

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2/27/2018** Curriculum Bulletin _____
 Effective Date **Fall 2019** Approved by EPC _____

Department **School of Information**
 College **CI - Communication and Information**
 Degree **Master of Library and Information Science**
 Program Name **K-12 School Media Librarianship** Program Banner Code **CI-MLIS-SML**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program - Full proposal**

Description of proposal: **This proposal seeks to establish the Master of Library and Information Science in K-12 School Media Librarianship. The K-12 School Library Media Licensure currently exists as a concentration option in the Master of Library and Information Science. In order to more effectively respond to curricular requirements for accreditation, the School of Information is seeking a separate degree program in K-12 School Media Librarianship.**

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: 0 Proposed total credit hours 37

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
Since this program currently exists as a concentration in the Master of Library and Information Science in Library and Information Science, we do not foresee any impact on other programs, policies or procedures. Establishing a separate program in K-12 School Media Librarianship will provide School of Information faculty the flexibility to respond to accreditation requirements and make revisions to the curriculum as needed. We anticipate this will also elevate the visibility of the program for students. Having two separate MLIS degree programs (one in Library and Information Science and one in K-12 School Media Librarianship) will also allow faculty the ability to customize the curriculum for both programs more easily.

Units consulted (other departments, programs or campuses affected by this proposal):
College of Education, Health, and Human Services, Educational Technology

REQUIRED ENDORSEMENTS

Kender Aht _____ 4/16/18
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) / /

Amy Reynolds _____ 4/24/18
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) / /

 Senior Vice President for Academic Affairs and Provost (or designee) / /

Table of Contents

I. Introduction

A. Rationale for the MLIS in K-12 School Library Media

II. Academic Quality

A. Historical Context

B. Curriculum

C. Admissions and Graduation Criteria

D. Faculty

E. Other Support

III. Program Need

A. Enrollment History

IV. Access and Retention of Underrepresented Groups

V. Statewide Alternatives

VI. External Support

VII. Financial Impact

I. Introduction

This proposal seeks to establish a new major, K-12 School Library Media, in the Master of Library and Information Science degree program offered by the School of Information (iSchool) at Kent State University. The iSchool, part of Kent State's College of Communication and Information, currently offers a Master of Library and Information Science degree program with an optional concentration in School Library Media. The concentration prepares students for the state licensure exam to obtain the K-12 School Library Media Endorsement. We propose to elevate the concentration to a new degree program that allows the program to determine its own core courses and electives, independent from the general Master of Library and Information Science degree requirements.

College of Communication and Information

The disciplines represented within the College of Communication and Information (CCI) at Kent State University emphasize different aspects of communication and information theory, research, use and practice. Yet, they all focus on the elements and means of creating, managing, using and evaluating messages, and on information components and processes that are central to communication interaction. The academic schools housed within CCI include: Communication Studies, Digital Sciences, Journalism and Mass Communication, Visual Communication Design and the Information School.

School of Information

The School of Information (iSchool) at Kent State University has evolved over its 60+ year history to serve the ever-changing needs of information professionals and the organizations that seek to employ them. Graduate Programs in the iSchool include

Library and Information Science, Health Informatics, Knowledge Management, and User Experience Design.

A. Rationale for the MLIS in K-12 School Library Media

The existing school librarianship program includes three pathways to school library media licensure: Master of Library and Information Science and K-12 School Library Media Licensure (MLIS+K-12); K-12 School Library Media Licensure Only; and Master of Library and Information Science and Master of Education (M.Ed) plus K-12 School Media Licensure. Each program is designed to meet varying student requirements. Students with a teaching credential seeking a Masters in Library and Information Science enroll in the K-12 School Library Media concentration for a minimum of 37 credit hours. The 29-credit-hour licensure program is available to students with a teaching credential who are not seeking a Masters degree. Students without a teaching credential enroll in the 57-credit-hour dual degree program.

Pathways to School Library Media Licensure	Program Target
Master of Library and Information Science and K-12 School Library Media Licensure	Students with existing teaching credential
K-12 School Library Media Licensure Only	Students with existing teaching credential
Master of Library and Information Science and Master of Education (M.Ed) plus K-12 School Media Licensure	Students without initial teaching license

Currently, the program shares core requirements with the general Master of Library and Information Science degree. The K-12 concentration is met through required electives. Elevating the concentration to an independent degree will allow the program to determine its own core courses and electives flexibility in meeting changes in accreditation standards. The educational requirements for school library media education cannot be supported and sustained through the current concentration.

Further, the degree prepares candidates for licensure that includes requirements beyond the Masters in Library and Information Science degree. All K-12 School Library candidates must obtain a passing score on the Ohio licensure exam (OAE) within 12 months of matriculations to obtain a multi-age license in School Library Media.

The MLIS+K-12 and the K-12 School Library Media Licensure Only programs are currently offered in an online format. The proposed new major coursework will be offered fully online. This program of study is offered online because it serves prospective students across the State of Ohio and beyond. Students who obtain school library media licensure are well prepared to

meet other states licensure standards and out of state students experience high degrees of state licensure reciprocity in school library media.

The dual degree MLIS/MED program and licensure only option are targeted to meet specific populations of prospective students and enrollment in these programs has been consistent throughout their existence. These programs will continue to be offered following the development of the MLIS K-12 School Library Media degree program.

II. Academic Quality

The K-12 School Library Media Degree program will be administered by the School of Information in the College of Communication and Information. The School has appointed a faculty member, Dr. Meghan Harper, as the Program Coordinator. In addition to teaching and advising, program coordinator responsibilities include the recruitment of qualified instructors, overseeing curriculum and monitoring curricular changes, coordination of course scheduling, and supervision of practica experience for licensure. The School engages with students, alumni, employers, and other constituents for each program to assist in maintaining quality programs aligned with the University, College, and School missions to serve all stakeholders.

Students pursuing the degree come from a variety of backgrounds. The state of Ohio requires certified librarians to hold both an initial teaching license and a K-12 School library licensure. It is therefore likely that most prospective students have already completed either an initial teaching licensure certificate or a Bachelors of Science in Education, although these are not requirements of the program.

The program is subject to the Kent State University Graduate Studies policies and procedures in regards to admission requirements, academic standards, and graduate faculty membership.

In 2011, the K-12 school library licensure only non-degree program was moved to the School of Information from the College of Education, Health and Human Services. The shift gave oversight of the program to those historically engaged in preparing school library personnel, and eliminated duplication in the university offerings. Following the program changes, the School of Information is responsible for maintaining continuous outcome data for their School Library Media students as part of the accreditation expectation for both the American Library Association and the Council for the Accreditation of Educator Preparation, as well as to meet Ohio Department of Education guidelines. The College of Education, Health and Human Services continues to manage the licensure application process. Additionally, students are able to enroll in a variety of educational technology courses offered through the College of Education, Health and Human Services.

A. Curriculum

The MLIS in K-12 School Library Media curriculum is based in both practice and theory. The theoretical content is aligned with American Library Association and American Association of School Librarians standards. Students are given opportunities to apply their learning in practical environments through a culminating experience and other options.

The curriculum is accredited by the American Association of School Libraries in accordance with its national standards. The curriculum is also aligned with Ohio state standards for school libraries. Students prepare for the Ohio Assessments for Educators Licensure exam as a requirement to obtain the K-12 School Library Media licensure. Elevating the concentration to a Major will have no impact on accreditation.

The current K-12 concentration includes the following:

- 12 hours of major core
- 12 hours of school library media licensure required courses
- 9 hours of electives
- 4 hours of final requirement

The proposed Major curriculum in MLIS in K-12 School Library Media includes the following:

- 16 hours of major core
- 6 hours of school library media licensure required courses
- 12 hours of electives
- 3 hours of final requirement

(Course Descriptions in Appendix.)

