Mansfield University
Academic Affairs Committee
Application for Online Course Approval

Course Prefix/Number: _____LSC5526__ Course Title: Managing the School Library____
Date: Aug. 31, 2013_ Submitted by: _Jane Fenn____________________
Sponsoring Department: __SL&IT________________

To request approval to offer a course online, complete and sign this form. Include:

1. The course syllabus, with student learning outcomes; the current or proposed catalog description;
2. A narrative that describes: details of how you plan to deliver content in a manner appropriate to the online environment, course activities, learning assessments, and opportunities for student engagement. The narrative must address the following:
   a. Design features that support student learning in a format appropriate to the online environment
   b. Strategies for engaging students with meaningful, interactive activities
   c. Strategies for communicating with and among students
   d. Strategies for assessing student learning outcomes, including methods to ensure procedural integrity

This form and attached materials should be sent to the Chair of AAC in electronic form (a single file is preferred). Two copies of the form and attached materials (with Applicant and Department Chairperson signatures) should be submitted via campus mail to the Chair of AAC.

Signatures:

Department Chairperson: ______________________________ Date: ____________

Chairperson, AAC: ______________________________ Date: ____________

Dean of Record: ______________________________ Date: ____________

The process for online approvals is via Department Chair, AAC, and Dean (this Expedited Approval process is consistent with the CBA). Online approvals should be submitted prior to the listing of a course in WebAdvisor. Once a course is approved for online, any qualified faculty may teach the course. Courses under special topics (or 2255/4455) should be submitted on a topic-by-topic basis.

Use this form to request online status for an existing course (one already approved through the regular curricular process). If you are proposing to create a new course for online delivery, the new course forms should accompany this form.

(Approved by Senate 12/08/2011)
Catalog Description: LSC5526 Managing the School Library facilitates the development of each candidate's toolbox of strategies and processes for carrying out a high quality school library program offering significant value added to the achievement of students and the support of teaching and learning in the school setting. Planning, assessing and reporting on the program; making its learning space more effective; using the budget and staff as key assets to effective program delivery; consistently updating policies and procedures; leading through information literacy and technology applications; and providing staff development and outreach to all stakeholders form the basis for a twenty-first century school library. Comparing practical approaches to program ideals and best practices informs the perspective on each topic studied.

School Library and Information Technologies

LSC 5526 – Managing School Libraries
3 Graduate Credits
Spring 2014
Proposed Syllabus

Table of Contents

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Contact Information for Jane Fenn

Mansfield email: jfenn@mansfield.edu
Phone: (575) 649-2401
**Office Hours:** 5:00 - 8:00 PM EST Mon-Fri and Sun
Available most anytime Sat.
Will check email frequently & will phone you on your schedule by request or call me.

**SL&IT Landing Page**  [http://mansfield.edu/school-library-online-masters/](http://mansfield.edu/school-library-online-masters/)
**Current Students Portal Page** for information and links about the program, North Hall Library, SL&IT policies, and much more
[http://sl-it.mansfield.edu/current-students/index.cfm](http://sl-it.mansfield.edu/current-students/index.cfm)

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**Course Description**

There are no prerequisites for the course which is offered online through Desire2Learn course software.

Managing the School Library facilitates the development of each candidate’s toolbox of strategies and processes for carrying out a high quality school library program offering significant value added to the achievement of students and the support of teaching and learning in the school setting. Planning, assessing and reporting on the program; making its learning space more effective; using the budget and staff as key assets to effective program delivery; consistently updating policies and procedures; leading through information literacy and technology applications; and providing staff development and outreach to all stakeholders form the basis for a twenty-first century school library. Comparing practical approaches to program ideals and best practices informs the perspective on each topic studied:

- **Policy Manual:** keeping policies and procedures updated, accessible, and usable to ensure equitability and effective service provision
- **Facilities and Environment:** rearranging, renovating, building new facilities through the perspective of service principles, equitable access and the learning commons
• Strategic Planning: developing the underlying base for all decision-making fundamental to the process of carrying out and then assessing the program

