

MEDT 6461

ADMINISTRATION OF THE SCHOOL MEDIA CENTER

Semester Hours: 3

Semester/Year:

Instructor:

Office Location/Hours:

Office Phone

Fax:

E-mail:

Distance Support: WebCT Home Page: <http://webct.westga.edu>
WebCT Help & Troubleshooting: <http://www.westga.edu/~distance/help/>
UWG Distance Learning <http://www.westga.edu/~distance> ,
Distance Learning Library Services:
<http://www.westga.edu/~library/depts/offcampus/> ,
Ingram Library Services:
<http://www.westga.edu/~library/info/library.shtml>

Communication: The official communication method to students is through campus email (myUWG). Be sure to access this and your WebCt email several times a week to keep up-to-date on important information.

COURSE DESCRIPTION

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

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

The students will:

1. discuss the development of libraries and school library media centers in schools
(Wasman,1998; Woolls, 2004; Morris, 2004)
(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D5 Collaborative, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 1, 2, 3, 4; ISTE IAB, IIIB, IVA VABC, VIABCD; LM III, VII)
2. examine standards and policies pertaining to operation of school media programs and media specialist certification
(Wasman, 1998; Woolls, 2004; AASL, n.d.; Georgia Library Media Specialist Handbook, n.d.; Stein & Brown, 2001; Morris 2004)
(D8 Knowledgeable; NBPTS 1,2,3,4, LM III, AASL 1.4, 4.1, 4.2, 4.3)
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.)
(D2 Leaders, D9 Proactive, D10 Reflective. NBPTS 1, 2, 3, 4, 5; LMS I, II, III, VII, AASL 4.2)
4. demonstrate knowledge of policies and procedures for copyright compliance, inventory, scheduling, periodical control, weeding, repair and mending; circulation and overdue policies (Wasman, 1998; Morris, 2004; Georgia Library Media Specialist Handbook, n.d.)
(D8 Knowledgeable; NBPTS 1, 2, 3, 4; LM III, VI, AASL 4.1, 4.2)
5. identify procedures and policies for circulation and maintenance of media center equipment
Wasman, 1998; Heinich, 1999; Stein & Brown, 2001; Morris, 2004)
(D8 Knowledgeable; NBPTS 1, 2, 3, 4; LM III, VI; AASL 4.1, 4.2)
6. demonstrate proficiencies in planning, designing, and evaluating facilities for a school library media (Wasman, 1998; Woolls, 2004; Morris, 2004)
(D8 Knowledgeable; NBPTS 1, 2, 3, 4; LM III, VI; AASL 1.4, 4.1, 4.2)

7. demonstrate an understanding of the budgeting process and site-based management (Wasman, 1998; Woolls, 2004; Morris, 2004)
(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D5 Collaborative, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS 1, 2, 3, 4; LM III , VI, VII, X; ISTE IA, IVA, VAC, VIBD)
8. demonstrate strategies for motivating, training, and evaluating staff and volunteers (Wasman, 1998; Woolls, 2004; Morris, 2004)
(D1 Decision Makers, D2 Leaders, D4 Adaptive, D5 Collaborative, D7 Empathetic; NBPTS 1, 2, 3, 4; LM VI, VIII, IX; AASL 4.2)
9. demonstrate interpersonal and group relations and strategies for effective communication (Morris, 2004; Woolls, 2004; Prostano & Prostano, 1999)
(D2 Leaders, D5 Collaborative, D7 Empathetic. NBPTS 1, 2, 3, 4; LM I, II, III, X; ISTE IAB, IIC, VABC; AASL 4.2)
10. gain a working familiarity of school media-related professional organizations and publications
(Woolls, 2004; Morris, 2004; appropriate web sites)
(D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive; NBPTS 1, 2, 3, 4, 5; LM VIII, X; AASL 3.1);
11. 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.
(D5 Collaborative; NBPTS 1, 2, 3, 4; LM X)
12. demonstrate a knowledge of diversity, cultural differences, and special learner needs and how it impacts the media program (Prostano & Prostano, 1999)
(D6 Culturally Sensitive; NBPTS 1, 2, 3, 4; LM IX)
13. examine various school library media center trends and issues (Wasman, 1998; Woolls, 2004; Morris, 2004; various relevant web sites)
(D8 Knowledgeable; NBPTS 1, 2, 3, 4; LM III, IV; AASL 3.3)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

Woolls, B. (2004). *The School library media manager*. 3rd ed. Westport, CT: Libraries Unlimited

AASL & AECT. (1998) *Information power: Partnerships for learning*. Chicago: American Library Association.