The Major will require a minimum of 37 credit hours, which is consistent with Masters of Library and Information Science programs in the iSchool and across library programs at other universities.

The final requirement consists of a culminating experience consisting of 250 hours in a school library environment under the supervision of a certified librarian. An additional 50 hours is allotted for the development of an electronic portfolio detailing the student's experiences in the practicum, including projects requirements of the experience.

Below is a table containing a side-by-side comparison of the current concentration curriculum and the proposed M.L.I.S. in K-12 School Library Media curriculum. The curriculum is comprised of Major Requirements, Required Electives, Electives, and a Final Requirement. In addition to the core requirements, electives required for the completion of the degree must be chosen from a pre-approved list. The Final Requirement consists of a culminating experience through which degree candidates complete a practicum in an educational setting under the supervision of a certified school librarian. The practicum allows students to test and apply principles learned in graduate study to real-world experiences.

The proposed MLIS in K-12 School Library Media includes minor curricular changes, retaining the minimum requirement for completion to a total of 37 credit hours. The coursework of the proposed program will remain mainly the same as it was in the concentration. However, two common core courses will be removed and replaced with concentration requirements. This will allow for more options for electives. The changes to the MLIS in K-12 Librarianship curriculum include the following:

- Replace core course LIS 60010 The Information Landscape with LIS 60624 Cataloging for School Libraries
- Replace core course 60040 Information Institutions and Professions with LIS 60607 School Library Management
- LIS 60280 Master's Portfolio moved from Final Requirements to core Major Requirement

CURRENT		PROPOSED	
<i>K-12 School Library Media Concentration in Master of Library and Information Science</i>		<i>K-12 School Librarianship Major in Master of Library and Information Science</i>	
Minimum of 37 credit hours		Minimum of 37 credit hours	
Major Requirements (12 hours)		Major Requirements (27 hours)	
LIS 60010 The Information Landscape <i>(Removal of Course pre-approved proposal submitted Fall 2017)</i>	2	LIS 60624 Cataloging for School Libraries	3
LIS 60020 Information Organization	2	LIS 60020 Information Organization	3
LIS 60030 People in the Information Ecology	2	LIS 60030 People in the Information Ecology	3
LIS 60040 Information Institutions and Professions	3	LIS 60607 School Library Management	3
LIS 60050 Research & Assessment in Library and Information Science	3	LIS 60050 Research & Assessment in Library and Information Science	3
		LIS 60626 Library Materials and Services to Teens	3
		LIS 60629 Library Materials and Services for School-Age Children	3
		LIS 60618 Information Literacy Initiatives and Instruction	3
		LIS 60630 Reference Sources and	3

		Services for Youth	
LIS 60280 Master's Portfolio in Library and Information Science	1	LIS 60280 Master's Portfolio in Library and Information Science	1
Concentration Electives (21 hours), choose from:		Electives (6 hours), choose from:	6
ETEC 57400 Trends in Educational Technology	3	ETEC 57400 Trends in Educational Technology (3)	
ETEC 57427 Technology and Learning	3	ETEC 57427 Technology and Learning (3)	
ETEC 67420 Research Issues in Educational Technology	3	ETEC 67420 Research Issues in Educational Technology (3)	
ETEC 67425 Managing Technological Change	3	ETEC 67425 Managing Technological Change (3)	
ETEC 67438 Instructional Applications of the Internet	3	ETEC 67438 Instructional Applications of the Internet (3)	
LIS 60626 Library Materials and Services to Teens	3	<i>(moved to major requirement)</i>	
LIS 60629 Library Materials and Services for School-Age Children	3	<i>(moved to major requirement)</i>	
LIS 60675 Youth Literature in the Digital Realm	3	LIS 60675 Youth Literature in the Digital Realm	
LIS 60607 School Library Management	3	<i>(moved to major requirement)</i>	
LIS 60618 Information Literacy Initiatives and Instruction	3	<i>(moved to major requirement)</i>	
LIS 60624 Cataloging for School Libraries	3	<i>(moved to major requirement)</i>	
LIS 60630 Reference Sources and Services for Youth	3	<i>(moved to major requirement)</i>	
Final Requirement (3 hours)		Final Requirement (3 hours)	
LIS 60792 Culminating Experience Practicum in K-12 Libraries	3	LIS 60792 Culminating Experience Practicum in K-12 Libraries	3
TOTAL	37	TOTAL	37

The majority of courses are offered every semester. LIS 60607 School Library Management and LIS 60624 Cataloging for School Libraries are offered two out of every three semesters. The

school library program is subject to two accreditation processes via the American Library Association and the Council for Accreditation of Educator Preparation and must address the Ohio Department of Education guidelines. Although the number of required elective courses is reduced, technological competencies will continue to be covered in both the Educational Technology and Library and Information Science electives.

The national standard for Masters in Library and Information Science degree is 37 credit hours. In order to be competitive in a national market, the current Masters in Library Science Degree only degree offered by the School of Information is 37 credit hours.

B. Admissions and Graduation Criteria

Regular admission will be granted to applicants who have an undergraduate GPA of 3.0 or higher, or another Masters degree with a graduate GPA of 3.0 or higher. In addition to the application, prospective students must submit official transcripts, a resume, a statement of purpose, and three letters of reference. For the proposed new major, applicants who do not meet the minimum GPA requirement will submit a Statement of Exception to be considered for conditional admission. The Statement must address educational and professional experience, interest in the program, career goals, and how the program of study will help actualize the student's professional objectives.

Additionally, iSchool admission standards and procedures are periodically reviewed by the Student Affairs Committee. Changes in the standards must be approved by the Faculty Advisory Committee and the University.

At the end of each semester, a listing of all students with a GPA below 3.0 and students who received a B- or below in any course or U in any course will be generated. In addition, a list of students with conditional admission status will also be generated. The Graduate Coordinator will review these reports and prepare a Student Achievement Evaluation Report at the end of each semester. This Report will be sent to the student and their academic advisor with recommendations for improvement.

At the completion of the program, a graduation clearance audit will be performed for each student to ensure all program requirements are met. Students must achieve a cumulative GPA of 3.0 or above, successfully complete all core requirements (with a grade of C or above), successfully complete the required number of electives, selected in consultation with their advisor, and complete a culminating experience practicum and electronic portfolio as required to obtain licensure in K-12 School Library Media.

C. Faculty

Currently, support for student success in the MLIS and K-12 School Library Media program includes:

- 1 full-time tenure-track faculty member dedicated to the development of the program in MLIS and K-12 School Library Media. This member currently serves as the Concentration Coordinator and Advisor.
- 3 full-time faculty teaching courses in the School of Information
- 4 part-time faculty who are top working professionals teaching courses that will provide the skills for success in employment
 - Associated faculty in the School of Information and ETEC who teach courses, advise students for their program of study and career paths, and guide students on final projects
 - Associate faculty and staff who support students in application and admission processes, program progress, and graduation clearance
 - Associated faculty and staff in Ohio schools and school-related institutions who teach, advise and supervise students in practicum projects

Faculty qualifications and current vitae are available in the supporting documentation of this proposal.

D. Other Support

The program collaborates with the Educational Technology Department in the College of Education, Health and Human Services at Kent State University. Additionally, the Program Coordinator is a voting member of the Licensure Coordinators Committee and actively participates in the decision making and policy approval processes of this committee.

The program receives support from the Office of Continuing and Distance Education (OCDE), the College of Communication and Information, and the School in the form of instructional design and building and maintaining courses in Blackboard. Opportunities for full-time and part-time faculty for training on online teaching and Quality Matters are made available by OCDE and highly encouraged by the School.

The MLIS K-12 program currently exists as a concentration, so it will not necessitate the regular start-up financial or human resources required of new programs. The M.L.I.S. in K-12 School Library Media program is fortunate to reside in the School of Information that has labs and resources that students who choose to come to campus for events or to meet with faculty advisors can access. Among them, the Reinberger Children's Library Center (RCLC) is the primary resource for students. The RCLC supports and encourages scholarly research, provides professional training to students and practitioners and engages in activities and outreach throughout Northeast Ohio, the Columbus Metropolitan area and beyond. Cataloging systems in the RCLC, as well as the Marantz Picture Book Collection housed in the RCLC, function as a model of InfOhio cataloging systems for K-12 School Library Media students.

The Center features a collection of more than 50,000 children's books, original picture book art, posters relating to children's books that date back to 1924, an iPad Lab containing 18 iPads with

pre-loaded K-12 apps, movable books, historical children's books and more. From historical books for children to contemporary literature for young people, the goal of the RCLC and the Marantz Collection of Picturebook Art (Marantz) is to build diverse collections of children's literature spanning geographic, cultural, physical, technological and temporal borders. These collections represent the best literature and related materials for young people.

The RCLC hosts events to engage students, alumni and youth services and K-12 school librarians. The Virginia Hamilton Conference is the longest running conference on multicultural children's literature. In Fall 2018, the conference will celebrate its 34th year. The Bi-Annual Marantz Picturebook Research Symposium features the special collection. Mock Caldecott events that allow students to review the award nominees and select their own winners using the same review process.

III. Program Need

The majority of public school districts in Ohio require School librarians to hold licensure in their teaching area in order to comply with Ohio operating standards for public schools as referenced in the Ohio Revised Code **3319.074 Professional qualifications of teachers**. Many school districts offer hiring preference to teacher candidates who hold a Masters of Library and Information Science degree.

The creation of this degree will enable the construction of program pathways that meet all of the requirements of the following accrediting bodies: American Library Association (ALA), the Council for the Accreditation of Educator Preparation, and Ohio Department of Education guidelines. Kent State is the only university offering licensure in school library media in Ohio that is accredited by the American Library Association. A degree from an ALA accredited program may lead to more job opportunities.¹ Over the course of the past four years, each fall sees approximately 35 students enroll with K-12 concentration. (Spring enrollment figures not available, but are typically lower than fall enrollment numbers.)

Establishing the K-12 School Library Media degree will allow the iSchool a more streamlined process to update and respond to changes in standards required by the state of Ohio. For example, in October 2017, Ohio joined the national Future Ready Schools initiative. This initiative identifies Future Ready Librarians as leaders of digital transformation of learning within the Future Ready Framework for Personalized Learning. Independence from the general Master's of Library and Information Science degree program will allow the iSchool greater agility in responding to such changes.

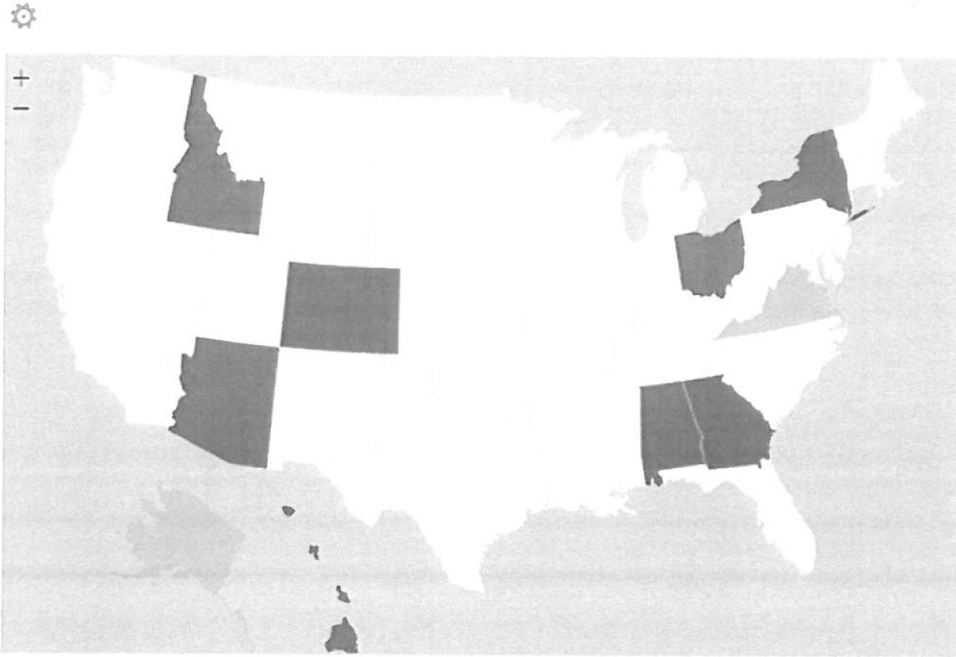
Predicted higher enrollment at public elementary and secondary schools will accelerate the demand for elementary and secondary school teachers.² Employment of education, training,

¹ Bureau of Labor Statistics. (2017). *Librarians: Occupational Outlook Handbook*. Retrieved from <https://www.bls.gov/ooh/education-training-and-library/librarians.htm#tab-6>

² Bureau of Labor Statistics. (2018). *Education, Training, and Library Occupations: Occupational Outlook Handbook*. Retrieved from <https://www.bls.gov/ooh/education-training-and-library/home.htm>

and library professionals is anticipated to increase by 9% between 2016 and 2026.³ The state of Ohio has good reciprocity with other states with regard to licensure requirements.

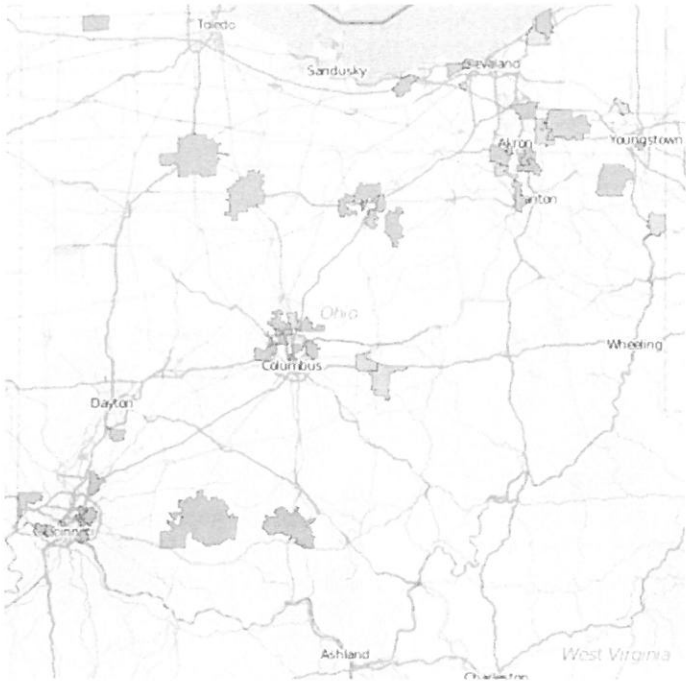
School Library Media Enrollment by State, 2017-2018



The iSchool draws the majority of its students from the state of Ohio, which accounted for 84 of the 98 students enrolled in the School Library Media program in 2017-2018. Connecticut was represented by three students, while Alaska and Virginia accounted for two. One student enrolled from each of the following states: Alabama, Arizona, Colorado, Georgia, Hawaii, Idaho, and New York. The State of Pennsylvania has eliminated their school library program of study and the School of Information is likely to see an increase in students coming from Pennsylvania.

