MEDT 6461 ADMINISTRATION OF THE SCHOOL MEDIA CENTER

Semester Hours: 3

Semester/Year: Fall 2013

Time/Location: Online

Instructor: Dr. O. P. Cooper

Office Location: Room 141 Education Annex

Office Hours: Mondays 10:00 a.m. – 5:00 p.m., Wednesdays 1:00 – 5:00 p.m. Online Mondays 6:00 – 9:00 p.m., and by appointment

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Distance Helpline: (678) 839-6248
Distance Helpline after hours: 1-877-855-3238 (Toll free)

Online Support:
D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online help
http://uwgonline.westga.edu/students.php

D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

Ingram Library Services
http://www.westga.edu/library/

University Bookstore
http://www.bookstore.westga.edu/
COURSE DESCRIPTION

This course provides an overview of the procedures in planning, administering and evaluating school media programs.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (AASL) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will be delivered 100% online, and requires the online equivalent of 2200 minutes of instruction (seat-time) and an additional 4400 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online discussion</td>
<td>400 minutes</td>
</tr>
<tr>
<td>Audio/video instruction</td>
<td>400 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>1400 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

COURSE OBJECTIVES

The students will:

1. discuss the development of libraries and school library media centers in schools (Wasman, 1998; Woolls, 2004; Morris, 2004)
2. examine standards and policies pertaining to operation of school media programs and media specialist certification
   (Conceptual Framework Descriptors: Knowledgeable _ Professional Excellence)
   (Standards: AASL 1.2, 3.1; GaPSC 1ii, 3i)

3. critique a sample group of mission statements and write a mission statement for a school library media center
   (Wasman, 1998; Woolls, 2004; Morris, 2004; AASL, n.d.)
   (Conceptual Framework Descriptors: Leading, Proactive, Reflective _ Professional Excellence, Field-Based Inquiry)
   (Standards: AASL 4.2; GaPSC 4ii)

4. demonstrate knowledge of policies and procedures for copyright compliance, inventory, scheduling, periodical control; circulation and overdue policies; circulation and maintenance of media center equipment
   (Conceptual Framework Descriptors: Knowledgeable _ Professional Excellence)
   (Standards: AASL 4.1, 4.2; GaPSC 4i, 4ii)

5. demonstrate proficiencies in planning, designing, and evaluating facilities for a school library media
   (Wasman, 1998; Woolls, 2004; Morris, 2004)
   (Conceptual Framework Descriptors: Knowledgeable _ Professional Excellence)
   (Standards: AASL 1.4, 4.1, 4.2; GaPSC 1iv, 4i, 4ii)

6. demonstrate an understanding of the budgeting process and site-based management
   (Wasman, 1998; Woolls, 2004; Morris, 2004)
   (Decisive, Leading, Inquiring, Collaborative, Knowledgeable, Proactive, Reflective _ Professional Excellence, Field-Based Inquiry, Betterment of Society)
   (Standards: AASL 4.1, 4.2, 4.3; GaPSC 4i, 4ii, 4iii)

7. demonstrate strategies for motivating, training, and evaluating staff and volunteers
   (Wasman, 1998; Woolls, 2004; Morris, 2004)
   (Conceptual Framework Descriptors: Decisive, Leading, Adaptive, Collaborative, Empathetic _ Professional Excellence, Field-Based Inquiry, Betterment of Society)
   (Standards: AASL 4.2; GaPSC 4ii)

8. demonstrate interpersonal and group relations and strategies for effective communication,
including issues of diversity, cultural differences, and special learner needs (Morris, 2004; Woolls, 2004; Prostano & Prostano, 1999)
(Conceptual Framework Descriptors: Leading, Collaborative, Culturally Sensitive, Empathetic _ Field-Based Inquiry, Betterment of Society)
(Standards: AASL 1.4, 2.1, 3.2,4.2; GaPSC 1iv, 2i, 3ii, 4ii)

