1. **COURSE TITLE AND NUMBER OF CREDITS:** Field Experiences in School Library Media Centers ELLM 621), Three Graduate Credits, pass-fail [Course outline]

2. **COURSE DESCRIPTION:** This course is designed to give the school library media specialist student 150 clock hours of work in a school library/media center approved by the university instructor. It is expected to provide a forum to evaluate student competencies resulting from the cumulative knowledge including concepts of diversity and inclusion gained through course work. Cooperatively, the university instructor, media center director, and the graduate student plan a program of work that will satisfy the requirements. Supervision is provided by the cooperating media center director and the university instructor. Seminars are held on campus.

3. **PREREQUISITES AND RESTRICTIONS:** None, but ELLM 513, 515, 517, & 611 preferred.

4. **COURSE OBJECTIVES:** This course is an extension of all the professional media courses providing practical experience and application of course work in a library/media center according to the concepts found in *Information Power* and the New Jersey Core Curriculum Content Standards. This professional dialogue and feedback is provided through the seminar sessions at the university and the cooperating media specialist. To that end the student will be able to:
   
   A. Use the techniques of observation and evaluation according to standard texts in analyzing the curriculum program and the educational needs of the cooperating school library media program including considerations for materials and teaching methods for diverse students and present the finding in feedback class sessions held at the university.
   
   B. Demonstrate the ability to motivate and guide all students in applying the nine information literacy standards from *Information Power* to the curriculum through the use of the library media center by presenting model lessons monitored by the cooperating library media supervisor.
   
   C. Demonstrate competency in planning, presenting, and extending learning experiences and materials for diverse student populations, including the concepts presented in basic access documents by presenting model lessons overseen and critiqued by the cooperating media supervisor. In addition the student will prepare a plan to implement staff development activities to increase competence in locating, using, and producing diverse resources for teaching and professional growth.
   
   D. Demonstrate the self-control, confidence, effective expression, and professional attitude necessary in her/his role as a practicum student as evaluated by the cooperating library media specialist in cooperation with the goals set by the university supervisor.
   
   E. Select, perform, and describe four projects that will accomplish one or more of the expected proficiencies listed on the evaluation form.

5. **STUDENT LEARNING OUTCOMES:** At the conclusion of the course, students will be able to:
   
   A. Engage in reflective inquiry about professional understanding and applications of school library media concepts as evidenced in the feedback class sessions held at the University (COE,GSLO,A.1)
   
   B. Demonstrate a knowledge of current professional standards, curriculum and trends in academic and
professional disciplines in school library media centers by presenting model lessons (COE,GSLO,B.1)
C. Demonstrate an understanding of similarities and differences affecting professional practice in the service role of the school library media center by applying professional attitudes toward completion of goals set by the supervisor (COE,GSLO, C.2)
D. Communicate effectively through listening, speaking, writing, reading, and other forms of representative activities in the library media center by completing reports on projects and maintaining a reflective log (COEGSLO, D.1)

6. COURSE CONTENT:
A. The practical application of techniques for observing and evaluation.
B. The practical application of varied strategies for planning and carrying out educational experiences for diverse students, including teaching information skills related to the curriculum.
C. Practice in the process of accepting critical evaluation and of self management.
D. The management of routines in the preparation of materials, circulation, reference, and other library/media center procedures.

7. TEACHING/LEARNING METHODS:
Individual needs and interests will be met through assignments made by the coordinator and cooperating teachers. Attendance and contribution during discussion sessions is required. Instruction will include discussions of teaching skills and conferences for planning, observation, and post-observation analysis.

8. ASSESSMENTS (PERFORMANCE BASED): Student evaluations will be based on:
A. Supervised observations; anecdotal records as recorded on reports and check sheets.
B. Growth in teaching and observing.
C. Attendance and participation in both the seminars and field experience.
D. Detailed log of activities and hours completed throughout the semester.*
E. Assessment of the curriculum/instruction, the management, and the collection project according to the course rubrics.* It should be noted that all plagiarism (whether intentional or not) is not acceptable.

9. CALENDAR:
A. Whenever possible the field experience of 150 clock hours in the library/media center will be assigned in accordance with the student’s consideration. Arrangements will be worked out whenever and wherever possible. Field Experiences inclusive dates are approximately January to May or September to December. The University Field Experience Coordinator will pay a minimum of one visit to each student in the Field Experience. The University Field Experience Coordinator will expedite whatever arrangements are needed. Seminars will be held on campus three times during the semester.
B. Seminars: The seminar sessions will be held on three Thursday evenings during the semester, 7:30 to 10:00 p.m.
C. Directions: Please provide the coordinator/instructor with:
   - Directions and parking instructions to the school or library
   - Your weekly schedule
   - Any special instructions that might be helpful.
The evaluation tools (1) log, (2) curriculum/instruction project, (3) management project are all recommended for the student’s school library media coordinator portfolio.
12. Preparer’s Name and date: Dr. Amy G. Job, April, 2005
13. BIBLIOGRAPHY:


Children's media market place (1988-) NY : Neal-Schuman.


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