References:

- American Association of School Librarians. (n.d.). AASL position statements. Retrieved May 8, 2003 from <http://www.ala.org/aasl/positions/index.html>
- American Psychological Association (1999). Electronic reference formats recommended by the American Psychological Association. Retrieved August 21, 2000 from the World Wide Web: <http://www.apa.org/journals/webref.html#Web Site>
(Or: go to UWG, click Academics and Research, click Ingram Library, scroll down and click All Library Guides (Under Instruction); and then scroll down and click APA Electronic Reference Formats (Under Citation and Style Guides).
- Andronik, C. A. (ed.) (1999). School library management. 5th ed. Worthington, OH: Linworth
- Baule, S. M. (1999), Facilities planning for school library and technology centers. Worthington, OH: Linworth.
- Bradburn, F. (1999). Output measures for school library media programs. New York: Neal-Schuman.
- Erikson, R. & Marjkuson, C.. (2001). Designing a school library media center for the future. Chicago: American Library Association.
- Everhart, N. (1998). Evaluating the school library media center. Westport, CT: Libraries Unlimited.
- Farmer, L.S.J. (2001). Teaming with opportunity: Media programs, community constituencies, and technology. Westport, CT: Libraries Unlimited.
- Hartzell, G. N. (1994). Building Influence for the school librarian. Worthington, OH: Linworth Publishing.
- Maine school libraries facilities handbook. (1999) Retrieved on June 8, 2003 from the Maine Association of School Librarians web site:
<http://www.maslibraries.org/about/facilities/handbook.html>
- Martin, M. S. & Wolf, M. T. (1998). Budgeting for information access: Managing the resource budget for absolute access. Chicago: American Library Association.
- Maryland State Department of Education. (1998). Facilities guidelines for library media programs. Baltimore, MD: Author.
- Meadville media center policy and procedure manual. (2002, February 5). Retrieved from Crawford Central School District web site: <http://www.tnte.com/mmc/policy.html>

Media specialist handbook (1990). Atlanta, GA: Georgia Department of Education.

Morris, B. J. (2004). Administering the school library media center (4th ed.). Westport, CT: Libraries Unlimited.

Prostano, E. T., & Prostano, J. S. (1999). The school library media center (4th ed.). Littleton, CO: Libraries Unlimited.

Public Education Network & American Association of School Librarians. (2001). The Information-powered school. Chicago: American Library Association.

Salmon, S. et al.(1996) Power up your library: Creating the school library media program. Westport, CT: Libraries Unlimited.

Santa Clara County Office of Education, Library Services. (2001). Where do I start? A school library handbook. Worthington, OH: Linworth Publishing.

Thelan, L. (2003). Essentials of elementary school library management. Worthington, OH: Linworth.

Wisconsin Dept. of Public Instructions, Instructional Media and Technology (n.d.). Design considerations for school library media centers. Retrieved May 8, 2003 from: <http://www.dpi.state.wi.us/dpi/dltcl/imt/desgnlmc.html>.

Web Sites:

American Association of School Librarians' Website

<http://www.ala.org/aasl/positions/index.html>

Georgia Association of Information Technology Website

<http://www.gait-inc.org/>

Georgia Department of Education Website

<http://www.doe.k12.ga.us>

Georgia GALILEO

<http://www.galileo.peachnet.edu/>

Georgia Learning Connections Website

<http://www.glc.k12.ga.us/homepg.htm>

Georgia Library Media Association Website

<http://www.glma-inc.org/>

Georgia Library Media Listserv

<http://www.georgiamedia.net/mailman/listinfo/georgiamedia>

LM_NET

http://www.eduref.org/lm_net/

LM_NET Archives

http://www.eduref.org/lm_net/archive/

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework

The focus of this course is to provide an overview of the procedures in planning, administering and evaluating a school media program. The overall evaluation of this course is structured on the premise that each assignment builds on the idea of administering a school media program effectively and efficiently. As students complete their assignments, they will have developed skills in decision making: planning, developing and administering budget; determining all policies and procedures for administering the media center, and designing a media center facility (course activities 2.3, 2.4, 2.5); leadership: taking responsibility for administering the school library media center and communicating with the school constituency to foster good public relations (course activities 2.3, 2.4, 2.5, 2.6); teaching students how to be lifelong learners by looking at issues and trends for further decision making and reflecting on issues to improve the administration of media centers (course activity 2.7); ; being adaptive: changing educational practices to meet students' and faculty needs. (course activities 1, 2.3, 2.4, 2.5, 2.6, 2.7). collaborative: working with colleagues to plan and carry out the school media program (course activities 1, 2.1, 2.2., 2.3, 2.4, 2.5, 2.6, 2.7); cultural sensitivity: adopting interventions and innovations to meet the needs of diverse students, faculty, and administrators. (course activities 1, 2.2, 2.4, 2.6, 2.7); empathy: demonstrating sensitivity to the needs of individual, family and community needs. (course activities 1, 2.6, 2.7); knowledge: drawing on pedagogical, content, and professional knowledge, including knowledge from others' posting on the online bulletin board. (course activities 1-2); being proactive: implementing new interventions and innovations in media programs to better serve children, faculty and administrators. (course activities 1-2); and reflection; engaging in ongoing, continuous reflection related to media programs in determining appropriate interventions/innovations and school changes that are needed to more effectively integrate school library media programs into the school curriculum. (course activities 1-2).

Activities and Assignments:

1. Class Attendance and Class 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 face to face 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:

If students have any problems in using WebCT they are to 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 WebCT. Seek assistance immediately. Failure to complete online assignments and accesses will be counted as 'class' absences.

Since this is primarily an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. You can expect to receive feedback from your instructor in 48 hours or less via email or returned phone calls.

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

2. 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. All projects must be completed to be graded.

All questions should be posted to the BB under Questions??? topic area. It is each student's responsibility to read answers to questions on a regular basis because they may address common questions among class members.

Students are expected to research all assignments thoroughly, using books, audiovisual materials, and the Internet. The reference lists are to be done in APA style. These projects are described individually by project under the table of contents for the course. Rubrics are also included for each project.

Students are expected to keep up with the SCOOP and registration deadlines so they do not miss registration dates.

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

Project 2.1— Class Participation, and Readings (5%)

Students are required to attend all scheduled face-to-face classes and online chats. As part of the participation grade students will complete readings and exercises as assigned in class schedule.

Project 2.2 –Interview / LM_NET Research – Including Field Experience (10%)**I. Description of field assignment**

Examine specific functions and policies of the SLMP through interviewing a SLMS or library media coordinator. 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. (Interview/research write-up due June 20 to discussion board. Field Experience forms (2) due to Assignment Tab by July

II. Procedures and time allocation – 5 hours

- Consult a SLMS or media coordinator through interviews, surveys, or questionnaires about issues in media program administration (as stated in description of field assignment). **Interview assignment instructions are included on WebCT Vista.**
- Make on-site visits to examine policies and procedures in the day-to-day operation of the LMC (circulation, copyright, LMC reservation and use, etc.) for assistance in planning your media handbook sections.
- Discuss designing a floor plan of the existing LMC and make suggestions for improvements based on your discussion with the SLMS and readings on good LMC design.
- Discuss with the SLMS or Coordinator budget preparation for the SLMC for the media program for the up-coming year.
- Discuss current issues and personal / professional development with the SLMS as you prepare your class debate.
- Use LM-NET and Georgia Media Listserv to explore these issues further and see how other SLMs administer their media programs.

III. Check list of additional activities to be completed in the field – 10 hours

- 1 – Examine the LMC collection in-depth
- 2 – Plan/collaborate with teachers
- 3 – Teach information literacy skills (Dewey, orientation, etc.)
- 4 – Assist students with research needs
- 5 – Assist students in locating materials
- 6 – Assist students with multimedia productions
- 7 – Shelf books
- 8 – Check books in and out

- 9 – Collect fines and issue overdue notices
- 10 – Catalog / Process materials

IV. Suggestions of how to prepare for activities:

- Contact a SLMS or Media Coordinator as soon as possible to set up times for interviewing and visiting. **You may use the interview questions provided on the assignment instruction sheet posted on WebCT Vista.**
- Become familiar with course assignments so you can work on final products while you are in the field.
- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

V. Required assignment documentation to be submitted for course

Brief description of what was done in narrative form OR an annotated outline (check sheet and other artifacts should be attached). Include the job titles of the person(s) involved in the activity such as SLMS, media coordinator, teacher, etc.

Brief description of two or three most significant learnings with statements of future applicability of what has been learned (reflection).

Reflective critique that addresses specific media program administration issues:

- Based on the survey, readings and research on listservs, how do other SLMPs differ in administration of the media program (i.e., circulation procedures, budget, issue of cultural diversity, access to information outside the LMC, etc.)?
- Level of application of learnings into course assignments (floor plan, current issues debate, budget preparation).
- The importance of developing a policies and procedures handbook that clearly defines aspects of the administration of the media program.