9. gain a working familiarity of school media-related professional organizations and publications and examine various school library media trends and issues (Wasman, 1998; Woolls, 2004; Morris, 2004; Repman, 2007; Donham, 2008; appropriate web sites)
(Conceptual Framework Descriptors: Inquisitive, Knowledgeable, Proactive _ Professional Excellence, Field-Based Inquiry)
(Standards: AASL 3.1; 3.3; GaPSC 3i, 3iii)

10. identify resources available to schools such as Georgia State Department of Education, Georgia Youth Science and Technology Centers, Regional Educational Service Agencies (RESAs), Technology Training Centers, Georgia Learning Resources System, Georgia Learning Connections, GALILEO.
(Conceptual Framework Descriptors: Collaborative _ Betterment of Society)
(Standards: AASL 1.3, 3.1, 4.1; GaPSC 1iii, 3i, 4i)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Texts:

(For use throughout the program)

(Available via Ingram Library/GALILEO: eBooks on EBSCOhost. No purchase required)

(Available via Ingram Library/GALILEO: eBooks on EBSCOhost. No purchase required)

(For use in other courses in the program)

**Required Instructional Resource:** Tk20 Subscription

These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do).

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email tk20@westga.edu.

**Suggested Texts:**


*(Go to UWG, click Library, click Research & Citation Guides at left; click 2.Citation Guide, click APA (American Psychological Association).)*

**References:**


http://maslibraries.org/resources/pubs/facilities/essentialAreas.html


**Web Sites:**

American Association of School Librarians’ Website  
[http://www.ala.org/aasl/positions/index.html](http://www.ala.org/aasl/positions/index.html)

eBoard Solutions (for school policies – select system, then go to “Policies” and select “Instructional program”…media centers should be located somewhere around “IFBD”)  

Georgia Association of Information Technology Website  

Georgia Department of Education Website  
[http://www.doe.k12.ga.us](http://www.doe.k12.ga.us)

Georgia Standards  
[http://www.georgiastandards.org/index.aspx](http://www.georgiastandards.org/index.aspx)

Georgia GALILEO  
[http://www.galileo.peachnet.edu/](http://www.galileo.peachnet.edu/)

Georgia Library Media Association Website
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

The following are general descriptions of the projects required for the course. A more detailed description is provided with each project assignment at CourseDen. Please see the Class Outline for specific due dates.

**Project 1 — Readings (25%)**
Selected readings from the texts and other sources, with related responses and quizzes, will cover a range of topics in school library media center administration.
(Course Objectives 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; teacher observation and postings)

**Project 2 — Interview / LM_NET / Georgia Media Listserv Research (7%)**
This project forms the basis for all other projects in this course. Examine specific functions and policies of the SLMP through interviewing a SLMS. You must research topics on LM_NET and/or Georgia Media listserv as well as interviewing a media specialist(s). You may conduct your interview as a group, but reports will be completed and submitted individually. Discuss budget development including funding issues, communication techniques with all stakeholders (student, faculty, parent, and community), facility planning, basic policies and procedures of administering the SLMP, current trends and issues including professional development and organizations, access to outside resources, cultural diversity and its impact on program development, copyright issues, and future goals. A clear understanding of these issues is essential in developing and administering a media program that will impact student achievement and lead to the development of lifelong readers. Include AT LEAST THREE (3) references in APA format (remember interviews are cited in text only, not in final reference listing). Interview/research write-up due to assignment dropbox.  
(See assignment information for detailed description of this project.)
(Course Objectives 1, 2, 3, 4, 6, 7, 9, 10, 12, 13; disposition; teacher observation)

**Project 3 — Newsletter (6%)**
Students will work individually to research and prepare a two-page newsletter article on a topic related to the development or administration of libraries and school library media centers. These articles will be posted to the course wiki as a collection of newsletters for all class members. This assignment requires creativity to make it interesting to classmates. Include all references, in APA format, as a third page. The sign up for topics is located on the course wiki. Responses to
classmates will be posted in CourseDen discussion board. (See assignment information for detailed description of this project.)
(Course Objectives: 1; Instructor Observation, peer observation, rubric)