³ Bureau of Labor Statistics. (2018). *Education, Training, and Library Occupations: Occupational Outlook Handbook*. Retrieved from <https://www.bls.gov/ooh/education-training-and-library/home.htm>

School Library Media Student Concentration in Ohio, 2017-2018



Ohio students represented 86% of those enrolled in the School Library Media program. Of this number, the majority come from the larger metropolitan areas of Cleveland, Columbus, Cincinnati, Dayton, and Akron. However, all areas of the state are well-represented at the iSchool.

IV. Access and Retention of Underrepresented Groups

School Library Media Students by Ethnicity, Enrolled 2017-2018

Caucasian	85
Not Reported	7
Multiracial	4
Native-American	1
African-American	1

This chart represents the ethnic breakdown of student enrolled in the iSchool’s School Library Media program. Increasing diversity among students is a strategic objective of the School. Measures implemented to meet this goal include an effort to recruit from Ohio colleges and universities with traditionally high levels of minority enrollment, such as Wilberforce, Central State, and Cleveland State University. These efforts are designed to increase awareness and interest in the programs available through the iSchool. Moreover, the iSchool developed the

\$1,000 iSchool Seed Scholarship to strengthen diversity in the program. This scholarship is available to students from underrepresented groups or veterans in their first semester of the MLIS program. The first iSchool Seed Scholarship was awarded in Fall 2017.

For overall retention, student surveys consistently report a high quality of advising in addition to high satisfaction rates in all areas.

V. Statewide Alternatives

Kent State is the only graduate program in Ohio offering a school librarianship degree.

Alternative Resident Licensure is available to out-of-state students from the Ohio Department of Education. Candidates completing a series of requirements receive the endorsement of the Ohio Department of Education.

VI. Financial Impact

There is no financial impact as the program is already in place. Based on our numbers of 100+ students pursuing school library media pathways this is a healthy enrollment and efforts will be to sustain and potentially grow the program. Moving this program from a concentration to a degree will be an added draw for recruitment in Ohio, nationally and internationally.

DESCRIPTION

The Master of Library and Information Science degree in School Library Media K-12 prepares students to apply for multi-age licensure in school library media. The program curriculum is based in both practice and theory and includes library science and educational technology courses. The theoretical content is aligned with the American Library Association, the American Association of School Librarians national standards and the Ohio state standards for school libraries.

Students are given opportunities to apply their learning in practical environments through a culminating experience and other options. Graduates are prepared to work in all types of libraries.

Fully Offered At:

- Online

ACCREDITATION

The M.L.I.S. degree in School Library Media K-12 is accredited by the American Library Association and the Council for the Accreditation of Educator Preparation (CAEP).

ADMISSION REQUIREMENTS

- Bachelor's degree from an accredited college or university
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for [unconditional admission](#)
- Official transcript(s)
- Résumé
- Goal statement
- Three letters of recommendation
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
 - Minimum 525 TOEFL PBT score (paper-based version)
 - Minimum 71 TOEFL IBT score (Internet-based version)
 - Minimum 74 MELAB score
 - Minimum 6.0 IELTS score
 - Minimum 50 PTE score

For more information about graduate admissions, please visit the [Graduate Studies](#) website. For more information on international admission, visit the [Office of Global Education](#) website.

PROGRAM LEARNING OUTCOMES

Graduates of this program will be able to:

1. Apply the field's foundational theories, principles, values, ethics and skills to everyday practice in a school library context.
2. Critique and synthesize research and identify appropriate research methodologies to solve problems in the school librarianship field.
3. Analyze and engage in the changing cultural, educational and social roles and responsibilities of librarians and the educational environments they work in within the global society.
4. Evaluate systems and technologies relevant to a school librarianship context.
5. Identify needs and connect K12 stakeholders (students, teachers, administrators) and communities with information that engages and empowers them.

PROGRAM REQUIREMENTS

Major Requirements (min C grade in all courses)		
LIS 60020	Information Organization	3
LIS 60030	People in the Information Ecology	3
LIS 60050	Research and Assessment in Library and Information Science	3
LIS 60280	Master's Portfolio in Library and Information Science	1
LIS 60607	School Library Management	3
LIS 60618	Information Literacy Initiatives and Instruction	3
LIS 60624	Cataloging for School Libraries	3
LIS 60626	Library Materials and Services To Teens	3
LIS 60629	Library Materials and Services For School-Age Children	3
LIS 60630	Reference Sources and Services for Youth	3
LIS 60792	Culminating Experience Practicum in K-12 Libraries	3
Major Electives, choose from the following:		6
ETEC 57400	Trends in Educational Technology	
ETEC 57427	Technology and Learning	
ETEC 67420	Research Issues in Educational Technology	
ETEC 67425	Managing Technological Change	
LIS 60675	Youth Literature in the Digital Realm	

Minimum Total Credit Hours: 37

GRADUATION REQUIREMENTS

- Minimum 3.000 overall GPA
- Successful completion of all requirements with a minimum C grade
- An electronic portfolio is required to obtain licensure in K-12 School Library Media.

LICENSURE INFORMATION

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer the Ohio Department of Education–Educator Preparation website for information on assessments specific to licensure type. Applicants interested in obtaining school library media licensure or certification outside the state of Ohio should refer to the requirements established by their state education agencies.

**CHANGE REQUEST FORM
ONLINE OR BLENDED/HYBRID DELIVERY**

This form must be used when a CCGS affiliated institution intends to deliver 50% or more of a previously approved degree program via electronic or other distance learning means.

CCGS institutions submitting requests for graduate programs should submit the request to Steve Nameth (snameth@highered.ohio.gov) and copy Matt Exline (mexline@highered.ohio.gov). Documents may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents.

Institution offering the degree program _____ Kent State University _____

Degree designation (e.g. *M.S. in Biotechnology*) _____ MLIS in K-12 School Library Media _____

In order to make this request, please confirm that the program will satisfy the following criteria:

- Program will use Quality Matters or similar metric-driven online course design/assessment tools
- All instructors will be trained in offering online content and online assessments
- The offering university has an institutionally approved plan for securing authorizations to deliver distance learning content in other states (e.g., NC-SARA membership).
- The offering university has approved all online courses for this program as academically appropriate for graduate study

Is this degree program subject to approval/accreditation by a governing body beyond ODHE and HLC (e.g., CAEP, CCNE, ABET, AACSB)?

- No
- Yes (If yes, please name the accrediting body here.)
American Library Association and Council for Accreditation of Educator Preparation (CAEP)

Does this degree program include the creation of original research or scholarship?

- No
- Yes (If yes, please complete question 1 on the following Supplementary Information form.)

Does this degree program include an experiential component (e.g., clinical or professional development experience)?

- No

Yes (If yes, please complete question 2 on the following Supplementary Information form.)

Will the program be offered in partnership with a third-party commercial on-line service provider?

No

Yes (If yes, please provide name of provider and their responsibilities [e.g., content creation, recruitment, admissions, advising])

Approximately what percentage of program content will be completed on-line? 100%

Signature of the official (Graduate Dean or equivalent) below confirms that the information above is accurate.

_____signature _____date

_____name and title

SUPPLEMENTARY INFORMATION FORM

1.) A. On a separate page, describe how program faculty will oversee and direct original research performed by students in the program. At a minimum, address the following areas:

- how students will gain access to required facilities and resources
- how students will be trained in necessary procedures
- how students will present their progress
- how the progress and quality of student projects will be assessed

Include any additional information needed to provide assurance that the quality of the research performed will be equivalent to the face-to-face offering of this degree.