VI. Required entry in electronic portfolio

Documentation from I, II, and III to be entered in portfolio (Foliotek)

(Objectives 1, 2, 3, 4, 6, 7, 9, 10, 12, 13; disposition; teacher observation)

Project 2.3—Newsletter (5%)

Students will work individually or in a group of 2 to research and prepare a newsletter article on a topic related to the development or administration of libraries and school library media centers.

These articles will be posted to WebCT Vista Discussion Board as a collection of newsletters for all class members. This assignment requires creativity to make it interesting to classmates. Topics will be assigned at the first face-to-face class session on June 11th.

(Course Objectives: 1; Instructor Observation, peer observation, rubric)

Project 2.4—Budget (10%)

Students will work individually or within a group of 2 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 or Media Coordinator. 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. Due: June 25th.

(Course Objective: 7; Instructor Observation, peer observation, rubric)

Project 2.5—Communications Article Critiques (10%)

Students will read two (2) articles 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 WebCT Vista Discussion Board for small group discussion. In addition to posting article critiques, **students MUST post 2-3 legitimate responses to chosen postings on the Discussion Board.** Due: June 27th.

(Course Objective: 7; instructor observation, peer observation, rubric)

Project 2.6—Facilities (15%)

Students will work individually or as a group and visit a media center/facility and talk to a media specialist or media coordinator about media center facilities. After interviewing the media specialist or media coordinator, you will individually, or in groups of 2, renovate a floor plan and to write a rationale for your renovation. Due: July 2nd.

(Course Objective 6: instructor observation, peer observation, rubric).

Project 2.7—Policies and Procedures Handbook (30%)

This is an individual or group project of up to 4. 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.

POLICIES

- I. Purpose Statement
 1. Name and demographics of school
 2. Mission statement
 3. Philosophy statement
- II. Public Relations / Marketing
- III. Copyright
- IV. Leadership and Professional Growth
- V. Interlibrary Loan

PROCEDURES

- I. Circulation Procedures
 1. Circulation procedures
 2. Overdue procedures

3. Scheduling of LMC / Lab
 4. Inventory
- II. Cataloging procedures – Standards (Format indicators/shelving considerations, etc.)
(May cover this in MEDT 6463)
- III. Direction Sheet for Para-Professionals / Volunteers

Remember, this is the beginning of a handbook you will develop while you are at UWG. You will insert and adjust numbering as you “build” the handbook throughout your program. The fully completed Policies and Procedures Handbook must be available at your orals. Due: July 11th.
(Course objectives 2, 3, 4, 5, 8, 10, 12; instructor observation, peer observation, rubric).

Project 2.8—Trends & Issues Debate (10%)

Working in groups of 4, students will develop a debate with another group in the class. The two groups will debate their topics in our last face-to-face meeting on July 16th.
(Course Objective 13; instructor observation, peer observation, rubric)

Project 2.9—Formative evaluation & Reflective response (5%)

All students will be required to complete a formative evaluation during the semester (June 20 to June 25) and a final reflective response (July 11 to July 16).

Evaluation Procedures:

Students are evaluated in the following areas:

Activity	% of Final Grade	Type of Assessment	Date Due
2.1 Class participation, readings (Chapters 2-5)	5%	Posting	As indicated in syllabus
2.2 Interview / LM_NET Research (Field Experience included)	10%	Checklist / Portfolio	Interview – June 20 (FE no later than July 16)
2.3 Newsletter (Chapter 1)	5%	Rubric	June 18
2.4 Budget (Chapter 9)	10%	Rubric	June 25
2.5 Communications Article Critiques (Chapter 11)	10%	Rubric	June 27
2.6 Facilities (Chapter 6)	15%	Rubric	July 2
2.7 Policies and Procedures Handbook (Chapters 7,8,10,12)	30%	Rubric	July 11
2.8 Trends & Issues Debate (Chapters 13,14)	10%	Rubric	July 16
2.9 Formative evaluation Reflective response	5%	Instructor Observation	June 20 to June 25 July 16

Grading Policy:

The grading scale is as follows:

A= 100-90%, B= 89-80%, C= 79-70%, F=69% and below.

CLASS POLICIES

1. Submitting Assignments.

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. Class participation points will be deducted for each day late. All assignments are due by **midnight on the date due**. Any assignments posted after midnight will be considered late.

