, #2, #4, #6, & #7.

1. **Assessment:**

The final grade will be determined by the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Qty** | **Pts. for Each** | **TOTAL** |
| Collection Mapping | 1 | 40 pts. | 40 |
| Précis | 4 | 40 pts. each | 160 |
| Professional Development  | 1 | 30 pts.  | 30 |
| Professional Toolkit | 1 | 100 pts. | 100 |
| Scenario Discussions  | 2 | 30 each | 60 |
| Written Program Plan | 1 | 125 pts. | 125 |
| Written Reflections | 5 | 15 pts. each | 75 |
| **TOTAL All Assignments** | **590** |

Grade will be determined by:

 A = 543 – 590 pts. earned (92 – 100%)

 B = 472 – 548 pts. earned (80 – 91%)

 C = 413 – 471 (70 – 79%)

 < 413 pts (< 70%) – Course would need to be repeated.

**Due Dates and Late Assignments:**

I expect students to complete assignments in a timely manner and to keep with the pace of this course. I expect work to be submitted by the due date. Work not submitted on time is either (a) late or (b) missed.

1. ***Late Work***: Work that is submitted within 48 hours after the due date/time will receive a penalty of 10% reduction of the grade.
2. ***Missed Work***: Work that is submitted more than 48 hours after the due date/time without prior approval by me will receive a grade of zero (0). Key word here is “prior approval” by instructor. Please communicate with me well in advance of your need to submit an assignment more than 48 hours after the due date.
3. ***Mitigating Circumstances***: I understand that occasionally you may have a personal or technical problem beyond your control. I will consider these types of problems on a case-by-case basis before assessing any “penalty” for late or missed work. Of course, I must know about your problem in a timely manner; requests for extension of time must be made to me by the due date.

**Grading Philosophy**:

I want to explain my grading philosophy for EDMD 7136 because I want you to understand how your work will be evaluated in this course. Please keep in mind that your submissions of assignments are the only ways I can tell whether or not you comprehend the course content. Use these opportunities to do your very best work and to demonstrate to me that you have learned the course content.

Review the course objectives on pages 1 and 2 of this syllabus; note that I matched assignments to the course objectives.

I believe that students deserve a second chance to “get it right,” but if you are needing a second chance to “get it right” on every assignment, then we need to discuss the course expectations and your work on assignments. Because the summer is only a 10-week term, I will only be able to give you a second chance on the 1st Precis assignment and the 1st Written Reflection.

**I expect your submitted assignments to be free of errors**. When I provide feedback on your work, I will not comment line by line. I will not correct your grammar, spelling, or word processing/typing errors. If you make more than 2 errors of grammar, spelling, and/or word processing/typing on an assignment, I will make a comment about how you need to proofread your work and edit your work more carefully in the future.

I expect full participation by all class members with the two online discussions related to an issue or problem in the school library profession. You will have ample time to research/read/study the scenario before the online discussions which will take place in June and in July. I will expect you to apply the information you learned to generate meaningful discussion and to respond thoughtfully to your classmates’ comments.

An “A” represents excellence in this course. In order to earn an “A” you must consistently demonstrate a superior understanding of the course content and submit your very best work on each and every assignment. Do not fail to work on any assignment. If you do not consistently submit the very best work that you are capable of doing and/or submit your very best work on each assignment, you should not expect to earn an “A” in this course.

A “B” indicates usually means you attempted every assignment and that you did “good” work. A ”B” also means you had very few or no late submissions, and it can mean your work had several errors and/or the errors were consistent and never corrected from one assignment to the next.

A “C” indicates you did acceptable work. A “C” usually means you missed work or were consistently late with submitting work by due dates, and it can mean the work you submitted was less than good work in this course.

1. **Class Policy Statements:**
2. Expectations and Requirements: Students are expected to
* be engaged with the course material
* read and study the assignments from the textbooks and other required readings and viewing recordings
* submit all assignments to meet course requirements
* submit assignments by the due date
* participate fully in the 2 online discussions (one in June and one in July)
* make every effort to master the course content
* communicate with the instructor (Susan Bannon) when they have questions about this course; need clarification of course materials/assignments/exercises, etc.; and/or need to notify about a personal mitigating circumstance/emergency to request an extension of a due date.
1. Attendance: **Attendance is not required**. I plan to upload recorded lectures for each Module before Noon each Monday. I also plan to hold synchronous meetings on Monday evenings from 5:00 – 7:00 p.m. CDT., except for May 30 and July 4. Each meeting will be recorded in Panopto and will be available in Canvas shortly after the class session ends. So you have 2 ways to interact with content: 1) the recordings uploaded on Monday by Noon, and 2) the recordings of Monday evening sessions held on May 23; June 6, 13, 20, and 27; July 11 and 18.
2. **Make-Up Course Work Policy:**Arrangements to make up late or missed work must be initiated by the student within 48 hours of the due date for an assignment.
3. 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%29) 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.
4. 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).
5. 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.
6. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College of Education's Conceptual Framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality.