

MEDT 6467**TECHNOLOGY FOR MEDIA SERVICES**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Online Office:

Telephone:

Fax:

E-mail:

Distance Support: WebCT Vista Home Page
<http://webct.westga.edu>
Web CT Vista Help & Troubleshooting
<http://www.westga.edu/%7Edistance/webct2/students/>
UWG Distance Learning <http://www.westga.edu/~distance>
Distance Learning Library Services
<http://www.westga.edu/~library/depts/offcampus/>
Ingram Library <http://www.westga.edu/~library>

COURSE DESCRIPTION

Prerequisite: MEDT 2401 or equivalent; MEDT 6463

An introduction to technology for media services and library automation including computer and video networking, internet, automation technologies, and library applications software.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems

(transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. identify and evaluate networking applications for school and media center use (Barron, Orwig, Ivers, & Lilavois, 2002; Bilal, 2002; Cohn, Kelsey, & Fiels, 2001; Craver, 2002; Derfler and Freed, 2002; Gralla, 2003; Kochtanek & Matthews, 2002; Lowe, 2002)
(D1 decision makers, D8 knowledgeable, D9 proactive; NBPTS Proposition 3; LM V; ALA/AASL 4);
2. identify and evaluate access methods, software applications and acceptable use policies for Internet utilization in schools and media centers (Barron, Orwig, Ivers, & Lilavois, 2002; Cohn, Kelsey, & Fiels, 2001; Craver, 2002; Gralla, 2003; Kochtanek & Matthews, 2002; Simpson & McElmeel, 2000)
(D1 decision makers, D8 knowledgeable, D9 proactive; NBPTS Proposition 5; LM V; ALA/AASL 1 & 4);
3. describe the process involved in automating a school library media center (Bilal, 2002; Cohn, Kelsey, & Fiels, 2001; Kochtanek & Matthews, 2002; Saffady, 1999)
(D8 knowledgeable; NBPTS Proposition 3; LM V; ALA/AASL 4);
4. identify and evaluate the hardware and software components of a library automation system (Bilal, 2002; Cohn, Kelsey, & Fiels, 2001; Kochtanek & Matthews, 2002; Saffady, 1999)
(D1 decision makers, D8 knowledgeable; NBPTS Proposition 3; LM V; ALA/AASL 4);
5. define and explain the MARC standard (Bilal, 2002; Fritz & Fritz, 2002; Furrie, 2003; Piepenburg, 2002)
(D8 knowledgeable; NBPTS Proposition 3; LM V; ALA/AASL 4);
6. use an automation program to generate MARC catalog records (Bilal, 2002; Fritz & Fritz, 2002; Furrie, 2003; Piepenburg, 2002)

(D1 decision makers, D8 knowledgeable; NBPTS Proposition 3, LM V; AASL 4);

7. identify sources of library automation products and services (Bilal, 2002; Cohn, Kelsey, & Fiels, 2001; Kochtanek & Matthews, 2002)

(D1 decision makers, D3 lifelong learners, D8 knowledgeable; NBPTS Proposition 3; LM V; ALA/AASL 4); and

8. identify and develop strategies for training students, faculty and others to use technology based resources (Barron, Orwig, Ivers, & Lilavois, 2002; Bilal, 2002; Craver, 2002; Simpson & McElmeel, 2000)

(D1 decision makers, D2 leaders, D3 lifelong learners, D4 adaptive, D5 collaborative, D6 culturally sensitive, D7 empathetic, D8 knowledgeable, D10 reflective; NBPTS Proposition 5; LM VI; ALA/AASL 1).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

Bilal, D. (2002). *Automating media centers and small libraries*. Englewood, CO: Libraries Unlimited.

Furrie, B. (2003). *Understanding MARC-bibliographic* (7th ed.). Washington, DC: Library of Congress. Available: <http://www.loc.gov/marc/umb/>

Students will also use MARC Magician in class. Additional readings will come from technology-related periodicals and journals available online through GALILEO.