B. On a separate page, describe how program faculty will mentor students, and how students will participate in the socialization that is necessary for the effective scholarly exchange of ideas at the level appropriate for the degree sought. At a minimum, address the following areas:

- how students will select a primary mentor and members of any required oversight committee
- frequency of any mandatory interactions between program faculty and students
- opportunities that exist for students to develop and refine ideas through scholarly exchange with faculty and others in the field
- career development opportunities will be provided

Include any additional information needed to provide assurance that student mentoring will be effective and assure professional competence and exposure in the field.

2.) On a separate page, describe how professional or clinical experiences are implemented and assessed. At a minimum address the following areas:

- criteria for selecting the location(s) of such experiences
- qualifications of preceptors or faculty
- provide a list of competencies that will be evaluated
- assessment strategies used to evaluate student performance

Include any additional information needed to provide assurance that the quality of the experiential component will be equivalent to that of students who are overseen in local environments.

SUPPLEMENTARY INFORMATION

2.) On a separate page, describe how professional or clinical experiences are implemented and assessed. At a minimum address the following areas:

- criteria for selecting the location(s) of such experiences
- qualifications of preceptors or faculty
- provide a list of competencies that will be evaluated
- assessment strategies used to evaluate student performance

Include any additional information needed to provide assurance that the quality of the experiential component will be equivalent to that of students who are overseen in local environments.

Course Name and Number	Required Number of Field Hours	Supervised (Yes/No)
LIS 60792 Culminating Experience Practicum (LIS only)	100 on-site 50 off-site (<i>material development</i>)	Yes
LIS 60870 Dual Degree Culminating Experience Practicum (LIS + Tech)	250 on-site 50 off-site (<i>material development</i>)	Yes

Per the Ohio Educational Department, each student pursuing K-12 licensure is required to complete a practicum in an education setting. The practicum consists of 150 total hours (100 hours on-site and 50 hours for completion of electronic portfolio). Students must consult with the K-12 coordinator to identify and select a practicum site. The student or the K-12 coordinator may make initial contact with the on-site supervisor. Candidates are supervised in the field by mentors who are certified teachers and school library media specialists.

Placements occur in the geographic location of the student in Ohio, and throughout the world, nationally and internationally. Placements are primarily in public K-12 schools. Alternate placements are acceptable when the supervising librarian is certified and on-site and the student has opportunities to develop competencies in the alternate environment. Candidates are in diverse placements and are monitored throughout the process. Both candidates and on-site supervisors complete an online evaluation of the practicum experience.

Students pursuing K-12 School Library Media Licensure in the School of Information are required to develop an electronic portfolio as a component of the practicum course to comply with Ohio State licensure requirements. The electronic portfolio is included in the practicum experience. Students developing their electronic portfolio are provided a handbook containing a combined checklist and descriptive rubric of components that align with state and national library standards.

The keeping of a detailed work log is also required from practicum students. The work log specifies how the students' time was spent, and describes reactions, thoughts, and ideas about the experience. The work log entries can be anecdotal, but should be kept on a regular basis and provide documentation of dates, times, and activities completed during the practicum.

Students are given the following task list upon registering for their practicum, and are encouraged to meet the following competencies and assessments for their electronic portfolio. Students are not required to submit the task list but rather to adapt the tasks to their practicum environment.

ELECTRONIC PORTFOLIO TASK LIST

Development of Competencies for Practicum Students pursuing School Library Licensure		Task	Observations/Comments
Standards AASL/ODE			
Orientation			
ODE 1:F 4:1 4:2	___1.	Tour library /media center; meet staff	
ODE 2:2 2:3	___2.	Tour the building; become acquainted with computer labs and production facilities	
ODE 3:A 2:A	___3.	Meet building administrators, teachers, and staff	
ODE 2:D	___4.	Become acquainted with collections: reference, non-fiction, fiction, multimedia and online collections	
ODE 2:D	___5.	Visit classes to observe teaching styles	
ODE 1:A 1:D	___6.	Become acquainted with all library policies, esp. student behavior policies	
ODE 2:D 1:C 1:F	___7.	Attend a faculty and/or departmental meeting	
	___8.	Visit the library/media center of other schools in the district	
ODE 1:A	___9.	Review Board of Education policies regarding library/media, technology, copyright, confidentiality and censorship	
ODE 2:D 1:C	___10.	Become acquainted with the curriculum committees and librarian responsibilities	
ODE 2:B 4:D 4:C	___11.	Become familiar with the district's web page and the specific school library's web page	
ODE 2:D 1:D	___12.	Become Familiar with the district's Library and Information Skills Course of Study	

	___13.	Learn how the school library interacts with the public library and what resources are available from them (i.e. can students access the public library's online catalog from school?)	
Program Administration			
ODE 1:A	___1.	Become aware of all administrative duties of the school librarian, esp. planning, budgeting, reports, committee responsibilities, supervisory responsibilities, program evaluation	
ODE 1:A	___2.	Assist as possible with these administrative responsibilities including those incorporating new technologies	
ODE 1:B	___3.	Attend meetings with librarian, e.g. faculty, curriculum, community	
ODE 1:F	___4.	Become acquainted with the tasks assigned to library staff members, including volunteers and student assistants	
ODE 1:F	___5.	Becoming acquainted with the methods used to supervise and evaluate library staff members	
ODE 1:D	___6.	Become acquainted with scheduling procedures for the library	
	___7.	Become aware of outside organizations and community stakeholders in the library. Review communications procedures and specific interests or roles outside stakeholders play in the library's operation.	
Collection Development			
ODE 2:A	___1.	Become acquainted with selection and cataloging policies and procedures; examine the materials selection policy	
ODE 2:A	___2.	Become acquainted with the selection sources used, including those for selection of non-print, multimedia and other alternative formats	
ODE 2:A	___3.	Assist in the selection of new materials and resources	
ODE 2:C	___4.	Assist in the reevaluation of the present collection for weeding and replacement	
ODE 2:A	___5.	Review the materials budget, federal monies received, deadlines, and business office procedures	
ODE 2:B 2:D	___6.	Assist in the acquisition of print and electronic materials	
Technical Services			

ODE 2:A	___1.	Become acquainted with cataloging procedures; catalog both print and non-print	
ODE 2:A	___2.	Assist in the cataloging of materials	
ODE 2:A	___3.	Become acquainted with the procedures for processing materials	
ODE 2:B	___4.	Review circulation policies and procedures for all types of materials. Assist with all phases of circulation	
ODE 1:D	___5.	Become aware of procedures for acquiring supplies	
ODE 4:B 4:C	___6.	Learn and assist with collection development and procedures for all types of materials and technology	
Technology Management			
ODE 4:C	___1.	Assist in the use of technology in the library	
ODE 4:B 4:C	___2.	Assist students and teachers in the use of technology	
ODE 4:A 4:C 4:F	___3.	Become acquainted with computer software and hardware and how it supports student learning. Become familiar with purchasing and upgrade policies for hardware and software	
ODE 4:B 4:E	___4.	Become acquainted with the student technology policies	
Reference Services			
ODE 3:1 3:D 3:A	___1.	Assist students and faculty with reference questions/assignments/ skills using print, non-print, or online resources	
ODE 3:1	___2.	Assist with planning and/or teaching lessons for curricular needs and specific assignments; design or recommend resources	
	___3.	Observe the teaching of classes in library/information literacy skills instruction that align with state or national library/technology standards	
ODE 4:C	___4.	Plan and teach a library or information literacy skills lesson to a class that aligns with state or national library/technology standards	
ODE 4:B 4:C	___5.	Learn about online resources and how they are used with students	
Reader's Advisory			
ODE 4:B 4:C 3:D	___1.	Assist students and teachers in the use of library materials and resources	
ODE 3:C 3:D	___2.	Prepare and give book talks for a class	
ODE 3:1	___3.	Prepare bibliographies for teachers and students	
ODE 3:D	___4.	Plan a display case	
Collaboration			

ODE 4:C	___1.	Learn about methods used for staying current on trends in reading materials, instruction, and other library services	
ODE 4:E	___2.	Become aware of library's resources and methods for providing equal access to patrons with disabilities or other special needs	

An evaluation checklist and an e-folio completion checklist are used to direct student performance in his/her practica. The student is furnished with the checklist upon registering for the practicum.

