

**UW-Whitewater Audit and Review  
Undergraduate and Licensure Programs  
Library Media Program**

**I. Academic Assessment**

**A. Highlights / initiatives**

*Current curriculum:*

The library media program at UW-Whitewater is multifaceted because it serves a complex mix of populations. The school library media minor and the public library minor are a small part of a program that prepares undergraduates, graduates, and students who already have a degree and seek only the licensure to become school and public librarians in the state. The program also awards a Masters in Curriculum and Instruction with an emphasis in Library and Information Technology. This emphasis can be structured to achieve the 901 license or the 902 license as part of the graduate degree. As the MSC&I is reviewed separately, it will not be discussed in depth in this review.

In addition to the on-campus program, UW-Whitewater's library media program has entered into a consortium with four other campuses, UW-Eau Claire, UW-Madison, UW-Oshkosh, and UW-Superior, to offer a graduate distance education program for initial licensure (901) called the University of Wisconsin System School Library Education Consortium (UWSSLEC). Faculty from each campus teach one or more of the eight courses for the initial licensure at the graduate level. The faculty in this program examined all available sets of competencies, developed its own set for consortium courses, and participated in developing the DPI competencies for the new 902 license for school library media specialists. As this is an license granted to individuals who already hold a teaching license in Wisconsin, the competencies fall largely in Standard 1 of the new Wisconsin Model Teacher Standards (as per conversation with Laurie Derse, Teacher Licensure at Wisconsin DPI). The UWSSLEC faculty are in the final stages of developing the courses and assessment methods. The program began offering its first courses in the 2000-2001 school year and will complete the first cycle in summer 2002. Courses for the professional level license (902), also taught by Consortium faculty, will be offered one a semester and in the summer starting in spring 2002. These courses will be evaluated and revised as necessary. The UW-Whitewater campus program has begun examining how to more closely align with the UWSSLEC courses as well as remaining alert to the upcoming new standards from the national organization. The Consortium is also exploring offering the new 93 license (instructional technology coordinator) to be available in 2004.

*Academic assessment initiatives:*

In the next review period we plan to continue use of an outcomes-based model and

- Continue use of the revised evaluation form for practicum students, revising as necessary to reflect changes in program goals and objectives
- Add assessment of student portfolios for licensure by 2004 based on the DPI requirements for the new 902 initial and professional licenses. Criteria for assessment of these portfolios are to be developed.
- Coordinate all goals, objectives and assessments with the work of the UWSSLEC and with revisions in national standards by AASL and NCATE which are currently underway. The

goals and objectives have already been aligned with the PI34 competencies for school library media specialists.

- Continue to seek input of other UW library media faculty and exemplary practitioners through the UWSSLEC advisory board.

*See Appendix A: AR: Not available from the institution as of January 2002. May become available in February.*

## **B. Educational Objectives and Assessment Techniques**

### *Subject matter, cognitive development and skills objectives*

The faculty of the Library Media Program developed the following outcomes, which represent the knowledge and skills required of school library media specialists. They were revised with the INTASC / Department of Public Instruction Wisconsin Teacher Standards (WTS) in mind. As a professional program, we also reflect the competencies recommended by the American Association of School Librarians (AASL) / NCATE and the Wisconsin Department of Public Instruction for school library media specialists (WLM). The former set of competencies is currently under revision and the state's Department of Public Instruction has revised its competencies for school library media specialist for implementation in 2004. The WLM competencies are already reflected in this list. The program will revise its offerings as soon as the AASL/NCATE competencies are available and take effect.

Students seeking initial library media licensure must be eligible to hold a Wisconsin license to teach and, therefore, are thoroughly exposed to the INTASC and WTS principles in the course of their pre-service teacher education program, where these are assessed both in coursework and field experiences.

The goals of the library media program are to prepare students in the initial licensure program (901 license) who:

1. Understand the central concepts, tools of inquiry, and structures of information and create learning experiences that make these aspects of information seeking meaningful for students. In the process, they train both students and teachers to become discriminating users and skilled creators of information in various media. (INTASC 1 / WTS 1)
2. Understand how children learn, develop and differ in their approaches to learning, and can provide learning opportunities that are adapted to diverse learners and support their intellectual, social, and personal development. In the process, they:
  - Provide intellectual and physical access to information and ideas to a diverse population with rapidly changing needs;
  - Select, acquire, organize, and provide access to resources, activities, and experiences that represent a diversity of viewpoints; and
  - Ensure equity and freedom of access unimpeded by social, cultural, economic, geographic or technological constraints. (INTASC 2&3, WTS 2 &3)

3. Understand and use a variety of instructional and technological strategies to encourage students' development of critical thinking, problem solving, and performance skills. In the process, they:

- Promote creative activity, literacy and the enjoyment of reading, and viewing, listening, thinking and communication skills within the school population and
- Offer leadership, consulting, and referral assistance to teachers and students in the use of instructional and information technologies; (INTASC 4, WTS 4)

4. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. In the process, they:

- Motivate students to develop the passions and habits required for lifelong learning and
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the library media center. (INTASC 5 & 6, WTS 5 & 6)

5. Develop collections and services, and plan and deliver programs and instruction based on knowledge of subject matter, students, the community and curriculum goals. In the process, they:

- Develop, implement, and evaluate school library media programs to meet educational goals, including the management of personnel, resources, budget, and facilities
- Apply basic principles of evaluating and selecting resources to build and maintain a resource collection that includes both internal and external access points to support the educational goals of the school;
- Use resources to support the personal, developmental and curricular needs of students, and the instructional development needs of teachers
- Assists teachers and students to design and produce resources; and
- Implement policies and procedures for effective and efficient acquisition, cataloging, processing, circulating, and maintaining resources (INTASC 7, WTS 7)

6. Understand formal and informal assessment strategies and work with teachers to ensure the continuous intellectual development of the learner. (INTASC 8, WTS 8)

7. Are reflective practitioners who continually evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out the opportunities to grow professionally. In the process, they:

- Engage in formal and informal program evaluation
- Participate in professional activities and organizations; and
- Pursue continuing education. (INTASC 9, WTS 9)

8. Understand the need to foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. In the process, they:

- Facilitate and promote the complete school program by working closely with administrators, teachers, students, and parents and

- Pursue opportunities to collaborate with the wider community. (INTASC 10, WTS 10)

A separate set of competencies has been developed for the 902 licensure program, which is at the graduate level only. These competencies are tied to the new WLM competencies for the 902 professional license and with the National Board of Professional Teaching Standards (NBTS) competencies for library media specialists.

#### *Data collection techniques*

The program is evaluated using course assessments, which are tied directly to each of the program goals, the final practicum evaluation form completed by cooperating LMS along with the cooperating library media specialist's and the supervisor's recommendations. The practicum form was identical to the one used for student teachers through 2000, but most cooperating library media specialists found difficulty relating this form to student experiences in the library. A study by Tom Ganser, Director of Field Experiences, in 1999 found that cooperating library media specialists left many of the items blank, or marked them not applicable to a library media program. In 2001, he gave permission to modify the form to reflect library media competencies. Cooperating library media specialists were surveyed for two semesters on the use of this revised form and unanimously found it more relevant.

#### *How individual courses are related to student outcomes*

Each course covers the full range of professional library media competencies as well as the INTASC/WTS principles. In some courses, the INTASC/WTS principles are introduced while in others they are mastered. The two practicum experiences enable the students to apply some of these skills and allow for observation of their dispositions. The chart in Appendix B ties course assessments to the program goals, which also are tied to the INTASC/WTS principles.

#### *See Appendices B and B1*

### **C. Assessment Data**

The program goals are assessed through the course assessments listed in Appendix B administered throughout the student's career and through the two practicum evaluations. As the practicum evaluation has been changed twice during the review period, only the last two forms will be evaluated (See Appendix I). The original form was not tied to program objectives in any way.

#### *Scale for both forms:*

1=minimal (unacceptable performance)

3=Basic (performs at a level associated with minimal competence but requiring regular supervision)

5=Proficient (Performs at a level associated with successful beginning professional)

7=Advanced (Performs at a level associated with competent, experienced professional)

In some practicum experiences, especially those done over the summer, it is not possible to observe all the competencies; hence, some items may be marked not observed.

#### *Form A (Summer 1999-Fall 2000)*

This 56-item form with a Likert scale, developed by Tom Ganser, was tied directly to the INTASC/WTS principles. Of the 53 forms distributed for practicum experiences during this time, 36 forms were returned from cooperating library media specialists (67% return rate). Many cooperating librarians expressed discontent with the form and stated that much of it was not applicable to the experience. Faculty also felt that many of the competencies of the program were not evaluated in the form. This form was required use from 1999 through 2000 and could not be modified. Results:

For students completing the 901 initial license, a score of 5 would be considered Proficient (performs at a level associated with successful beginning professional).

*Results:*

These results are from all students working toward a 901 license during this time period. Some are undergraduates, some are graduate students, and others are students working only on licensure and not on a degree. Thirty six forms were received.

Question	Average	# Marking not applicable	# Marking not observed	# Marking no answer
A1	5.67	4	7	1
A2	5.43	13	8	1
A3	5.76	8	10	1
A4	5.11	15	11	1
A5	6.16	5	5	1
B1	5.48	3	4	2
B2	5.81	8	5	2
B3	6.25	3	3	2
B4	6.41	2	5	2
C1	5.82	15	8	2
C2	5.88	12	6	2
C3	5.36	13	7	2
C4	5.87	9	2	2
C5	6	4	3	2
C6	5.89	19	6	2
D1	5.78	3	4	2
D2	5.81	7	6	2
D3	5.55	7	7	2
D4	5.46	12	9	2
D5	5.76	6	7	2
E1	6.06	3	1	1
E2	5.92	5	5	1
E3	5.97	4	1	1
E4	6.07	5	3	1
E5	6.3	4	1	1
F1	5.81	5	9	1

F2	5.95	6	7	1
F3	5.84	4	6	1
F4	5.78	6	6	1
F5	6	10	9	1
F6	5.85	8	7	1
F7	5.94	10	7	1
G1	5.75	9	6	1
G2	5.9	10	5	1
G3	5.96	5	5	1
G4	6	7	4	1
G5	5.65	7	5	1
H1	5.82	8	5	1
H2	5.73	7	6	1
H3	5.72	11	6	1
H4	6	11	7	1
H5	6.05	9	7	1
H6	6.08	11	11	1
H7	5.59	10	8	1
H8	5.88	7	4	1
I1	5.29	12	9	1
I2a	5.91	8	4	1
I2b	5.58	9	7	1
I2c	5.43	7	5	1
I3	5.73	10	10	1
J1	5.11	9	7	1
J2	5.76	8	8	3
J3	6.16	5	3	3
J4	5.53	10	8	3
J5	5.47	8	10	3
J6	5.83	8	7	3

***Form B (Spring 2001 – present)***

This form was developed by Eileen Schroeder and Anne Zarinnia based on the program's goals and the INTASC/WTS/WLM principles. It contains 35 items on a 7-point Likert scale. Sixteen out of seventeen cooperating librarians returned the forms.

Question	Average	# Marking not applicable	# Marking not observed	# Marking no answer
1.1	6.2	0	1	0
1.2	6.19	0	0	0
2.1	6.29	0	1	1
2.2	6.13	0	1	0
2.3	6.19	0	0	0

2.4	6.19	0	0	0
3.1	6.14	1	1	0
3.2	6.23	1	2	0
4.1	6.31	0	3	0
4.2	6.21	0	2	0
4.3	6.29	0	2	0
4.4	6.2	0	1	0
5.1	6.19	0	0	0
5.2	6.2	0	1	0
5.3	6.38	0	0	0
6.1	6.33	0	1	0
6.2	6.33	0	1	0
6.3	6.07	1	1	0
6.4	6.23	1	2	0
7.1	6.14	1	1	0
7.2	6	2	5	0
7.3	6.11	2	5	0
7.4	6.2	2	4	0
7.5	6.27	1	4	0
7.6	6.08	1	2	0
7.7	6.09	3	2	0
7.8.	6.22	2	5	0
7.9	6.4	5	6	0
7.10	6	2	3	0
8.1	6.2	3	3	0
9.1	6.38	1	2	0
9.2	6.29	0	2	0
9.3	6	2	5	0
10.1	6.2	2	4	0
10.2	6.29	0	2	0

Questions for alumni based on the program's competencies were sent to the Office of Institutional Research in 2000 and again in 2001. As of fall 2001, no data was available from that office. (See Appendix J)

#### **D. Program improvement resulting from assessment efforts**

##### *Important changes to the curriculum the assessment objectives and/or data collection techniques*

The most important change that resulted from assessment was in the assessment form. The program was given permission in late 2000 to revise their practicum form to more closely tie to program objectives. Before that, all field experiences in the College of Education were required to use the same form. With the high number of items marked not applicable or left blank, it was determined that a new form was necessary.