References:

Barron, A. E., Orwig, G., Ivers, K., & Lilavois, N. (2002). *New technologies for education: A practical guide* (4th ed.). Englewood, CO: Libraries Unlimited, Inc.

Cohn, J., Kelsey, A., & Fiels, K. (2001). *Planning for integrated systems and technologies*. New York: Neal-Schuman.

Craver, K. (2002). *Creating cyber libraries: An instructional guide for school library media specialists*. Englewood, CO: Libraries Unlimited, Inc.

Derfler, F. J., Jr. & Freed, L. (2002). *How networks work* (6th ed.). Indianapolis, IN: Que.

Fritz, D., & Fritz, R. (2002). *Marc 21 for everyone: A practical guide*. Chicago, IL: ALA.

Gralla, P. (2003). *How the internet works* (7th ed.). (2003). Indianapolis, IN: Que.

Kochtanek, T., & Matthews, J. (2002). *Library information systems: From library automation to distributed information access solutions*. Englewood, CO: Libraries Unlimited, Inc.

Lowe, D. (2002). *Networking for dummies* (6th ed.). New York: Hungry Minds.

Piepenburg, S. (2002). *Easy MARC: A Simplified Guide to Creating Catalog Records for Library Automation* (4th ed.). Castle Rock, CO: F & W Assoc.

Saffady, W. (1999). *Introduction to automation for librarian* (4th ed.). Chicago, IL: ALA.

Simpson, C., & McElmeel, S. (2000). *Internet for schools: A practical guide* (3rd ed.), Worthington, OH: Linworth Publishing, Inc.

Current educational media and technology magazines dealing with technology and school media centers (School Library Journal, Electronic Learning, T.H.E. Journal, Media and Methods, etc.).

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework: The focus of this course is on preparing media specialists to perform technology-related tasks that support school media programs. The overall evaluation of the course is structured so that students complete projects or activities that will enable them to handle and resolve basic computer and networking related problems, effectively use an automation system, and use appropriate software tools to build and maintain an automated collection database of MARC records. At the completion of the course, students will have demonstrated achievement in the areas of *decision making*: selecting and designing technology solutions (**Assignments 1-6, 8**), *leadership*: taking responsibility for ongoing technology development and training support (**Assignments 6 & 8**), *lifelong learning*: staying informed about rapidly changing technologies that impact school media services (**Assignments 2, 3, 6, 8**), *being adaptive*: changing technology support strategies to meet teacher and student needs (**Assignments 6, 8**), *collaboration*: working with teachers and staff to plan and carry out technology programs and training (**Assignments 6, 8**), *cultural sensitivity*: adapting technologies to meet the needs of diverse students (**Assignments 6, 8**), *empathy*: demonstrating sensitivity to the individual needs of students, faculty, and staff when implementing technology solutions and training (**Assignments 6, 8**), *knowledge*: drawing on content and professional knowledge when planning and implementing technology solutions (**Assignments 1-8**), *being proactive*: implementing new technologies to better serve students, teachers, and staff (**Assignments 1-4, 6, 8**), and *reflection*: engaging in ongoing, continuous reflection to determine the effectiveness of technology solutions (**Assignments 6, 8**).

Activities and Assessments:

1. Networking Project. (Individual and Group Components).
 - a. Individually, each student will draw (using Word or PowerPoint) a computer network diagram as it currently exists for a real school media center, and will identify significant features of the network. Diagrams will be graded on completeness and clarity.
 - b. In addition, working in small groups, students will design a simple network plan for a hypothetical media center (specs for the hypothetical media center will be included in WebCT VISTA Course Notes). A group participation form must be submitted individually by each small group member for the group component.
Network design plans will be graded on completeness and feasibility.

NOTE: Optional face to face help sessions will be held on January 30 and February 6 for those who would like help with the networking project. February 6 will be primarily for groups who need assistance designing the network design plan for a hypothetical media center. Groups who choose to meet on campus on February 6th should be able to complete that component of the project in an hour or two!