2. Professionalism

Students are expected to conduct themselves professionally. Acting professionally 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 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.

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, Dr. Ann Phillips. 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/~dserve/>. 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.

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 OUTLINE

This class is delivered as an online distance course using face-to-face instruction and WebCT at <http://www.mywebct.westga.edu>. There will be two face-to-face meetings for the class. The rest of the classes will be conducted online.

Tentative Class Schedule

Session	Class Activity	Assignments	Due Date (By Midnight)
1 June 4	Complete Introduction form Readings Exercises	Readings: Woolls <ul style="list-style-type: none"> ➤ Complete: Ch. 1, Exercise 2 (Page 23) ➤ Complete: Ch. 2, Exercises 4 and 6 (Page 44) ➤ Complete: Ch. 3, Exercise 3 (Page 70) ➤ Complete: Ch. 4, Exercise 3 (Page 94) ➤ Complete: Ch. 5 (no exercise) 	Purchase text Work on exercises. See direction sheet for completing these exercises under 2.1 Readings backpack.
2 June 6	Readings Exercises	Continue work on readings and exercises	Post Introduction Form by midnight tonight

<p>3 June 11 On Campus</p>	<p>Face to Face</p> <p>Newsletter Readings Exercise</p>	<p>Introductions / Discuss projects Discuss findings from exercises Assign groups Discussion topics:</p> <ul style="list-style-type: none"> ➤ Certification ➤ Standards (GA, SACS, National) ➤ Budget ➤ Program Evaluation ➤ Marketing / Public Relations ➤ Scheduling the LMC ➤ Resources Available 	<p>Bring responses to exercises from readings</p> <p>Set up interview with LMS or Coordinator / and check LM_NET archives (http://www.eduref.org/lm_net/archive/) for information on questions</p>
<p>4 Jun 13</p>	<p>Interview</p>	<p>Contact LMS for interview</p>	<p>Work on interview</p>
<p>5 June 18</p>	<p>Work on Handbook Purpose Statement</p>	<p>Complete Newsletter and Handbook Purpose Statement</p>	<p>Post Newsletter</p>
<p>6 June 20 NO On Campus</p>	<p>Change of schedule: No face-to-face session Work on Budget</p>	<p>Reading: Woolls</p> <ul style="list-style-type: none"> ➤ Complete: Ch. 9 ➤ Budget Project 	<p>Submit Handbook Purpose Statement</p> <p>Work on formative assessment</p> <p>Post Interview/Research write-up at discussion board</p>
<p>7 June 25</p>	<p>Work on Communications Project</p>	<p>Reading: Woolls</p> <ul style="list-style-type: none"> ➤ Complete: Ch. 11 ➤ Communications Article Critiques 	<p>Post Budget</p> <p>Complete Formative Assessment</p>
<p>8 June 27</p>	<p>Work on Facilities Floor Plan Project</p>	<p>Reading: Woolls</p> <ul style="list-style-type: none"> ➤ Complete: Ch. 6 ➤ Facilities Floor Plan <p>Discussion topics</p> <ul style="list-style-type: none"> ➤ Program Evaluation ➤ Marketing / Public Relations ➤ Scheduling the LMC ➤ Resources Available 	<p>Post Communications Articles Critiques</p> <p>Bring Interview/Research write-up to class</p>
<p>9 July 2</p>		<p>Reading: Woolls</p> <ul style="list-style-type: none"> ➤ Complete: Chs. 7,8 ➤ Work on Handbook 	<p>Post Facilities Floor Plan</p>
<p>10 July 4</p>	<p>HOLIDAY</p>	<p>(July 5 – 25 Advance registration for Fall semester, 2007)</p>	<p>Work on Handbook</p>

11 July 9	Work on Handbook & Research Debate Topic	Reading: Woolls ➤ Complete: Chs. 10 – 14 ➤ Work on Handbook ➤ Work on Debate	Work on Handbook
12 July 11	Complete handbook	Complete handbook and submit to Assignment Tab – each student must submit a copy of the handbook	Post Debate overview Submit handbook (Print or electronic) Work on Reflective Response (online)
13 July 16 On Campus	Face to Face Course evaluations	<u>Both sections:</u> Debate	<u>Both sections:</u> ➤ Post Field Experience forms to Assignment Tab ➤ Complete Distance Evaluation (online) ➤ Complete Reflective Response (online) ➤ Complete Course Evaluations (in class) ➤ Post required assignments and FE data to Foliotek