This section addresses program improvement. Assessment has had relatively small impact on program improvement. The most important and far reaching changes in the program emerged from the systematic, regular, collaborative, cross-institutional, curricular conversations with peers from the public schools and other System institutions. In 1999, the program extended its collaborative efforts with UW-Eau Claire to other institutions. With the aid of a System PK16 grant, they formed the University of Wisconsin System School Library Education Consortium (UWSSLEC) distance education licensure program ([www.uwsslec.org](http://www.uwsslec.org)) and realigned all objectives for the 901 program to the AASL/NCATE, INTASC/WTS and new DPI 902 (initial and professional library media specialist) competencies. The process involved library media faculty from five UW institutions, a DPI representative, the president of the professional organization for library media specialists (WEMA) and four exemplary K-12 practitioners. Two of the faculty were also on the committee that developed the Wisconsin state standards.

As part of the UWSSLEC effort, course assessment techniques were also revised to more closely align with the standards. In the future, these assessments will be gathered in a portfolio to demonstrate mastery of all program goals. However, it bears repeating that the most significant change in program quality has emerged from collaboration on standards with our peers in other institutions, the funded development and delivery of new courses, and the revision of campus courses in the light of that process.

*Response to assessment recommendations from last review*

In the initial audit and review meeting, it was noted that there was no formal assessment plan for the program. This was developed for the NCATE review in January 1998. This item was dropped from the final report.

*See Appendix C: 1996-97 Audit and Review Report*

**E. Information shared with constituencies**

*Staff, students, advisory boards, etc. (e.g., regularly scheduled meetings, newsletters)*

The program advisory board for the on-campus program has not met recently, but the UWSSLEC advisory board, consisting of five practicing library media specialists who have all served as cooperating librarians for the UWW program, six library media faculty from four other UW institutions and a DPI representative worked closely on revising the competencies to meet the AASL/NCATE, INTASC, and DPI competencies for school library media specialists. For the 902 competencies, they also incorporated the National Board of Professional Teaching Standards competencies for professional school library media specialists. The group also examined the practicum and revised its format.

The program goals and associated assessments are posted in the classroom and clearly delineated on each syllabus. The program has also created a website that is currently being revised. It is used to disseminate information to prospective and current students.

UW-W Website: <http://academics.uww.edu/libmedia/lm.html>

UWSSLEC Website: <http://www.uwsslec.org>

## II. Strategies purposes and performance

### A. Centrality

*Tie to mission and strategic plan of UWW*

The library media program clearly supports several of the goals in UW-Whitewater's strategic plan.

*Goal 1.1 An environment that enables students to attain their full academic potential.*

*b. Provide students with easy access to clearly stated, accurate, and timely information to efficiently guide them through their college experience and to prepare for their future.* The program disseminates information through its website, a flyer created by the Office of News and Public Affairs. The UWSSLEC program is advertised through two professionally designed brochures (901 and 902) that are mailed to each school district in the state.

*c. Increase opportunities for students to optimize active learning and faculty / student intellectual interactions.* Each class has been revised in coordination with the UWSSLEC program to incorporate field experiences and other active learning experiences.

*d. Review methods of delivering instruction with goal of optimizing student learning.* Distance education technologies (WebCT and desktop video conferencing) and many other computer applications have been incorporated in both on-campus courses and distance courses.

*m. Provide services that meet the needs of nontraditional students.* The website, electronic communications (email, listservs, and discussion forums), evening office hours, and alternate approaches to scheduling and structuring classes have been utilized to reach non-traditional students. Occasionally students meet with faculty off-campus at sites more convenient for them. Some courses are offered in the Milwaukee area to meet the needs of students in that area. Practicum experiences are set up in alternative formats and in locations near each student's home. Sometimes this requires hiring adjunct supervisors. In this process, the program has the enthusiastic cooperation of K-12 professionals and retired faculty from another state program.

*Goal 1.3 Student mastery of their disciplines that prepares them to flourish in a global environment.*

*a. Monitor student learning through established outcomes assessment procedures to ensure high quality academic programs.* See the previous discussion of assessment methods.

*b. Increase and actively promote experiential learning opportunities for students.* Students are required to do assignments in the field in the majority of courses and complete two 100-hour practicum experiences at the end of the 901 coursework.

*c. Increase opportunities for students to attend and participate in professional meetings and conferences.* Students are encouraged to attend WEMA and GWETC conferences. Information about the conferences is provided in class. Student fees have been secured for 901 students, even for those who are not fulltime students.

*Goal 1.4 Graduates who are broadly educated, life-long learners.*

*a. Integrate critical thinking, problem solving, collaborative learning, and creativity skills throughout the academic and non-academic programs.* Many courses have one or more group projects. Students are required to create products in performance assessments in most classes. Many assignments are designed to elicit evidence-based arguments. Program faculty have made repeated presentations at state and national level on problem based learning in their efforts to enhance student critical thinking and use of information resources.

*Goal 2.1 Academic programs that are intellectually challenging, current, and dynamic*

*a. Provide an array of academic programs that reflect best practice within the disciplines.*

The work of the UWSSLEC realigned program goals and course objectives with competencies of the major professional organizations.

*b. Conduct regular program audits and reviews to improve programs and appropriately allocate / reallocate resources.* The program has undergone a DPI review and an NCATE review since the last university audit and review in 1997. The program has also examined enrollment trends.

*c. Conduct periodic reviews of the curriculum to ensure efficacy and efficiency in achieving program goals and objectives.* See previous information on UWSSLEC program development.