Due Date: a. Individual network diagram: February 5
b. Group network design plan: February 12

(Objective 1; Knowledge, Skills; NBPTS Proposition 3; LM V; ALA/AASL 4; checklist).

2. Technology Information Presentation. (Group Project). Each group will research and present a brief informational report on one of the topics listed below. The report will be presented online on WebCT and

will consist of a PowerPoint presentation, a separate handout that highlights important information, and a self-check tool that students can use after they've been through the report to assess their own understanding. Projects will be graded based on report content (information accuracy, comprehensiveness), presentation effectiveness (creativity, organization, communication, visuals), and the effectiveness of the self-check tool. In addition, a group participation form must be submitted individually by each group member. The list below indicates the topics, the date the presentations are due to me, and the date the presentations will be posted for the entire class to review.

Due Date (Presentation Date) & Topic

Feb. 26 (March 6): Hardware Peripherals for Automation Systems (i.e., bar code readers, wands, etc.)
 Feb. 26 (March 6): Patron Privacy Issues (& relationship to Automation Systems)
 Feb. 26 (March 6): New Technologies: E-books
 Feb. 26 (March 6): New Technologies: E-learning, Virtual Classrooms, Blogs, Podcasts
 March 5 (March 13): Satellite/Video Distribution Systems (Hardware)
 March 5 (March 13): Technology Resources: GPB Satellite Resources & Video Streaming
 March 5 (March 13): Producing a School "News" Program for Closed Circuit Distribution
 March 5 (March 13): Media Center Web Pages
 (Objectives 1, 3, 4, 7; Knowledge, Skills; NBPTS Proposition 3; LM V; ALA/AASL 1, 4; teacher observation, checklist, peer evaluation).

3. Exams. (Individual Activity). Each student will complete two written exams, one at midterm and one at the conclusion of the semester. The exams will consist of a variety of questions to assess the student's ability to recall and apply a variety of networking and automation technology information. Exams will be posted on WebCT VISTA approximately one week prior to the due date.

Availability and Due Dates:

Exam 1: Available February 13, due February 19.

Exam 2: Available April 24, due May 1.

(Objectives 1, 2, 3, 4, 5, 6, 7; Knowledge, Skills; NBPTS Proposition 3 & 5, LM V; ALA/AASL 1, 4; exam).

4. Internet Filtering Discussion and Position Paper. (Individual and Group Components). Individually, students will read articles related to either the pros or cons of internet filtering in media centers. Students will be assigned to a "pros" group or a "cons" group and will compile a bibliography of the related materials they read and locate. Each "Pros" group will be paired with a "Cons" group, and each pair of groups will select a time to meet in a chat room to share their findings and discuss the related issues. Following the discussion, students will individually write a 1-2 page position paper on the issue and complete a group participation form. Grades are based on the submitted bibliography, group discussion, participation form, and support of position in the paper.

Due Dates:

March 29: Group Discussion completed, Group Bibliography and individual group participation forms submitted.

April 2: Individual Position Paper due.

(Objective 2; Knowledge, Skills; NBPTS Proposition 5, LM V, ALA/AASL 4; teacher observation, peer evaluation, checklist).

5. Automation System Qwik Start Guide. (Individual OR Group project, your choice). Each group (or individual, if you choose to work alone) will develop a Qwik Start Guide for using the major components of the selected automation system. The Qwik Start Guide will include the basic how-tos for using the circulation system (check in, check out, overdue notices, reserves, fines); generating bibliographies; generating circulation statistics (by time period or content category); adding, editing, and deleting patron records; adding, editing, and deleting catalog records; and utilities that are frequently used (that may be unique to a given automation system – i.e., automated ordering, serials, etc.). Specific questions to be covered in the Qwik Start Guides will be posted on WebCT. Qwik Start Guides are graded on organization, clarity, accuracy, and comprehensiveness.