ELECTRONIC PORTFOLIO CHECKLIST

Date Completed	AASL Standards & <i>Ohio Guidelines</i>	Component	Form of Assessment, Description	Suggested Course(s)
	<u>AASL</u> Standard 2: Teaching & Learning 2:1, 2:2, (2007: 1.1.7) <u>Ohio</u> <i>Guideline 1 Library Management 1:A, 1:F</i> <i>Guideline 2: Collection Development and Curriculum 2:D</i>	Personal Beliefs & Goals Statement	Initial Reflection – Discuss your personal beliefs and goals. This 2-4 page discussion/statement must include your expected growth as a school librarian and specific goals.	60607 (CE Pract.)
	<u>AASL</u> Standard 1: Use of Information & Ideas 1:2 (2007: 1.1.5, 1.1.7) Standard 2: Teaching & Learning 2:2, 2:3 (2007: 1.1.7) <u>Ohio</u> <i>Guideline 2 Collection Development and Curriculum 2:A, 2:B</i> <i>Guideline 3 Literacy and Reading Support 3:A, 3:B, 3:C, 3:D, 3:E, 3:F, 3:G, 3:H, 3:I</i> <i>Guideline 4 Library-Based Technology 4:A</i>	Children's Library Services	Projects- Include two projects that demonstrate your knowledge of children and your ability to provide library services for them.	60607 60626 60629 60630 60675
	<u>AASL</u> Standard 1: Use of Information & Ideas 1:2 (2007: 1.1.5, 1.1.7) Standard 2: Teaching & Learning 2:2, 2:3 (2007: 1.1.7) <u>Ohio</u> <i>Guideline 2 Collection Development and Curriculum 2:A, 2:B</i> <i>Guideline 3 Literacy and Reading Support 3:A, 3:B, 3:C, 3:D, 3:E, 3:F, 3:G, 3:H, 3:I</i>	Teen Library Services	Projects- Include at least two projects that demonstrate your knowledge of teens and your ability to provide library services for them.	60607 60629 60630 60675

	<i>Guideline 4 Library-Based Technology 4:A</i>			
	<p>AASL Standard 1: Use of Information & Ideas 1:2 (2007: 1.1.5, 1.1.7)</p> <p>Ohio <i>Guideline 3 Literacy and Reading Support 3:A, 3:B, 3:C, 3:D, 3:E, 3:F, 3:G, 3:H, 3:I</i></p>	Reading Promotional	Project-Demonstrate a working knowledge of how to promote reading in a school library.	60607 60626 60629 60675
	<p>AASL Standard 1: Use of Information & Ideas 1:1, 1:2, 1:3, 1:4 (2007: 1.1.3, 1.1.4, 1.1.5, 1.1.6) Standard 2: Teaching & Learning 2:1, 2:2, 2:3 (2007: 1.1.7)</p> <p>Ohio <i>Guideline 3 Literacy and Reading Support 3:I</i> <i>Guideline 4 Library-Based Technology 4:A, 4:B, 4:C, 4:D, 4:E, 4:F</i></p>	Information Literacy Project	Project-Demonstrate knowledge of information literacy	60607 60030 60618
	<p>AASL Standard 1: Use of Information & Ideas 1:2 (2007: 1.1.5, 1.1.7) Standard 2: Teaching & Learning 2:2, 2:3 (2007: 1.1.7) Standard 3: Collaboration and Leadership 3:2 (2007: 1.1.2)</p> <p>Ohio <i>Guideline 2 Collection Development and Curriculum 2:B, 2:D</i> <i>Guideline 4 Library-Based Technology 4:C</i></p>	Pathfinder	Project-Construct an electronic pathfinder with a variety of sources to assist students/teachers academically or for enrichment.	60607 60626 60629 60630
	<p>AASL Standard 1: Use of Information & Ideas 1:1, 1:2, 1:3, 1:4 (2007: 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7); Standard 2: Teaching & Learning 2:1, 2:2, 2:3 (2007: 1.1.7); Standard 3: Collaboration and Leadership 3:1, 3:2, 3:3 (2007: 1.1.2); Standard 4: Program Administration 4:1, 4:2, 4:3 (2007: 4.1.1, 4.1.2, 4.1.4, 4.1.5, 4.1.8)</p> <p>Ohio <i>Guideline 1 Library Management 1:A, 1:B, 1:C, 1:D, 1:E, 1:F, 1:G</i> <i>Guideline 2 Collection Development and Curriculum 2:A, 2:B, 2:C, 2:D</i></p>	Technology Projects	Project-Select three projects that best represent your technology skills.	Multiple courses

	<p><i>Guideline 3 Literacy and Reading Support 3:A, 3:B, 3:C, 3:D, 3:E, 3:F, 3:G, 3:H, 3:I</i></p> <p><i>Guideline 4 Library-Based Technology 4:A, 4:B, 4:C, 4:D, 4:E, 4:F</i></p>			
	<p>AASL Standard 1: Use of Information & Ideas 1:1, 1:2, 1:4 (2007: 1.1.4, 1.1.5, 1.1.6); Standard 2: Teaching & Learning 2:1, 2:2, 2:3 (2007: 1.1.7); Standard 3: Collaboration and Leadership 3:1, 3:2, 3:3 (2007: 1.1.2); Standard 4: Program Administration 4:1, 4:2, 4:3 (2007: 4.1.5, 4.1.8)</p> <p>Ohio <i>Guideline 1 Library Management 1:A, 1:B, 1:C, 1:E</i> <i>Guideline 2 Collection Development and Curriculum 2:B</i></p>	Collaborative Unit	Project-Design a unit that demonstrates collaboration between the school librarian and another entity (entities).	60607 60626 60629 60618
	<p>AASL Standard 2: Teaching & Learning 2:1, 2:2, 2:3 (2007: 1.1.7) Standard 3: Collaboration and Leadership 3:2 (2007: 1.1.2)</p> <p>Ohio <i>Guideline 2 Collection Development and Curriculum 2:D</i> <i>Guideline 4 Library-Based Technology 4:B, 4:C</i></p>	In-service	Project-Develop an in-service that will inform or enrich the knowledge of a given audience	60630 60618
	<p>AASL Standard 3: Collaboration and Leadership 3:1 (2007: 1.1.2); Standard 4: Program Administration 4:1, 4:2 (2007: 4.1.1, 4.1.4, 4.1.5, 4.1.8)</p> <p>Ohio <i>Guideline 1 Library Management 1:A, 1:B, 1:C</i> <i>Guideline 2 Collection Development and Curriculum 2:A, 2:B, 2:C, 2:D</i> <i>Guideline 3 Literacy and Reading Support 3:A</i></p>	Collection Development	Project-The collection development project should address some issues of curriculum alignment or management of library materials	60607 60630 60629 60626
	<p>AASL Standard 4: Program Administration 4:1, 4:2, 4:3 (2007: 4.1.1, 4.1.2, 4.1.4, 4.1.5, 4.1.8)</p> <p>Ohio <i>Guideline 1 Library Management 1:A</i> <i>Guideline 2 Collection Development and Curriculum 2:A, 2:D</i></p>	Catalog Management Project	Project-Develop a cataloging management tool to implement cataloging policies, standards, and procedures.	60624