*d. Establish a four-year plan of course offerings for each undergraduate major that ensures students, who follow the plan, a four-year degree.* The program offers each of its 901 courses on a regular yearly schedule and each of the 902 courses on a biennial schedule. The UWSSLEC course rotation is on a two-year cycle. These course cycles are posted on the websites.

*i. Offer courses that focus on integration and application of coursework and on career information and employment strategies.* Most courses include at least one project that requires students to work with professionals in the schools. Most courses also have an assignment designed to be support a school improvement application.

*Goal 2.3 A current technological and physical infrastructure that effectively supports academic programs, support services, and outreach activities.*

*i. Collaborate with other institutions in order to share technical expertise and reduce duplication of effort.* UWSSLEC was designed from its inception to optimize the use of scarce faculty resources to meet an urgent K-12 need. One of its goals was to share System technical resources and support. Through participation in UWSSLEC, program faculty have shared the responsibility for course development and delivery of eight distance education courses with four other UW institutions, with six more courses in the design process. UW-Whitewater faculty have offered three courses in the initial rotation. A fourth course was also developed by a UW-Whitewater faculty member and delivered for UW-Madison. DoIT at UW-Madison gave professional training in web design, accessibility guidelines, multimedia production, and WebCT. The WebCT server is part of a UW system-wide effort to support distance education with outstanding and timely technical support provided by DoIT. Library services are available for students through UW-Whitewater's library as well as through a service contracted through the Wisconsin Inter Library Service (WILS). These services use a common subscription to a set of databases.

*Goal 5.1 A thorough identification of the educational, cultural, and social needs of the region and the offering of programs and activities that meet these needs.*

*b. Offer appropriate credit and non-credit courses at times convenient to non-traditional students.* All on campus program courses are given in the evenings from 5:00-7:30 pm or in an alternative format (weekends and online). Summer courses are scheduled to meet the needs of teachers who are coming back for intense coursework and may have to drive a considerable distance to campus. A series of course for 901 and 902 licensure were given in the Milwaukee area to serve the needs of Milwaukee public school teachers seeking licensure.

*c. Increase distance-learning opportunities for citizens of the state.* See previous description of UWSSLEC program.

*d. Increase collaborative efforts with other UW institutions, UW System, technical colleges, and private colleges / university.* See previous description of UWSSLEC program. Program development was funded through a UW PK-16 Technology Initiative grant.

*h. Serve as an information resource to pre K-12 schools and meet mutual needs through consortia and partnerships.* From 1998 through 2001, the program worked with from 3-10 school districts each year in a PK-16 Technology Initiative grant that had from 27 to 45 middle school teachers working in teams to integrate technology in problem based learning units in their classrooms. These teachers came to sessions on campus and were advised by program faculty on-site. Each faculty member did additional consulting with regional school districts in areas from censorship challenges to school web site design.

*i. Involve faculty, staff and students in community service activities.* Faculty are involved in various community service and professional organization activities. Students are encouraged to participate in professional organizations.

*j. Establish networks among community and regional institutions and agencies that will encourage the exchange of professional resources.* See UWSSLEC program description. Informal networks have been established through grant work over the past few years.

*k. Enhance the services and program designed to meet the occupational needs of the region.* School library media specialists are in short supply in the area, the state, and the nation. The program has offered a licensure program and joined in a distance education program to help remedy this shortage.

*Goal 5.2 A substantive contribution to the economic development of the region and the quality of life of its citizens.*

*e. Offer training programs and graduate curricula for employee development using distance education when possible.* See description of UWSSLEC. The majority of these students are already in school library positions with emergency licensure. They are also able to complete the second level of licensure in a distance format.

*Goal 6.4 Supplemental outside funding support sufficient for the University to achieve its goals and priorities.*

*a. Increase substantively the number of grant proposals submitted and awards received.*

The program has applied for and received the following grants:

PK-16 Technology Initiative: PBL, 1998-1999: \$54,000

PK-16 Technology Initiative: PBL, 1999-2000: \$53,000

PK-16 Technology Initiative: PBL, 2000-2001: \$34,000

PK-16 Technology Initiative: UWSSLEC, 1999-2001: \$59,000

PK-16 Technology Initiative: UWSSLEC, 2000-2001: \$59,000

PK-16 Technology Initiative: UWSSLEC, 2001-2002 (\$72,000)

Funding from UW System to develop distance education program for administrative competencies with UW-Superior, 2002-2003, (\$47,000)

Technology Institute for Educators. (PK-16 Technology Initiative Grant, \$18,000)

Grant for 4 people to travel to Ernest L. Boyer Technology Summit in Dallas, TX (Center for Public Broadcasting, 1997, approximately \$6000)

GIS Investigations as a Model for High School Collaborations. (Center for Public Broadcasting Next Steps Grant, \$5039.50)

*Relationship to other programs at UWW*

The school library media minor is taken by students working toward PK-6, 1-9, and various secondary education majors in the College of Education. A large number who already hold a teaching license but are seeking a second license also takes the same coursework.

Students in a variety of other majors take the public library minor from English to Management Computer Systems. Some of its coursework has potential benefit students in end-user technologies, MCS, and the new multimedia major.

**B. Goals and objectives**

*Current (non-assessment) goals and objectives of the program plus mission*

NA

*Summarize progress sin fulfilling any stated goals and objectives for the program beyond the assessment program. Explain failure to fulfill specific goals and objectives.*

NA

*Meeting specific state and societal needs.*

See Section D on Demand for Graduates. Many of our students are hired before they have completed the license.

*Changes in goals and objectives*

Responses to recommendations listed in previous audit and review report

Program weaknesses:

1. The number of students graduating with the minor has been relatively low over the past five years, although increasing in the last two years: 4, 2, 2, 6, 10
  - a. The number of students in the classes averages between 15 and 25. Many of these students are not in the minor and take one to two courses over a period of years. Number of minors is only a partial measure of number of licenses produced. See trend data (Section C)
  - b. Minors: See trend data (Section C)
2. Many of the grant proposals submitted were not funded
  - a. See previous note on grants funded during the current review period.