NOTE: This is the assignment from this course which should also be posted in Foliotek.

Due Date: April 9

(Objective 4; Knowledge, Skills, NBPTS Proposition 3, LM V, ALA/AASL 4; rubric).

6. Technology Training/Job Aid & Plan. (Individual Project). Each person will develop a training aid for a specific target audience of students, faculty, or media center staff covering a component of an automation system. The training aid (PowerPoint, webpage, screensaver, sign, brochure, etc.) will help the target audience recall and do some task related to the automation system and should take into account the diverse groups that may be included in the target audience (special needs, ESOL, etc.). The training/job aid should incorporate standard communication and design principles and should include a descriptive plan for how the training aid will be used. Students will post their projects to WebCT for other students to critique. Projects will be graded based on accuracy, design, creativity, organization, & communication.

Suggested Topics. Potential topics include (but are not limited to) OPAC searching for students or teachers, using the OPAC to check out materials for students or teachers, creating and modifying MARC records for media aides. If you're unsure about the suitability of your topic idea, run it past the instructor!

Due Date: Training aids due April 16, Critiques posted by May 1.

(Objectives 3, 6, 8; Knowledge, Skills, Dispositions; NBPTS Proposition 3 & 5, LM V & VI; ALA/AASL 4; teacher observation, rubric).

7. Marc Records. (Individual Project). Each student will use MARC Magician to clean up a mini-database and create and edit new MARC records according to guidelines provided by the instructor during the on campus class on April 17 (students in MEDT 6467, section 01D) or April 24 (students in MEDT 6467, section 02D). MARC records will be graded on accuracy and completeness.

Due Date: April 17 (section 01D) or April 24 (section 02D).

(Objective 5; Knowledge, Skills; NBPTS Proposition 3; LM V; ALA/AASL 4; checklist).

8. Class activities and participation. Students will be informally observed for contributions to weekly class discussion boards, participation in other class activities that indicates completion of assigned readings, and documentation of field experiences. This also includes assigned personal bio and computer definitions postings (due January 15), an online OPAC tour and written responses to related OPAC tour questions (due March 5), the previously mentioned feedback to training aids (due May 1), and submission of the field experience time log and reflection forms (due May 1).

(Objectives 1, 2, 3, 4, 5, 6, 7, 8; Knowledge, Skills; NBPTS Proposition 3 & 5; LM V & VI; ALA/AASL 1,4; teacher observation).

IMPORTANT: It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your writing proficiency, please make use of the UWG Writing Center or a personal tutor.

Evaluation Procedures:

Students will be evaluated in following areas:

1. Networking Project 100 points
(Individual network diagram=70 points, group plan =30 points)
2. Technology Information Presentation (Group) 150 points
3. Written examinations (Individual) 300 points
(First exam = 150 points and Second exam = 150 points)
4. Filtering Discussion 100 points
(Individual position paper = 65 points, Group discussion and bibliography = 35 points)
5. Automation System Quick Start Guide (Individual or Group) 150 points
6. Technology Training Aid (Individual) 100 points
7. Marc Records (Individual) 25 points
8. Class activities & participation (Individual) 110 points
[Computer terms = 10 points, field trip questions = 20 points, training aid feedback = 10 points, Submission of field experience reflection and time log = 20 points, Bios and weekly discussion boards = 50 points (total)].

Total possible points: 1035

Grading Policy:

The grading standards below are used for all class projects and examinations:

A= 952-1035 points, B= 848 – 951 points, C= 724-847 points, and F= less than 724 points.

CLASS POLICIES

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in the face to face or online environment in a positive manner.
- Collaborating and working equitably with fellow students in the class.
- Actively participating in class each week.
- Turning in assignments on time (late assignments will result in a loss of points).
- Arriving at “on campus” classes punctually.
- Treating class members and colleagues with respect in and out of the virtual and physical classroom.
- Eliminating interruptions in campus classrooms. This includes cell phones and beepers.