• Program: supporting teaching, learning and student achievement through information literacy and technology applications in the curriculum

• Program Assessment: examining and using several forms to evaluate the program; communicating with stakeholders

• Budget: focusing the allocated resources for maximum effect in aligning the program with the school’s goals of teaching, learning, and student achievement, including doing more with less in demanding times

• Staffing: focusing the library’s human resources by developing and applying pertinent job description and evaluation instruments to maximize the impact of library staff and volunteers on the school’s teaching, learning, and achievement goals

• Reporting: using the annual report to stakeholders to make clear the library’s impact on teaching, learning, and achievement by reporting data and impact and providing implications for future planning

The assignments will include readings and analysis, brief research papers, forum discussions and the compilation of a management manual/handbook discussion and procedures section.

Each student will develop sections of a management policy and procedures manual or handbook to take into any school library as a foundation for an excellent, up-to-date handbook for management and administration of the library. The assigned content and dates for this handbook (or manual – I will use the terms interchangeably) will be posted in the appropriate mods. Use the Course Calendar for the clearest and easiest way to see when all assignments are due.

Students must obtain the appropriate clearances and fulfill university paperwork requirements for work in this program. Email the department secretary Jill Scott to verify that your clearances and other documents are on file with the university. If you are new to the program, consult your advisor regarding these requirements.

Evaluation Methods:
Candidates in the course will be evaluated through a variety of settings and activities, emphasizing practical application in school library settings. These will include

- Participating in discussion boards
- Reporting on interviews with school personnel
- Comparing and contrasting best practices with current actual practices on topics given above, through readings in textbooks and in current professional articles
- Preparing papers, presentations, brochures, other electronic formats as assignment responses
- Locating materials as assigned on various topics given above
- Using given materials to analyze and apply to school library programs

Desire2Learn Assistance and Technical Support:

Mansfield University provides Desire 2 Learn Resources for Students at http://mansfield.edu/desire2learn/
You may submit questions to Campus Technology about D2L at http://mansfield.edu/desire2learn/faqs/email/

Student Learning Outcomes

Standards for each student learning outcome are provided in parentheses. American Association of School Librarians Standards for Initial Preparation of School Librarians (2010) appear first and are noted as AASL. Pennsylvania Department of Education Library Science Standards are given as PDE and appear second. International Society for Technology in Education Standards (ISTE) appear third.

1. Locate, compose, and collate sections for a comprehensive Management Manual/Handbook that will provide an effective guide for policies and procedures in a school library program (AASL 4.3, 5.3, 5.4; PDE IC, ID; ISTE 5b)
2. Develop a chart and timeline for a facilities project in a school library using an appropriate electronic format (AASL 3.2, 5.3, 5.4; PDE ID, IIB, IIIC; ISTE 3b, 3c)
3. Research, compile and present at least 10 specific ideas for facilities rearrangement, redesign, redecoration, renovation in a school library that do not
require a significant budget, using Prezi or an alternate appropriate format (AASL 3.2, 4.4, 5.3, 5.4; PDE ID, IIIB, IIIC; ISTE 3b, 3c)

4. Using two different strategic planning templates and examples of strategic plans for school libraries, develop and defend a contents list for a strategic plan for a school library (AASL 5.4; PDE ID; ISTE – none)

5. Develop a chart comparing merits of flexible vs. fixed scheduling in elementary school libraries based on current professional articles and studies, including aspects of instructional collaboration, information literacy instruction, literacy promotion, and others as appropriate (AASL 3.4, 4.3, 5.3, 5.4; PDE ID; ISTE – none)

6. Summarize, synthesize and analyze current articles on underserved populations in school libraries (AASL 3.2, 4.2, 5.3, 5.4; PDE IIIA; ISTE – none)

7. Select one school library special program offering (coffee house, game day, reading incentive program, parent technology night, etc.) and develop a plan for offering it, including a rationale; timeline; supplies, materials, budget needed; at least two specific publicity or information documents using Glogster or other electronic poster creator (AASL 2.2, 3.2, 5.3, 5.4; PDE ID; ISTE 1a, 3c)

8. Apply given alternative program assessment instruments (AASL Planning guide subscription, state-approved school library assessment rubrics, Principal’s checklist, etc.) to a school library program (AASL 3.4, 4.3, 5.3, 5.4; PDE IA, ID; ISTE – none)

9. Use a free service such as Title Wave to perform a library collection analysis and select three aspects of the results to include in a budget presentation to administration that includes graphics (AASL 4.3, 4.4, 5.1, 5.3; PDE IB, IC, ID, IID, IIID; ISTE 3bm 3c, 5c)

10. Prepare a school library budget by developing an Excel spreadsheet, a GoogleDocs tool, or other instructor-approved format, given budget data and categories appropriate to the school library environment (AASL 5.3; PDE IB; ISTE 3c)

11. Research, compile and present in a format including illustrations or graphics at least five strategies for maximizing services, access and materials with minimal
or no budget requirements for a school library (AASL 3.2, 5.3; PDE ID; ISTE – none)

12. Using an online timeline creator, prepare a timeline for a three-year program of staff development the school librarian could carry out for school staff; include at least one aspect each of technology application, information literacy, academic honesty, citations, content curriculum support in each year (AASL 1.3, 5.1, 5.2; PDE ID, IIIC; ISTE 3a)

13. Using Power Point, Prezi, Glogster, podcast or videocast applications (or other similar), create the handouts or materials to train adult volunteers, student volunteers, or library assistants on one aspect selected by the candidate on their assigned responsibilities in the school library (AASL 5.3; PDE ID; ISTE 3a)

14. Prepare a contents list for an Annual Report and identify two different formats suitable for presentation to administration and/or other stakeholder groups with sample sections briefly prepared in each format (AASL 5.3, 5.4; PDE ID; ISTE 3c)

15. Using a blog set up for class use, each student will investigate and report on a specific topic germane to school library management, given several specific professional resources to investigate and a post format to facilitate future use when the practicing librarian is confronted by a specific management issue; the topics given will include some things every librarian might face such as administering programs like Accelerated Reader, plagiarism instruction, or use of social media, and others that may come up infrequently or once in many careers, such as combining two libraries, closing a library, being assigned to teach outside the library part of each day. (AASL 4.2, 5.3; PDE ID, IIIA; ISTE – none)

Required Books

You can order the following books directly from the Mansfield University Bookstore.


This title is linked in the course documents section of the Content list:


**Optional Book**

A general school library management text is not required. However, if you think you would benefit from having one to assist with general background and also with specific suggestions for many aspects of successful school library management, this text is recommended:


**Additional Readings:**
Specific articles on e-reserve, linked in various mod or in databases, as assigned and explained within each module. Check the Course Calendar which will be posted in D2L under Course Documents in the Content tab for specific mod, required sources, and assignment dates.

**Course Modules**

Note on the standards: Those in Arabic numbers refer to the American Association of School Librarians school library program standards which can be found in their entirety in the Course Documents in D2L. Standards in Roman numerals refer to the Pennsylvania Department of Education library science program standards, also available there. ISTE standards are also found in full under Course Documents in D2L.