**C. Trend Data**

*Number of students enrolled each fall for each of the past five years (University Fact Book), number of degrees:*

*Undergraduate Minors\*\*\**

	Enrollment headcount	Number of degrees
1996-97	35	3
1997-98	31	7
1998-99	34	8
1999-2000	31	5

2000-01	Not available	Not available
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The library media program offers an undergraduate minor, graduate degree and courses for only licensure. Some of the MSC&I students are working on a 901 license and others are working on a 902 license. The enrollment headcount does not include:

- Students who took courses through Continuing Education, which may up to be one course a semester (done as overload or by adjunct)
- Workshop courses offered in conjunction with the many grants during this time period
- All summer courses (four given each summer)
- All practicum students (2 to 22 per semester).

These students also do not count in the SCH/FTE ratio as determined by the university.

*MSC&I Library and Information Technology Emphasis.* (and Library Media and Technology emphasis – discontinued in 1995-96)

	Degree History
1996-97	3
1997-98	4
1998-99	10
1999-2000	11
2000-01	10

These numbers are misleading. In a study of actual figures for the Provost done in October 2001 (Appendix H), the following numbers were gathered from the fall 2001 enrollment figures:

- 28 undergraduate students in the library media minor program taking at least one undergraduate course in library media (of whom five are graduates enrolling in an undergraduate class)
- 150 students in the one-credit ILSEM curriculum delivered by the library media faculty.
- 56 graduate courses were taken by library media students (some taking more than one course).
- Of the 51 students enrolled at the graduate level, 23 are enrolled in licensure only, not for a degree.

*See Appendix D: University Fact Book Data*

#### **D. Demand for Graduates**

There is a documented need for school library media specialists around the country. For specific data, see

Everhart, N. (2000, Sept.). Looking For A Few Good Librarians. *School Library Journal*, 46 (9), p58, 4p.

In Wisconsin, the shortage has been documented by the *Supply and Demand of Educational Personnel in Wisconsin Public Schools, 2001* (Appendix G). School districts rated the supply in

licensure areas where the district had at least one vacancy for the 2000-2001 school year on a five-point scale. The most recent study shows that the school district supply rating was in the slight shortage range (1.54, 150 when weighted by size of district), but this varied greatly in different areas of the state (See Appendix E). For comparison, elementary education was rated 3.16 and ED/BD was rated 1.16. Library media fits into the demand above average category with foreign language, mathematics, ESL, cross-categorical special education, learning disability, business education, agriculture, speech language pathologist, and director of special education.

#### Outlook by CESA areas:

- 1: extreme shortage (demand well above average)  
CESA 2, 4, 7, 9, 11, 12, Milwaukee
- 2: slight shortage (demand above average)  
CESA 6
- 3: supply normal to demand (demand average)  
CESA 1, 5, 8, 10
- 4: slight oversupply (demand below average)  
None
- 5: extreme oversupply (demand well below average)  
CESA 3

#### Emergency Licenses:

The ratio of applicants to vacancies was 3.31 (278 applicants for 84 positions), but the number of emergency hires reported by school districts to DPI was 90. A number of searches in southeastern Wisconsin have gone unfilled when no qualified applicants were found, and many districts are in the position of hiring an experience library media specialist away from another district.

The number of initial and renewal emergency licenses issued in Wisconsin for library media from 1990-2001 tripled over the decade and almost doubled between 97 and 2000.

90-91: 30  
 91-92: 37  
 92-93: 32  
 93-94: 26  
 94-95: 24  
 95-96: 28  
 96-97: 39  
 97-98: 52  
 98-99: 54  
 99-00: 64  
 00-01: 90

In the data on program completers [*sic*], UW system schools reported a total of 45 people who received the library media license between Sept. 1999 and August 2000. Thirty of these already had another license. At the time, these were the only programs available in Wisconsin. Recently Cardinal Stritch has begun to also offer licenses in a very small program. UW-Whitewater reported five people completed the program.

According to the survey, the program completion data should be viewed cautiously.

- If the person does not apply for a license immediately, they are not counted.
- If the individual were eligible for more than one license (e.g., and elementary education license and a library media license), only one would be reported.
- Minor certifications are not included, so those in the library media minor at UW-Whitewater are not counted at all.

The survey indicated that the number of program completers decreased from the previous year in library media, but due to the qualifiers on this data, this is to be viewed very suspiciously.

As another measure of the shortage, the US Department of Education has approved Wisconsin's instructional library media as a shortage area for loan deferment for the 2001-2002 school year. The American Association of School Librarians has constituted a task force on the recruitment problem (chaired by Dr. Schroeder), seeing it as a nationwide problem, and the President of the American Library Association has also made recruitment to the profession, especially from a diverse population, one of his major goals. Laura Bush, in a recent speech, proposed that the federal Institute of Museums and Library Services designate \$10 million dollars toward librarian recruitment.

#### **E. Accreditation (if relevant)**

The library media minor is in the College of Education, and, therefore, is part of the NCATE review that took place in the fall of 2001. That report is not yet available, but the previous report can be obtained from Larry Kenney, Associate Dean, College of Education. The program has not yet applied for an NCATE folio review for the library media program, but will explore this option in the future. The competencies and procedure for NCATE accreditation for library media programs is currently undergoing revision. For continued program growth, it is important to seek NCATE program accreditation.

The Department of Public Instruction reviews the library media licensure program on a periodic basis. The most recent review can be found in Appendix E. The date of the next review is not yet set.

#### **F. Location Advantage**

As there is a shortage of school library media specialists in the southeastern part of the state, UW-Whitewater is well placed to address that shortage. Its centrality to the major population centers and developing distance offerings make it well placed to also address needs of the region.

Other programs offering licensure in the state include:

UW-Milwaukee: graduate level, ALA-accredited master's degree

UW-Madison: graduate level, ALA-accredited master's degree

Cardinal Stritch: licensure program

UW-Oshkosh: minor, graduate degree

UW-Eau Claire: minor, graduate degree

UW-Superior: minor, graduate degree

In northern Illinois:

Northern Illinois University

Dominican University

In eastern Iowa:

Clarke College, Dubuque

In Minnesota:

Mankato State

St. Scholastica, Duluth

St Cloud

### **G. Comparative Advantage**

*Content, specific population focus, faculty expertise, availability of practicum, lack of duplication*  
 The UW-Madison and UW-Milwaukee programs educate librarians for a wide variety of contexts and have only a minor emphasis on the school program. As a part of the College of Education, the UW-W program has a much closer tie to the schools of the area. The Whitewater program combines this advantage with the lower fee structures of a comprehensive institution and centrality to markets. The UW-Whitewater library media program is unique in its emphasis on school library media centers and is recognized for the quality of its courses, its integration of technology and the relevance of its course offerings.