Project 4—Budget (6%)
Students will work individually to prepare a three-year budget that includes justifications for your allocation of funds. Your budget should be based on the interview with a SLMS. Prior to writing a budget, you must decide what your vision is for improving the media center in the next three years. A plan should accompany the budget that spells out in detail how the budget should meet the vision for the media center. Include all references in APA format. Due to assignment drop box. (See assignment information for detailed description of this project.)
(Course Objective: 7; Instructor Observation, peer observation, rubric)

Project 5—Communications Article Critiques & Responses (8%)
Students will read two (2) articles (individual project) emphasizing the importance of interpersonal relationships and communication skills for library media specialists. Write a one to two page critique of each article: one section describing the content and one paragraph of evaluation and reaction. List complete bibliographic information (APA format) at the beginning of each critique. These critiques will be posted to CourseDen Discussion Board for small group discussion. In addition to posting article critiques, students MUST post legitimate responses to ALL postings in their group on the Discussion Board. (See assignment information for detailed description of this project.)
(Course Objective: 7; instructor observation, peer observation, rubric)

Project 6—Facilities (8%)
Students will visit a media center/facility and talk to a media specialist about media center facilities. After interviewing the media specialist, you will develop a renovation plan, including floor plan and rationale for proposed changes. Students should use the drawing tools in PPT or Word to complete the floor plan. (For use of other tools, get approval from instructor.) Include all references in APA format. Due to assignment drop box. (See assignment information for detailed description of this project.)
(Course Objective 6: instructor observation, peer observation, rubric)

Project 7—Policies and Procedures Handbook (15%)
This assignment is designed to develop the foundations of a policies & procedures handbook that serves as a guideline for the day-to-day media center operation. In addition to providing useful information for new media specialists, substitutes, clerks, and volunteers, sections of this book can be included in student and faculty handbooks. This is the beginning of a handbook you will develop while you are at UWG. You will adjust page numbering as you “build” the handbook throughout your program. The fully completed Policies and Procedures Handbook must be available at your portfolio presentation at the conclusion of your program. You will submit portions of the Handbook as directed on the course syllabus. Include all references in APA format. In addition to handbook submissions, you will participate in online discussions (synchronous and/or asynchronous), as assigned. (See assignment information for detailed description of this project.)
(Course objectives 2, 3, 4, 5, 8, 10, 12; instructor observation, peer observation, rubric).
Project 8—Trends & Issues Debate (7%)
Students will develop a debate for the class. Sign up for the debate is located on the CourseDen home page. A one-page debate handout is due to the assignment drop box and the discussion board. Include a second page with all references in APA format. Opposing individuals will debate their topics in an online class session at the end of the semester. (See assignment information for detailed description of this project.)
(Course Objective 13; instructor observation, peer observation, rubric)

Project 9 – Field Experience, Formative Evaluation (3%)
Post required field experience forms, formative assessment, program reflection, course evaluations.
(Course Objectives 1-13, instructor observation, FE forms)

Project 10—Class Participation, (15%)
Students are expected to attend all scheduled online class sessions.
(Course Objectives 1-13)

Evaluation Procedures:
Students are evaluated in the following areas:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Approx. % of Final Grade</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Readings, quizzes</td>
<td>25%</td>
<td>Posting</td>
</tr>
<tr>
<td>2. Interview / LM_NET / Georgia Media listserv Research</td>
<td>7%</td>
<td>Checklist / Portfolio</td>
</tr>
<tr>
<td>3. Newsletter (Woolls Chapter 1)</td>
<td>6%</td>
<td>Rubric</td>
</tr>
<tr>
<td>4. Budget (Woolls Chapter 9)</td>
<td>6%</td>
<td>Rubric</td>
</tr>
<tr>
<td>5. Communications Article Critiques &amp; Responses (Woolls Chapter 11)</td>
<td>8%</td>
<td>Rubric</td>
</tr>
<tr>
<td>6. Facilities (Woolls Chapter 6)</td>
<td>8%</td>
<td>Rubric</td>
</tr>
<tr>
<td>7. Policies and Procedures Handbook (Woolls Chapters 7,8,10,12)</td>
<td>15%</td>
<td>Rubric</td>
</tr>
<tr>
<td>8. Trends &amp; Issues Debate (Woolls Chapters 13,14)</td>
<td>7%</td>
<td>Rubric</td>
</tr>
<tr>
<td>9. Volunteer Experience Documentation, Formative Assessment, Course Evaluation</td>
<td>3%</td>
<td>Posting</td>
</tr>
<tr>
<td>10. Participation (online sessions, conferencing/collaboration with</td>
<td>15%</td>
<td>Instructor Observation,</td>
</tr>
</tbody>
</table>
Grading Policy:

The grading scale is as follows:

A= 100-92%, B= 91-82%, C= 81-70%, F=69% and below.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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 latest Connection and Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest State University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

Class Attendance and Participation

Face-to-face class requirements

• Students will attend and participate in all classes that are scheduled on campus, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities.
• Absence from on-campus sessions will lower a student’s cumulative point total by 5 points. For example if you have 98% in class and miss one required class your final grade would be 93%. If you miss two classes your final grade would be 88%.
• Failure to complete online assignments will also be counted as ‘class’ absences. Late assignments, for which there is no legitimate reason, will be assessed a 50% penalty per day. (Objectives # 1,2,3,4; disposition; teacher observation)

On-line class requirements:

Any student experiencing problems in using CourseDen should contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this plan fails, call
the Distance Learning Office and then the instructor for assistance. Do not wait to ask for help with CourseDen. Seek assistance immediately. Failure to complete online assignments and accesses will be counted as ‘class’ absences.

Since this is an online course you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. For questions submitted via CourseDen email you can expect to receive feedback from your instructor in 48 hours or less.

Students will attend online class sessions and be prepared with materials and readings according to the schedule indicated in the Tentative Class Outline, participate in any required CourseDen bulletin board discussions, and respond to topics presented. Note that Internet and CourseDen access is required.
(Course Objectives 1, 2, 3, 4, 5, 6; Teacher Observation, CourseDen BB postings, Online chats)

Disability Policy

All students are provided with equal access to 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 Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Student Work

All student work submitted during the course is required to be original. Original means that the work is done this semester and has not been done by another person.

Questions that may be answered by classmates may be posted to the general questions discussion board. It is each student’s responsibility to read answers to questions on a regular basis because they may address common questions among class members. Questions specifically for the instructor may be sent via CourseDen email.

Students are expected to research all assignments thoroughly, using books, audiovisual materials, and the Internet. All reference lists are to be done in APA style.

Students are expected to keep up with the SCOOP and registration deadlines.
Late Work

Students are expected to submit assignments on time. Valid reasons for submitting work late must be cleared by the instructors in advance. It is the student’s responsibility to contact the professor when extenuating circumstances take place. All assignments are due by **11:59 p.m. on the date due.** Any assignments posted after 11:59 p.m. will be considered late. Late assignments are subject to reduction in points, up to ½ credit.

Professional Conduct

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

- Participating in interactions and class activities in a face-to-face or online environment in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving class punctually.
- Treating class members, colleagues, and instructor with respect in and out of the classroom.
- Eliminating interruptions in class. (This includes cell phones, beepers, and disruptive behavior during class meetings or during online chats).

Students who display a lack of professionalism will be contacted by the instructor immediately after the violation takes place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

Student e-mail policy

University of West Georgia students are provided a MyUWG email account which is the official means of communication between the University and students. It is the student’s responsibility to check this email account for important University related information.
CLASS OUTLINE

This class is delivered as a 100% online distance course using CourseDen (at http://www.mywebct.westga.edu) and other web-based tools.

Tentative class schedule

All due dates are Mondays, 11:59 p.m., unless otherwise stated. Video conference sessions are on Mondays unless otherwise stated.

August 26
Video conference: August 26, 6:00 - 6:50 p.m.

September 2
Sign-up for newsletter topic
Handbook: locate library media handbook for your school and district (CourseDen assignment)
Quiz 1: Woolls, Ch. 12; Empowering Learners, Ch. 1 plus pp. 41-42 on advocacy.

September 9
Readings 1 "Leadership in Program Administration" (article from EBSCO eBook collection, available via UWG's Ingram Library)
Readings 2 (CourseDen assignment)
Handbook 1 (CourseDen assignment)

September 16
Video conference: Q & A (6:00 - 6:55 p.m. Monday, September 16)
Readings 3 (CourseDen assignment)
Mentor form (CourseDen assignment)

September 23
Quiz 2: Woolls Chapter 9; Empowering Learners, pp. 35-36; Library 101, Chapter 13
Newsletter (attach to newsletter discussion)
Progress video 1 (CourseDen assignment)

September 30
Newsletter responses (newsletter discussion, based on team)
Readings 4 (CourseDen assignment)
Mentor form (CourseDen assignment)

October 7
Video conference: Monday, October 7, 6:00 - 6:50 p.m.
Interview/research write-up (CourseDen assignment)
Sign-up available for trends and issues debate (Google form)
October 14
Readings 5 (CourseDen assignment)
Quiz 3: Woolls, Chapters 6 & 8; *Empowering Learners*, pp. 33-34; *Library 101*, Ch. 7

October 21
Budget (CourseDen assignment)
Progress video 2 (CourseDen assignment)

October 28
Handbook 2, 3, 4, & 5 (CourseDen assignment)
Communications article critiques (CourseDen assignment)
Team video conference to discuss interview/research (date/time determined by each team --
complete by end of this week)

November 4
Facilities (CourseDen assignment)
Video conference to present facilities project (all class members; times TBD)

November 11
Communication article responses (CourseDen discussion, team)
Readings 6 (CourseDen assignment)

November 18
Conduct and archive trends & issues debate (see team schedule)

November 25 - 29 Thanksgiving recess

December 2
Finishing up
Trends and issues debate reactions (CourseDen, TBD)
Distance & course evaluations (at myUWG)
Volunteer experience documentation (CourseDen assignment)

**IMPORTANCE OF WRITING QUALITY:** It is important that you take your writing in this class
very seriously. In addition to the criteria delineated above, structural, grammatical, and/or mechanical
errors will result in a loss of points. Papers or projects with numerous structural, grammatical or
mechanical errors will NOT earn a passing score. If you are concerned about your writing
proficiency, consider using the UWG Writing Center or a personal tutor.

**COE WRITING EXPECTATION AND RUBRIC**
Students will write in standard English, defined as using the rules and patterns of English associated
with educated citizens. This includes writing with clarity, complexity, and good organization, using
prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting
(APA).
### COE Writing Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>1 = Unacceptable</td>
<td>There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is not appropriate to the assignment.</td>
</tr>
<tr>
<td>2 = Emerging, Needs Improvement</td>
<td>Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and punctuation; formatting is attempted, but poorly done.</td>
</tr>
<tr>
<td>3 = Proficient</td>
<td>The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.</td>
</tr>
<tr>
<td>4 = Exemplary</td>
<td>There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g. with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.</td>
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### MEDT File Naming Protocol:  
MEDT instructors use a file naming convention that all students must adhere to if they want full credit for their assignments. This protocol is designed to make things easier on you when it comes to compiling required assessment and portfolio materials to graduate from the program.

The file naming protocol is a simple one: course number (for instance, 7477) followed by an underscore, followed by assignment name and another underscore, followed by your first, middle and last initials, followed by a period and the file extension. Note: the file name should contain NO SPACES, and all characters should be lowercase.

So, Jerry Jingleheimer Johnson, a student in MEDT 7477, submitting his podcast assignment (a .mv4 file) would name that file like this: 7477_podcast_jjj.mv4

Normally, the period and file name (.mp3) should be automatically added by the program you are using, but it never hurts to double check. Please make sure you do NOT double up on the file extension by typing the file extension and letting the program add the extension as well. For instance, your file should NOT look like this: 7477_podcast_jjj.mp3.mp3
Again, this is a required naming convention for all assignments submitted in MEDT courses in your program of study.