<table>
<thead>
<tr>
<th>Mod</th>
<th>Title</th>
<th>Topic</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Policy and Procedures Manual/Handbook; Investigating Management Issues (one week)</td>
<td>Keeping policies and procedures updated, accessible, and useful; researching various management issues</td>
<td>AASL 4.2, 4.3, 5.3, 5.4; PDE IC, ID, IIIA; ISTE 5b</td>
</tr>
<tr>
<td>2</td>
<td>Facilities and Environment (two weeks)</td>
<td>Building or updating facilities</td>
<td>AASL 3.2, 4.4, 5.3, 5.4; PDE ID, IIB, IIIIC; ISTE 3b</td>
</tr>
<tr>
<td></td>
<td>Strategic Planning (one week)</td>
<td>Basis for program planning and assessment</td>
<td>AASL 5.4; PDE ID</td>
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</tr>
<tr>
<td>4</td>
<td>Program (two weeks)</td>
<td>Scheduling, offerings, student populations</td>
<td>AASL 2.2, 3.2, 4.2, 4.3, 5.3, 5.4; PDE ID, IIIA; ISTE 1a, 3c</td>
</tr>
<tr>
<td>5</td>
<td>Program Assessment (one week)</td>
<td>Evaluating, using and communicating results</td>
<td>AASL 3.4, 4.3, 5.3, 5.4; PDE IA, ID</td>
</tr>
<tr>
<td>6</td>
<td>Budget (two weeks)</td>
<td>Focusing financial resources for maximum effect</td>
<td>AASL 3.2, 4.3, 4.4, 5.1, 5.3; PDE IB, ID, IID, IIID; ISTE 3b, 3c, 5c</td>
</tr>
<tr>
<td>7</td>
<td>Staffing (two weeks)</td>
<td>Training, utilizing and evaluating professional, paraprofessional, and volunteer staff</td>
<td>AASL 1.3, 5.1, 5.2, 5.3; PDE ID, IIIC; ISTE 3a</td>
</tr>
<tr>
<td>8</td>
<td>Reporting (one week)</td>
<td>Developing and reporting data to inform and to facilitate planning</td>
<td>AASL 5.3, 5.4; PDE ID; ISTE 3c</td>
</tr>
</tbody>
</table>
**Grading Scale**

Assignments will be graded according to the rubric presented with each module assignment.

This chart describes the point scheme in relation to Mansfield's four-point grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-95</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>94-90</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>66-63</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>59-</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Grading Policy**

Student work is graded according to the scoring rubrics in the course modules. Excellent standards of written communication are expected, including all aspects of grammar, usage, spelling, proofreading. Any graduate student whose written work falls below that standard will lose points on assignments for demonstration of poor writing skills. Please note that writing in Forum text boxes does sometimes make some elements of underlining or paragraphing or other formatting techniques difficult, so that will always be an exception in my grading. When writing in text boxes, students have often found in the past that preparing a longer submission in a WORD document and then pasting that directly in the text box allows for the best proofreading and correction.
All modules begin on Mondays, and all work assigned for a module is due on Sunday evening at the end of the mod, by midnight Eastern time. Please notify me as soon as possible if you expect a delay in submitting your work as there are certainly circumstances which would merit an extension, and I am always happy to consider that. Keeping in touch with me is the student’s responsibility so if I hear nothing, I can only assume the work is late and you accept the penalty involved.

Late Submission Policy

Assignments are graded on how well the student demonstrates an understanding of the concepts examined in the course. All students are expected to participate actively and substantively in online discussions and in group and partner work. All students are expected to write at a graduate level and follow MLA citation format. Students needing further explanation on any assignment should contact the instructor immediately.

Students are expected to turn in all work on or before the due date. Though instructors are sympathetic to the needs of adult learners, students are responsible for contacting the instructor as soon as possible concerning events that may impact course requirements and deadlines. Since assignments often build on previous course activities, late assignments will be marked down one grade letter and will not be accepted after one full week from the due date. Instructors will handle chronically late submissions of such written assignments on an individual basis.

An exception to that is the handling of discussion boards. The department policy asks that these be conducted only during the assigned time. As this cannot be easily made up, it is imperative that anyone experiencing a time difficulty due to important medical or family issues during the week of a discussion board contact the instructor immediately so that alternate arrangements can be made at the discretion of the instructor.

Instructors will grade student work according to the scoring rubrics/checklists provided with every assignment. Students may request one resubmission of an assignment in each course. If the instructor agrees s/he will then set a new due date, and average the grade of the resubmitted assignment with the first attempt.

The Academic Dismissal Policy in the graduate catalog states “A student who receives an F in a course is automatically dismissed from the University. A student whose cumulative QPA (quality point average) is below 3.0 at the end of any semester is placed on academic probation until the QPA rises to a minimum 3.0. Failure to achieve the minimum QPA within one academic year will result in dismissal from the University.”