Other advantages include:

- Access to excellent public schools with model library programs
- Cooperative Children's Book Center (CCBC)
- Wisconsin instructional Technology Resource Center (WITRC)
- Internet access to a wide range of electronic information tools
- The UWSSLEC

### **H. Community Impact**

*Involvement of students / faculty in the region, utilization of program by consumers, support by regional constituencies*

Four courses in CESA 3 – graduate level technology courses

Consulting by faculty:

Schroeder: Trilink Schools – web site design  
 CESA 2: TEACH grant proposal  
 CESA 3: TEACH grant proposal  
 CESA 2: Consult with CESA 2 school library media specialist group

Zarinnia: Facilities design: Bigfoot, Cambridge, Conserve  
 Program review: Reedsburg

### **I. Strategic Planning**

In the next year, there are plans to develop the new 93 license for instructional technology coordinators. The 93 will take effect in 2004 and many of the courses are already in place as part of the 903 license. UWSSLEC also plans to work on a distance version of this license and has just been awarded \$47,000 to start a collaborative conversation with other institutions. Many current

technology coordinators will have already mastered some of the competencies required for the license, so the program will need to develop a method of portfolio assessment of incoming students for this license. As with other UWSSLEC efforts, the collaborative conversations will inform and enhance campus coursework.

The program has been allocated one position through the Workforce Development Grant (EM21) and is in the process of searching for a new person. If this all takes place, the program will develop new courses and reach out more into the schools in the area, around the state, and explore markets in surrounding states. This will also help support the UWSSLEC program whose administration is housed at UW-Whitewater. UW-W faculty will also be developing three courses for the 902 distance education licensure program in UWSSELC.

### **III. Resource Availability and Development**

#### **A. Faculty and Staff Characteristics**

*Professional preparation, appropriateness of expertise to program needs*

Faculty in the program bring a wide range of training and experience to the program. Dr. Zarinnia has 16 years of experience in school library media centers in the US and overseas, coordinated the NCTM Curriculum and Evaluation Standards for School Mathematics, worked at the Wisconsin Center for Education Research, and was involved in early efforts at using computers to enhance student learning. Dr. Schroeder has 5 1/2 years of experience in school libraries, 7 1/2 years in academic libraries (reference and curriculum libraries), and training and experience in instructional design. Between the two faculty members, they have expertise in K-12 schools, librarianship, curriculum, assessment, instructional design, and technology, as well as years of practical experiences in various types of libraries.

#### *Eileen Schroeder*

Ph.D. Instructional Systems. The Pennsylvania State University. 1993.

- Dissertation Topic: The Effect of Different Methods of Demonstrating Structural Knowledge in a Hypertext Environment on Developing a Learner's Structural Knowledge, Comprehension, and Recall.

M.S. Instructional Design, Development, and Evaluation. Syracuse University. 1992.

- Research Study: Adapting a Learning Strategy for Individual Differences: Idea Mapping with Holist and Serialist Learners.

M.A. Educational Foundations. University of New Mexico. 1987.

M.S. School of Library and Information Science, Drexel University, Philadelphia, PA. 1982.

BS. in Education (Concentration in Library Science). Kutztown State College, Kutztown, PA. 1977. Graduated summa cum laude.

- Pennsylvania Provisional Certificate. School Librarian.
- New Jersey Library Media Specialist Certification.

#### *E. Anne Zarinnia*

Ph.D. Curriculum and Instruction. University of Wisconsin-Madison. 1987.

Dissertation Topic: Monitoring School Mathematics: A Reform-Oriented Audit of Some Major Documents

M.A. Library and Information Studies. University of Wisconsin-Madison, 1971.

B.A. (Hons.) Geography. University of Southampton, 1963.

- Hampshire County Major Scholar: 1960-1963
- Fulbright Scholar to United States 1964-1966

Wisconsin Certifications held:

- School Library Media Specialist
- Director of Audiovisual Education
- Computer Science

#### *Unit cohesiveness*

Program faculty both teach 901 and 902 courses for the minor and graduate degree, advise graduate students, work with schools, publish, write grants, present, and work on curriculum development. Dr. Zarinnia has been largely responsible for the introductory technology course for elementary and special education majors, manages the lab, and administers the UWSSLEC program. Dr. Schroeder coordinates the cooperating librarians, adjunct faculty and student assignments for the practicum.

Through its connections with the K-12 professional community, the program is also able to draw on a range of highly experienced practitioners to teach courses on occasion. This brings a real-world view to the program and offers the students a wider range of perspectives. Over the past few years these include:

Kathy Boguszewski, DPI consultant  
 Jane Johns, Milton School District  
 Myragene Pettit, Arrowhead / Hartland School District  
 Jody Goswitz, Kettle Moraine School District  
 Peter Lorenz, Badger High School  
 Kate Lorenz, Jefferson Public Library  
 Nancy Garrett, Brodhead School District  
 Sally Taylor Watson, Sharon School District  
 Mary Fitzwater, Jefferson School District

#### *Success in meeting affirmative action goals*

In the current search, the committee is seeking a diverse pool of applicants.

### **B. Teaching and Learning Enhancement**

*See Appendix F*

### **C. Research and Other Scholarly Creative Activities**

*See Appendix F*

### **D. External Funding**

*See Appendix F*

### **E. Professional and Public Service**

*See Appendix F*

## **F. Resources for Students in the Program**

*Number of students per faculty member*

Inadequate institutional data to determine.