If you have a valid reason for missing class, please contact the instructor in advance. Since there are only three face to face sessions, more than one unexcused absence will lower a student's cumulative course grade by 5 percent per absence.

Students are expected to log in to the WebCT course at least 3 times per week to check class notes, email, discussion board postings, etc. I try to check in daily, and my goal is to respond to email and discussion board posts within 24 hours.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete assignments. This software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at <http://www.westga.edu/~mcastu/>

All formal email communication between the University and students will be through campus email (your myUWG email account). This is a University policy, so it is imperative you check your myUWG email account regularly.

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may be submitted **only** if prior approval is granted by the instructor during the first month of class (prior to Feb. 1). If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

TENTATIVE CLASS OUTLINE

Date	Meeting Location & Topic	Due tonight OR on date noted during this week	Assignment for next week
Jan 9	(WebCT) Course overview. Personal computer basics.	Assigned computer terms and class bio should be posted to WebCT by midnight, Monday, January 15.	<i>Work through WebCT course notes.</i> <i>Optional WebCT chat 8:00 – 9:00, Weds. Jan. 10.</i>
Jan 16	(Ed Center, Room 205) PCs & troubleshooting.		<i>Reading assignment: Read Bilal Chapter 7 (129 – 141).</i>
Jan 23	(WebCT) Analyzing computer networks: architecture, cabling, protocols, operations.		<i>Work through WebCT course notes & activities, work on individual networking project.</i> <i>Optional WebCT chat 8:00 – 9:00, Weds. Jan. 24.</i>
Jan. 26 Applications for Graduation, Summer 2007 are due!			
Jan 30	(WebCT) Analyzing computer networks: architecture, cabling, protocols, operations, continued. [Optional help session in Ed Ctr 205]	Individual network project (diagram of existing school network) due midnight, February 5.	<i>Work through WebCT course notes & activities, work on individual & group networking projects.</i> <i>Optional WebCT chat, 8:00 – 9:00, Weds. Jan. 31.</i>
Feb. 6	(WebCT) Designing networks, network security.	Group hypothetical network design plan due midnight,	<i>Work through WebCT course notes & activities, work on group</i>

	[Optional help session in Ed Ctr 205]	February 12.	<i>networking project, complete practice quiz.</i> <i>Optional WebCT chat, 8:00 – 9:00, Weds. Feb. 7.</i>
Feb. 13	(WebCT) Exam 1 posted.	Exam 1 due midnight, February 19.	<i>Exam 1. Work through WebCT course notes & activities,</i> <i>Optional WebCT chat, 8:00 – 9:00, Weds. Feb. 14.</i>
Feb. 20	(WebCT) Planning for automation, automation system overview	First group of Tech Info Presentations are due by midnight February 26: <ul style="list-style-type: none"> • Hardware Peripherals • Patron Privacy Issues • E-Books • E-Learning, Blogs, etc. 	<i>Work through WebCT course notes & activities.</i> <i>Reading assignment: Read Bilal Chapters 1 & 2.</i> <i>Optional WebCT chat, 8:00 – 9:00, Weds. Feb. 21.</i>
Feb. 27	(WebCT) Using automation systems: Online OPAC Tour.	<ul style="list-style-type: none"> • Online OPAC Field Trip Questions due by midnight, March 5. Second group of Tech Info Presentations are also due by midnight, March 5: <ul style="list-style-type: none"> • Satellite/Video Distribution Systems • Technology Resources: GPB Satellite Resources & VideoStreaming • Producing a School “News” Program for Closed Circuit Distribution • Media Center WebPages 	<i>Work through WebCT course notes & activities, online OPAC field trip.</i> <i>Reading assignment: Read Bilal Chapters 3 & 5 (pp. 89 – 101, 109 – 113).</i> <i>Optional WebCT chat, 8:00 – 9:00, Weds. Feb. 28.</i>
March 6	(WebCT) Automation system technology, migration and upgrading		<i>Work through WebCT course notes & activities, review Tech Info Presentations, work on Qwik Start Guide, work on reading for Internet filtering discussion.</i> <i>Reading assignment: Read Bilal Chapters 4, 6 (pp. 115 – 121), & Chapter 8.</i> <i>Optional WebCT chat, 8:00 – 9:00, Weds. March 7.</i>
March 13	(WebCT) Tech resources for the media center		<i>Work through WebCT course notes & activities, review Tech Info presentations, work on Qwik</i>