	<i>Guideline 4 Library-Based Technology 4:A, 4:B</i>			
	<p>AASL Standard 1: Use of Information & Ideas 1:1, 1:3 (2007: 1.1.3,1.1.4) Standard 2: Teaching & Learning 2:1, 2:2, 2:3 (2007: 1.1.7) Standard 3: Collaboration and Leadership 3:1, 3:2, 3:3 (2007: 1.1.2) Standard 4: Program Administration 4:1, 4:2, 4:3 (2007: 4.1.1, 4.1.2, 4.1.4, 4.1.5, 4.1.8)</p> <p>Ohio <i>Guideline 1 Library Management 1:A, 1:G</i> <i>Guideline 2 Collection Development and Curriculum 2:D</i> <i>Guideline 4 Library-Based Technology 4:F</i></p>	Practicum Log, Goals, Objectives & Summary	Project- Include a worklog documenting hours, objectives and summary of the practicum experience. <ul style="list-style-type: none"> ● Worklog ● Goals & Objectives ● Summary 	60792 60692
	<p>AASL Standard 2: Teaching & Learning 2:1, 2:2 (2007: 1.1.7)</p> <p>Ohio <i>Guideline 1 Library Management 1:A, 1:F</i> <i>Guideline 2 Collection Development and Curriculum 2:D</i></p>	Reflection	Evaluative Reflection- Discuss your personal beliefs and goals that have been affirmed or reflect professional growth. This 2-4 page discussion/statement must include your insights from your program of study and expected continued growth as a school librarian.	
		Resumé	Update your resumé to briefly highlight your educational and vocational experience. Note special skills or interests you have. References are not required, but you may find it advantageous to include them for your own career pursuits.	60792 (CE Pract.)

K-12 School Library Media Completion Checklist for E-Folio

Date Completed	Component
	Personal Beliefs & Goals Statement <i>This 2-4 page discussion/statement must include your expected growth as a school librarian and specific goals</i>

	Children's Library Services <i>Develop at least two projects that demonstrate your knowledge of children and your ability to provide library services for them</i>
	Teen Library Services <i>Develop at least two projects that demonstrate your knowledge of teens and your ability to provide library services for them</i>
	Reading Promotional <i>Demonstrate a working knowledge of how to promote reading in a school library</i>
	Informational Literacy Project <i>Demonstrate knowledge of information literacy</i>
	Pathfinder <i>Construct an electronic pathfinder with a variety of current sources to assist students/teachers academically or for enrichment</i>
	Three Technology Projects <i>Select three technology projects that best represent your technology skills</i>
	Collaborative Unit <i>Design a unit that demonstrates collaboration between the school librarian and another entity (entities)</i>
	In-service <i>Develop an in-service that will inform or enrich the knowledge of a given audience</i>
	Collection Development <i>The collection development project should address some issue(s) of curriculum alignment or management of library materials</i>
	Catalog Management Project <i>Develop a cataloging management tool to implement cataloging policies, standards, and procedures</i>
	Practicum Log <i>A worklog documenting practicum hours</i>

INTERNSHIP/PRACTICUM EVALUATION FOR SUPERVISORS

An evaluation questionnaire is provided to supervisors at the beginning of the practicum experience for assessing student performance.

Internship/Practicum Evaluation for Supervisors

After the completion of the required on-site hours, please complete this evaluation for your internship student. If you have any questions about this evaluation, please contact us at slisinfo@kent.edu or the student's faculty advisor.

Student's Name:

On-Site Supervisor's Name:

Internship/Practicum Site:

Last date of Internship/Practicum Hours (mm/dd/yyyy)

Please select the student's internship/practicum option.

- Master's Internship
- K-12 Practicum
- Certificate of Advanced Study Internship

Semester enrolled in the internship/practicum

Year enrolled in the internship/practicum

Kent State University Faculty Internship/Practicum Advisor:

Default Question Block

Internship/Practicum Evaluation for Supervisors

After the completion of the required on-site hours, please complete this evaluation for your internship student. If you have any questions about this evaluation, please contact us at sisinfo@kent.edu or the student's faculty advisor.

Student's Name:

On-Site Supervisor's Name:

Internship/Practicum Site:

Last date of Internship/Practicum Hours (mm/dd/yyyy)

Please select the student's internship/practicum option.

- Master's Internship
- K-12 Practicum
- Certificate of Advanced Study Internship

Semester enrolled in the internship/practicum

Year enrolled in the internship/practicum

Kent State University Faculty Internship/Practicum Advisor:

Focus area and/or setting of Internship/Practicum - please select all that apply.

- Academic Librarianship
- Archives or Special Collections

4/19/2017

Qualtrics Survey Software

- Cataloging or Metadata
- Children's Librarianship
- Digital Librarianship/Digital Initiatives
- Digital Preservation
- Information Technology and Information Science
- K-12 School Librarianship
- Library Management
- Museum Studies
- Public Librarianship
- Public Services and Instruction
- Special Librarianship
- Teen Librarianship
- Other

The MLIS program addresses the learning outcomes listed below. Based on the student's performance in the internship/practicum, what is your assessment of the student's level of mastery as a professional?

	Mastery attained	Mastery in-progress	Mastery emerging - beginning	Mastery not evident	Does Not Apply
Apply the field's foundational theories, principles, values, ethics, and skills to everyday practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critique and synthesize research and identify appropriate research methodologies to solve problems in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze and engage in the changing cultural, educational, and social roles and responsibilities of librarians/information professionals and the environments they work in within the global society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate systems and technologies in order to implement improvements and innovations relevant to a particular information context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify needs and connect individuals and communities with information that engages and empowers them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At what level did the student meet the Internship/Practicum learning objectives set for the Internship/practicum?

- Above expectations
- Met expectations
- Below expectations

What are your impressions of the student's attitude and behavior during the internship/practicum experience? Please choose one response for each statement.

	Consistently	Sometimes	Rarely	Never
The student was committed to the Internship/practicum experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4/19/2017

Qualtrics Survey Software

	Consistently	Sometimes	Rarely	Never
The student was cooperative (e.g. willingness to take direction) during the internship/practicum experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student exhibited tactfulness, courteousness and a positive attitude while interacting with others (e.g. staff, users).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student took initiative in his or her work (e.g. started work without being told)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student displayed honesty, integrity and respectfulness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student accepted responsibility (e.g. followed directions, kept on job without close supervision)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student had an overall positive attitude toward the activities and personnel associated with the internship/practicum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student put forth a high quality of effort with regard to the skills learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the internship/practicum how well did the student: (please choose one response for each statement)

	Extremely well	Very well	Moderately well	Not well at all	Does Not Apply
Respond to the needs of a diverse society including needs of under-served groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply new technologies in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply theory, principles, and values to the provision of services in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect and self-evaluate on professional values and skills in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with other professionals in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, did the student have adequate preparation for this internship/practicum? Please explain.

What strengths did this student bring to or develop during his/her internship/practicum under your supervision?

As you see it, what are some areas that continue to be challenges for this student? Please explain.

Did you notice personal and/or professional growth during the Internship/practicum?

- Yes
- No

Please explain your observations on the personal and/or professional growth of the student during the Internship/practicum.

Please provide your overall evaluation of the student (choose one)

- Excellent
- Good
- Fair
- Poor

In the space below, please provide an additional assessment that addresses student strengths and areas of growth supported by examples.

Have you discussed this evaluation with the student?