*Amount budgeted to student help, capital supplies/ services, etc.*

The ILSEM budget, which was \$6000 in 1989, and is still \$6000 in 2002, supports both the ILSEM technology curriculum (164 students this semester) and the library media program. In 1989, the curriculum used two computers and was print based. It now has over 20 and is multimedia based. Similarly, there is a budget of \$8300 for work-study that remains unchanged for the last decade. In the last two years, slightly over \$4000 has been allocated to hire students to work in technical roles in order to maintain the lab equipment and software. There is no other regular budget for this program for supplies, software replacement, printers, etc., other than the amount allocated per faculty member by the department for photocopying, phone, travel, supplies. The program has had no lab modernization project funded in the last five years, although small amounts have been provided from the Excellence fund, the Provost's office for training and equipment, and from Title III for professional development. The faculty has also written numerous small proposals for such things as training in digital video. The program has relied on competitive grants for funds to support program development.

## **G. Facilities, Equipment, and Library Holdings**

The program is reasonably supported through library materials. Electronic databases are an improvement on print subscriptions because students can view the most recent materials without concerns about the library journals being on librarians' desks or at the bindery. In addition, the amount of time formerly spent chasing and hunting has been translated into reading time through direct links from program web pages.

The hardware and software base for the lab benefits from free products and services for library automation and digital resources from such companies as Gale, Follett, Chancery, BookSys, and the AP Photo Archive. The program is adequately supported by the major productivity packages such as Microsoft Office. However, it is difficult to maintain software upgrades in commonly used packages and to keep a sufficient number of machines operating at a speed that is adequate to enable software upgrades. It would be worth exploring a lease options.

Appendix A: Program APR

Not available as of January 2002. May be available from WINS sometime in February 2002.

## Appendix B: Courses linked to assessments and program goals

## Courses:

C&I 362/562	Children's Literature and Related Media
LIBMEDIA 343/543	Adolescent Literature (Temporarily LANGLIT 310/510)
LIBMEDIA 350/550	Reference and Bibliography
LIBMEDIA 351/551	Building Library media Collections
LIBMEDIA 434/634	Instructional Technology
LIBMEDIA 440/640	Developing Library Media Skills
LIBMEDIA 451/651	Classification and Cataloging
LIBMEDIA 454/654	Library Media Center Administration
EDFNDRPC 429-793	Practicum - elementary
EDFNDRPC 429-793	Practicum - secondary

Goals	Courses	Assessment
Goal 1 (INTASC 1, WTS 1)	440/640	Case study, unit and lesson plans, debate
	350/550	Reference librarian shadowing assignment, analyze and answer reference questions, conduct an in-depth inquiry and bibliography development for a client
	451/651	Developing and critiquing MARC records, comparing MARC records and metadata
	434/634	Multimedia product creation
	362/562	Group project on genre, final exam
	310/510	Analysis of a book, bibliography, final exam
Goal 2 (INTASC 2, WTS 2)	362/562	Interview of children, final exam
	440/640	Case study, unit and lesson plans
	351/551	Needs assessment, collection analysis and bibliography
	451/651	Applies developmental principles to classification and cataloging
Goal 2 (INTASC 3, WTS 3)	310/510	Interviews of adolescents
	362/562	Interviews of children, reading logs, final exam
	440/640	Case study, unit and lesson plans
	350/550	Class discussion and observation during shadowing assignment; observe for cultural sensitivity in dealing with client
	451/651	Evaluates subject headings for bias
	351/551	Needs assessment, collection analysis and bibliography
	310/510	Interviews of adolescents
Goal 3 (INTASC 4, WTS 4)	434/634	Class discussion of adaptive technologies
	362/562	Reading logs, group projects on genres, final exam
	440/640	Case study, unit and lesson plans
	350/550	Simulated reference interviews, observation of interviews in shadowing assignment
	434/634	Multimedia product creation

Goal 4 (INTASC 5, WTS 5)	440/640	Case study, unit and lesson plans
	350/550	Simulated reference interviews, client feedback on inquiry and bibliography
	434/634	Individual and group multimedia projects
	362/562	Group genre project, reading logs, final exam
Goal 4 (INTASC 6, WTS 6)	440/640	Case study, unit and lesson plans
	350/550	Simulated reference interviews, client feedback on inquiry and bibliography
	451/651	Class discussion
	434/634	Individual and group multimedia projects
	362/562	Group projects on genres
Goal 5 (INTASC 7, WTS 7)	440/640	Unit and lesson plans
	350/550	Shadowing assignment, client bibliography
	351/551	Censorship assignment
	434/634	Student teaches lesson on multimedia product
	362/562	Group genre projects
Goal 6 (INTASC 8, WTS 8)	440/640	Unit and lesson plans
	434/634	Student development of assessment criteria for multimedia product
Goal 7 (INTASC 9, WTS 9)	440/640	Case study, unit and lesson plans, letter to principal
	350/550	Reflection on client bibliography, reflection in shadowing assignment
	451/651	Class discussion
	454/654	Long range plan
	362/562	Reading logs
Goal 8 (INTASC 10, WTS 10)	440/640	Case study, unit and lesson plans
	454/654	School observation & reflection, letter on LMS roles
	350/550	Client bibliography
	351/551	Needs assessment, collection analysis and bibliography

## Appendix B1: Dual listed courses with graduate expectations

Students in both the undergraduate and graduate courses are required to meet the same requirements for licensure, so many of the assignments are exactly the same.

<b>Course</b>	<b>Graduate requirement</b>
C&I 362/562: Children's Literature and Related Media	
LIBMEDIA 343/543: Adolescent Literature (may be substituted by LANGLIT 310/510)	Additional readings
LIBMEDIA 350/550: Reference and Bibliography	Additional reflection; additional depth
LIBMEDIA 351/551: Building Library Media Collections	Automated system comparison to another system Lead debate on circulation policies
LIBMEDIA 434/634: Instructional Technology	Additional reflection papers
LIBMEDIA 440/640: Developing Library Media Skills	Scope and sequence
LIBMEDIA 451/651: Classification and Cataloging	Additional records and metadata
LIBMEDIA 454/654: Library Media Center Administration	Discussion leaders in class Higher requirements on long-range plan and facilities plan

Appendix C: 1996-97 Audit and Review Report

## Appendix D: Data from University Fact Book

*Undergraduate Minors\*\*\**

	<b>Enrollment headcount</b>	<b>Number of degrees</b>
1996-97	35	3
1997-98	31	7
1998-99	34	8
1999-2000	31	5
2000-01	Not available	Not available

\*\*\* The library media program offers an undergraduate minor, graduate degree and courses for only licensure. Some of the MSC&I students are working on a 901 license and others are working on a 902 license. The enrollment headcount does not include:

- Students who took courses through Continuing Education, which may up to be one course a semester (done as overload or by adjunct)
- Workshop courses offered in conjunction with the many grants during this time period
- All summer courses (four given each summer)
- All practicum students (2 to 22 per semester).