Policy Regarding Student Participation and Absence from Courses

Although online courses may indicate self-paced study, the School Library & Information Technologies courses include assignments that require students to progress through course modules according to the instructor’s course schedule. It is the student’s
responsibility to submit assignments by the deadlines listed in the course calendar and syllabus and to participate in course discussions following the class schedule. The policy on student absences from courses and other department policies are found in the SL&IT Online Student Handbook at http://library.mansfield.edu/handbook.pdf.

This policy has been adopted by the SL&IT department and applies to all students in all courses. It is often especially important to establish these understandings for the summer term, but these situations apply to all terms:

"All instructors recognize that genuine health emergencies or loss of a family member can happen suddenly to anyone. Instructors in our program will always work with any student to deal with such emergencies. Students registered for any semester may face this and can always expect consideration and support.

However, vacations and other planned events such as conferences constitute non-emergency situations that an instructor may not be able to work around. Just as face-to-face university courses have requirements regarding attendance, so must our online program. Travel during the term requires that you be certain you have sufficient internet access to enable you to monitor emails, participate in forum discussion, and turn in assignments. Please do not expect special arrangements for assigned work on the instructor's part to accommodate such an absence."

Plagiarism, Academic Integrity, Copyright

Students are expected to do their own academic work and submit original work. Where resources and sources of information are used, credit must be given to the original source, following the citation format of the MLA Handbook for Writers of Research Papers. (Gibaldi, Joseph and Phyllis Franklin. MLA Handbook for Writers of Research Papers, 7th ed. New York: Modern Language Association, 2009)

Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Deliberate plagiarism as well as unintentional plagiarism is a serious issue. Additionally, unauthorized multiple submission of academic work is subject to the same penalties as plagiarism.

Any form of cheating, which includes plagiarism or collusion, may result in an F for the course and/or the filing of academic dishonesty charges with the Provost's office. Students are advised not to lend or share previous course work with other students, as this could lead to work being used by others for academic advantage. It should be noted that in this situation, the original owner of the course work will be liable for academic action regardless of his/her knowledge or lack of the other student's intent.

Additional information concerning academic dishonesty can be found in the Graduate Bulletin, which outlines the procedures faculty will use to initiate disciplinary action in
cases of academic dishonesty and the SL&IT Student Online Handbook, which outlines student options for defending against dishonesty charges.

Note that students should NEVER share their work from a course with another student (partner or group assignments are, of course, an exception to this). When a student wrongly uses another student's work that was willingly provided, BOTH STUDENTS ARE LIABLE FOR DISCIPLINARY ACTION even if the student providing the work had no knowledge of the plagiarism incident. The only correct answer if one student is ever asked to share work with another student as a way of helping is "No, I cannot do that. You need to contact the instructor for assistance with the assignment." Refer the requesting student to this section of the course syllabus for further guidance.

Academic Integrity
The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. See the policy and procedure listed at: http://www2.mansfield.edu/academic-affairs/faculty-resources/forms-and-procedures.cfm under “Academic Integrity Policy.”

Copyright
The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: http://mansfield.libguides.com/copyright.

Students with Exceptionalities
If any student needs modification of materials and/or teaching procedures due to a disability, please notify the instructor. Academic & Human Development (AHD) office should also be contacted. Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should work with AHD in our Counseling Center (144 South Hall, Phone: 662-4824) to provide me with an appropriate letter so that I may serve their particular needs more effectively. If you have an exceptionality that requires class or testing accommodations, AHD office will work with us to identify and implement appropriate interventions.
HEA Student Consumer Information

General Institution information, as well as information about Student Financial Assistance, Health & Safety, and Student Outcomes is located on the HEA Student Consumer Information web site: http://mansfield.edu/HEA/.