			<p><i>Start Guide, work on reading for Internet filtering discussion.</i></p> <p><i>Reading assignment: Read Bilal Chapters 9 & 10.</i></p> <p><i>Optional WebCT chat, 8:00 – 9:00, Weds. March 14.</i></p>
March 20	Spring Break	<i>Have fun and be safe!</i>	
March 27	(WebCT) Internet issues for media specialists: Internet filtering	<p>Due by midnight March 29: Online Filtering Discussion completed; Group Bibliography submitted; & Group Participation Forms submitted.</p> <p>Due by midnight April 2: Individual Position Paper on Filtering submitted.</p>	<p><i>Work through WebCT course notes & activities, work on individual position paper on filtering, work on Qwik StartGuide.</i></p> <p><i>Reading assignment: Read Bilal Chapters 5 (pp. 102-113) & 6 (pp. 121-125) and Furrie.</i></p> <p><i>Optional WebCT chat, 8:00 – 9:00, Weds. March 28.</i></p>
April 3	<p>Section 01D: (Ed Center, Room 205) Section 02D: WebCT Union Catalogs, MARC Review, Technology Training</p>	Qwik Start Guide due by midnight, April 9.	<i>Work through WebCT course notes & activities, work on Training Aid & Plan.</i>
<i>April 5-24: Advance Registration for Summer and Fall Semester on Banweb!</i>			
April 10	<p>Section 01D: WebCT Section 02D: (Ed Center, Room 205) Union Catalogs, MARC Review, Technology Training</p>		<i>Work through WebCT course notes & activities, work on Training Aid & Plan.</i>
April 17	<p>Section 01D: (Ed Center, Room 205) Section 02D: WebCT MARC Records Cleanup, Maintaining MARC databases</p>	<p>All sections: Training Aid & Plan due by midnight, April 16.</p> <p>Section 01 D: MARC Records due (we'll do these in class) by 8pm April 17.</p>	<i>Work through WebCT course notes & activities, work on Training Aid critiques.</i>
April 24	<p>Section 01D: WebCT Section 02D: (Ed Center, Room 205) MARC Records Cleanup, Maintaining MARC databases, Exam 2 Posted</p>	<p>All sections: Field experience reflection form and log due by midnight, April 23.</p> <p>Section 02 D: MARC Records due (we'll do these in class) by 8pm April 24.</p>	<i>Work through WebCT course notes & activities,, work on Training Aid critiques, work on Exam 2.</i>
May 1	WebCT	Training aid critiques and	

	Exam 2 due at 6pm, May 1.	
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WebCT classes will be conducted using WebCT, accessible through the University WebCT page (<http://webct.westga.edu>). Internet access will be required!!! Assigned readings for all classes and general class information will also be posted on WebCT.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *UWG Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

DISABILITIES PLEDGE

I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc.

If you have any special learning needs, particularly (but not limited to) needs defined under the American Disabilities Act, and require specific accommodations, please make these known to me, either directly, or through the Coordinator of Disability Services, Dr. Ann Richards.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment, it is your right, and it is the law!

SCHOOL LIBRARY MEDIA FIELD EXPERIENCE for MEDT 6467

Information on the school library media field experience for MEDT 6467 is provided in a separate document which is posted in WebCT. This document is considered part of the syllabus, but is posted as a separate document for ease of retrieval. All requirements listed in the field service document must be completed in order to earn credit for field experience hours. If the requirements are not met, credit for field experience will not be granted.