- Yes
- No

Is there anything SLIS can do to improve the internship process and communication between the site, faculty/advisor, and the student?

FACULTY AND COURSE OFFERINGS

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience in the Discipline/Field	Additional Expertise in the Discipline/Field* (e.g., licenses, certification, if applicable)	Title of the Course(s) This Individual Teaches in the Program Include the course prefix and number
Dr. Meghan Harper	Associate Professor,	FT	Kent State University Ph.D Curriculum and Instruction Masters in Library Science Bachelors of Science in Education	28	K-12 School Library Media Licensure K-8 Elementary Education	LIS 60607 School Library Management LIS 60624 Cataloging in School Libraries LIS 60630 Reference Sources and Services LIS 60618 Information Literacy Initiatives and Instruction
Dr. Marianne Martens	Assistant Professor	FT	Rutgers Ph.D Library and Information Science	8	Publishing employment	LIS 60675 Youth Literature in the Digital Realm LIS 60629 Library Materials and Services for Children
Ms. Mary Anne Nichols	Senior Lecturer	FT	Kent State University Masters in Library and Information Science	32	Public library employment	LIS 60626 Library Materials and Services for Teens
Dr. Christina Dorr	Adjunct faculty	PT	Ohio State University Ph.D Education State University of New York Masters in Library Science Excelsior College Bachelor of Arts Liberal Arts Statue University of New York Associate of Arts in Liberal Arts	27	National Board Certified Teacher Media Pre-K-12 Ohio State Teacher 5-year license, Library Media Specialist, K-12 Licensure Middle Childhood in Language Arts and Social Studies Licensure with a Generalist Endorsement	LIS 60630 Reference Sources and Services LIS 60629 Library Materials and Services for Children

					for Grades 4-6. Ohio State Master Teacher Designee New York State Teacher Certificate (permanent), Library Media Specialist K-12. New York State Librarian's Professional Certificate (permanent)	
Ms. Liz Deskens	Adjunct faculty	PT	Ohio State University Masters in Education	26	K-12 Reading Endorsement Language Arts and Social Studies Licensure	LIS 60629 Library Materials and Services for Children
Ms. Christine Anderson	Adjunct faculty	PT	Kent State University Ph.D candidate Kent State University Masters in Library and Information Science	11	Public library employment	LIS 60629 Library Materials and Services for Children
Dr. Mary Anne Stahr	Adjunct faculty	PT	Ph.D. Education (instructional technology), Kent State University May 2008 M.L.S., Kent State University 1996 M.Ed., Kent State University 1992 B.A., English, Northern Illinois University	24	K-12 School Media Licensure 7-12 English Licensure K-12 Specific Learning Disability Tutor Licensure National Board Certified Teacher	ITEC 57400 Selection and Utilization of Educational Media

PROPOSED MLIS IN K-12 SCHOOL LIBRARY MEDIA

COURSE OFFERINGS

MAJOR REQUIREMENTS

LIS 60020 INFORMATION ORGANIZATION 2 Credit Hours

Introduction to the theory and practice of information organization and retrieval in various information environments. Familiarity with principles, standards, tools and current systems relating to organization of information and retrieval. Exploration of supported information system functions such as searching, browsing, and navigation. Assessment and evaluation of information organization and retrieval systems.

LIS 60030 PEOPLE IN THE INFORMATION ECOLOGY 2 Credit Hours

Takes a user-centered approach in exploring the information needs and behaviors of people (as individuals and in groups, communities, and institutions) in relation to the larger information ecology that surrounds them. Topics covered include an overview of information ecology; the user-centered paradigm; major information needs and information behavior theories, models, and findings; the landscape of information sources and services for users; factors that influence people's information needs and behaviors; and user empowerment, information ethics, information fluency, and related issues.

LIS 60050 RESEARCH AND ASSESSMENT IN LIBRARY AND INFORMATION SCIENCE 3 Credit Hours

Focuses on quantitative and qualitative research methods applicable to information settings and environments. Explores research design, data analysis, proposal development, and ethical issues.

LIS 60280 MASTER'S PORTFOLIO IN LIBRARY AND INFORMATION SCIENCE 1 Credit Hour

Completed in a student's last semester. It will include the creation of an electronic portfolio to represent and self-evaluate the student's experience throughout the MLIS program, considering program learning outcomes and preparation for a career in the field of library and information science.

LIS 60607 SCHOOL LIBRARY MANAGEMENT 3 Credit Hours

Management of school libraries.

LIS 60624 CATALOGING FOR SCHOOL LIBRARIES 3 Credit Hours

Organization and administration of print and non-print materials in school libraries. Application of appropriate descriptive cataloging rules, subject headings and classification policies for children's, teen and educational materials K-12.

REQUIRED ELECTIVES

ETEC 57400 SELECTION AND UTILIZATION OF EDUCATIONAL MEDIA 3 Credit Hours

Discusses principles and techniques in the selection and utilization of media for instructional purposes.

ETEC 57427 TECHNOLOGY AND LEARNING 3 Credit Hours

Overview of technology used in education. Focuses on implementing and facilitating learner-centered curriculum with computer technology. Students develop web-based instructional materials.

LIS 60618 INFORMATION LITERACY INITIATIVES AND INSTRUCTION 3 Credit Hours

(Invites information professionals from any library point-of-view (school, public, academic, archives, special, etc.). Topics include definitions and history of information literacy standards and objectives, developing an information literacy agenda, library pedagogy and learning styles, information literacy needs assessment, program development and delivery, and experiential learning in library communities.

LIS 60629 LIBRARY MATERIALS AND SERVICES FOR SCHOOL-AGE CHILDREN 3 Credit Hours

Selection and utilization of materials in relation to needs, abilities and interests of school age children.

LIS 60630 REFERENCE SOURCES AND SERVICES FOR YOUTH 3 Credit Hours

Organization and administration of information sources and information services for children and young adults (K-12). Evaluation selection and utilization of print and electronic sources.

LIS 60626 LIBRARY MATERIALS AND SERVICES TO TEENS 3 Credit Hours

Selection and utilization of books and materials in relation to needs, abilities and interests of teens.

LIS 60675 YOUTH LITERATURE IN THE DIGITAL REALM 3 Credit Hours

From apps, to eBooks, to multi-platform books, to books with augmented reality, new digital formats extend books across media platforms, and provide readers with new, interactive ways of engaging with texts. However, the proliferation of new media formats means there are just as many questions related to their selection, evaluation, and use. This course aims to answer those questions and to critically examine digital formats and related implications for stakeholders in the field of literary production for young people, including librarians, publishers, authors, illustrators, and readers.

ETEC 67420 RESEARCHING CURRENT ISSUES IN INSTRUCTIONAL TECHNOLOGY 3 Credit Hours

Exploration of significant current issues in the field of instructional technology ,including latest research findings, use of newest technologies, instructional design issues, present state of the field and future directions.

ETEC 67425 MANAGING TECHNOLOGICAL CHANGE 3 Credit Hours

Analysis and evaluation of change process are explored, particularly as they relate to use of instructional technology. Management role for facilitating planned change as studied through communication and management models.

ETEC 67438 INSTRUCTIONAL APPLICATIONS OF THE INTERNET 3 Credit Hours

Provides knowledge and skills needed to use the Internet effectively in instruction at all levels. Two major concentrations are computer-mediated communications and instructional Web site development.

FINAL REQUIREMENT**LIS 60792 CULMINATING EXPERIENCE PRACTICUM IN K-12 LIBRARIES 3 Credit Hours**

Under the advisement of a faculty member, students complete a professional-level practicum that serves as a culminating experience for the M.L.I.S. degree.