MU Teacher Education Unit Conceptual Framework

The goal of "reflective decision-making" is the guiding concept in the framework of the Mansfield University Teacher Education Program. As reflective decision-makers, graduates of our program will be able to provide effective instruction to their students and use their skills in assessment, reflection, and self-evaluation to make positive changes in their own teaching and curricula. To become reflective decision-makers, students must develop and engage thinking skills (Elder, 2010) and positive dispositions (Danielson, 2007; Wright, 2002), the two central elements that form the core of the conceptual framework. These elements also serve to strengthen four essential functions in teaching, as presented by Charlotte Danielson (2007): Planning and Preparation, Classroom Environment, Instruction, and Professionalism. The materials used to create this framework are developmentally appropriate teaching and learning, diversity, and technology. The use of these materials ensures that students are the focus, that their current needs, strengths, and differences are being considered, and that their future success is the intended outcome as the faculty plan how best to prepare them.

Teacher candidates gain knowledge and skills relevant to each domain as they progress through the program, with each course and field experience designed to cultivate their thinking skills and positive dispositions in the larger context of reflective decision-making. Advanced teacher education programs continue the focus on reflective decision-making to prepare graduates with the knowledge, skills, and dispositions to be effective teachers and dynamic leaders. The graduate programs are guided by state, national, and international standards. Through coursework, reflection, fieldwork, and internships or practicums, advanced teacher education graduates successfully demonstrate the competencies and standards identified by various professional associations.

For more information, view this Prezi on the Conceptual Framework: http://prezi.com/uzvxvinn3wts/mansfield-university-teacher-education/
This course along with all others in the SL&IT program must be responsive to the needs of adult learners at distant locations. This means the inclusion of asynchronous components that working adults employed mainly in the field of education can fit into their lives and current professional practice. Various teaching and learning strategies and opportunities can facilitate this, including discussion boards, online classrooms with recording capability, wikis, blogs—all capabilities easily offered to students through Mansfield’s chosen D2L platform or additional online capabilities. Using the platform Mansfield provides offers both the instructor and the student ease of locating content, resources, and assignments as well as submission and grading of assignments. Those capabilities are in place for current courses and would continue in this new course proposal. In addition, the North Hall Library’s effective and efficient support of online students also is a continuing factor that offers confidence to instructor and student that professional high quality resources are always available online.

Specific design features of the course will include inclusion of videos, presentations such as Prezi and PowerPoint, use of Google Docs and blogs, and other online tools and resources that are available to the student at any time s/he is available to work on their course. Many of these also will be interactive, facilitating student to student interaction and student to resource interaction. Students will be required to use a variety of Web 2.0 and social media tools in the course of their assignments, both taking advantage of interactive online formats for their own learning and that of their future students when they run a school library program. Such tools as these and many others developing currently will apply to the kind of products students will produce in the course:
The entire taxonomy of learning objectives can be addressed by such a wealth of newly-emerging online tools and applications that enormous opportunities will arise for inclusion of many formats for assignments products. These are current, meaningful to today’s k-12 student, and meaningful to the MA candidate preparing to work in the dynamic 21st century school library environment.

Communication among students helps build a sense of an online learning community that promotes retention as well as offering a wide range of student-generated products that any class member may access and use in future professional applications. Email and discussion board capability provided through D2L certainly offer this; use of a blog for the course to allow sharing of specific material also offer it.

D2L offers many possibilities for excellent communication between the individual student and the instructor. The email capability within the platform and the ability to establish discussion boards to facilitate responses to process and content questions offer ample opportunity for the instructor to become acquainted with every student, to help them to tailor assignments to their specific and potential work situations, to ensure adequately addressing library management issues from the entire k-12 environment. This kind of communication also helps to address student retention in the course because of fast response and follow through with questions and problems as well as rapid feedback with substantive comments on assignments graded and returned very promptly. This also addresses the integrity of the online process for all student learning. With a wide variety of assignments such as are contained in the SLO’s above, the
instructor can guarantee a ready familiarity with the work of each student as they apply assignments to their individual situations. Choice not only in specific settings or topics for individual assignments but also inclusion of interview content, research material, and various presentation formats are also aimed at encouraging each student to make the course suited specifically to their own learning needs.