These students also do not count in the SCH/FTE ratio as determined by the university.

*MSC&I Library and Information Technology Emphasis. (includes Library Media and Technology Emphasis – discontinued in 1995-96)*

	<b>Degree History</b>
1996-97	3
1997-98	4
1998-99	10
1999-2000	11
2000-01	10

Appendix E:

NCATE accreditation report (see Larry Kenney, College of Education)  
DPI review report (1997)

## Appendix F: Faculty and Staff

### ***E. Anne Zarinnia (Ph.D.), Associate Professor***

#### **Teaching and Learning Enhancement**

##### *Participation in on-campus and off-campus teaching enhancement activities*

- Teaching Enhancement Workshop (Barbara Walvoord), August 25, 1998
- Web Course in a Box training, September 9, 1998
- Digital Video Revolution – Apple, Chicago, April 18-20, 1999
- Videoconference, October 7, 1999
- Videoconference, Nov. 15, 1999
- ALA Online Copyright Tutorial, Spring 2000
- WebCT Training – Madison, DoIT Feb. 10, 2000
- WebCT Training- Madison, DoIT Feb. 25, 2000
- WebCT Training- Madison, DoIT March 7, 2000
- WebCT Training- Madison, DoIT April 5, 2000
- Intellectual Property Workshop (Madison), May 9, 2001
- Intellectual Property Videoconference, Feb. 8 2001
- Retaining Online Students (teleconference), April 19, 2001
- Photoshop 6.0 training, DoIT May 2 & 3, 2001
- Dreamweaver Advanced training, DoIT July 2 & 3, 2001
- WINS Training, July 9, 2001
- Fireworks Beginners training, DoIT July 16 & 17, 2001
- Flash Beginners training, DoIT July 18 & 19, 2001
- Cascading Style Sheets training, DoIT Aug. 27 & 28, 2001
- Web Accessibility Policy workshop, DoIT November 20, 2001

Using Electronic Portfolios in Standards-Based Teacher Education Programs (WITRC), Sept. 26, 2001

##### *Academic Advising*

Both faculty members met with Virginia Epps to clarify the minor for 1-9 majors and attended an introduction to advising by Ann Ruff and Virginia Epps.

35 graduate advisees

18 integrative projects

Workshops: PBL and technology, Eau Claire

Developed new versions of the following courses in a WebCT/ intensive residency distance format:

- Reference & Bibliography
- Cataloging & Classification
- Converted on campus courses to html/distance format

#### **Research and Other Scholarly / Creative Activities**

##### *Publications:*

UWSSLEC faculty (2001, Oct.). University of Wisconsin School Library Education Consortium. *Teaching with Technology Today*. Online publication for UW-System.

Schroeder, E.E. and Zarinnia, E.A. (2000). *Problem Based Learning: Developing Information Literacy through Solving Real World Problems*, Proceedings of the

International Association of School Librarians Conference, (Malmo, Sweden, August 7-9, 2000).

Schroeder, E.E. and Zarinnia, A.E. (1999). *Argumentation Online: The Use of Computer Conferencing*. Proceedings of SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999) ERIC Document Reproduction Service ED 432310.

*Presentations:*

Schroeder, E.E. and Zarinnia, A.E. Problem Based Learning: Developing Critical Thinking through Real World Problems. ). American Association of School Librarians Conference. (Indianapolis, November 15-17, 2001).

Schroeder, E.E. and Zarinnia, A.E. Problem Based Learning: Developing Critical Thinking through Real World Problems. Governor's Wisconsin Educational Technology Conference. (Green Bay, October 28-30, 2001).

Zarinnia, E.A. and Schroeder, E.E. Shoestring Distance Education. Governor's Wisconsin Educational Technology Conference. (Green Bay, October 28-30, 2001).

Zarinnia, E.A. and Schroeder, E.E. Using Technology to Create Problem-Based Learning, You're "I.T." Conference of CESA 11/VLTC Grant of UW-Eau Claire, UW-Stout, and Eau Claire Area School District (Chippewa Falls, April 6-7, 2001)

Zarinnia, E.A. and Schroeder, E.E. University of Wisconsin-School Library Education Consortium. WEMA (Green Bay, March 28-30, 2001)

Zarinnia, E.A. and Schroeder, E.E. Teams integrating Technology in Problem-Based Projects: UW System Grant Dissemination Conference invited presentation (Madison, Oct. 6, 2000)

Schroeder, E.E. and Zarinnia, E.A. Problem Based Learning: Developing Information Literacy through Solving Real World Problems, International Association of School Librarians Conference, (Malmo, Sweden, August 7-9, 2000).

Milwaukee Public Schools and the University of Wisconsin-Whitewater Collaborate to Address Shortages of Library Media Specialists. American Association of School Librarians Conference, Birmingham, AL, November 1999 (Part of panel of library educators and school library directors including E. Anne Zarinnia and Pamela Penn, Milwaukee Public Schools)

Zarinnia, E.A. and Schroeder, E.E. Where Are (Should) We Be Going with Technology in Education? Presentation for Dick Lee's *Issues and Perspectives in American Education* class, Nov. 23, 1999.

Schroeder, E.E. and Zarinnia, E. A. *Argumentation Online: The Use of Computer Conferencing*. *EDMEDIA Conference*, Seattle, June 1999.

Schroeder, E.E. and Zarinnia, E. A. *Argumentation Online: The Use of Computer Conferencing*. *Society for Technology and Teacher Education Conference*, San Antonio, March 1999.

Schroeder, E. E. and Zarinnia, E.A. Making Your Point at a Distance. *Wisconsin Educational Technology Conference*, October 1997.

Schroeder, E. E. and Zarinnia, E.A. Making Your Point at a Distance. *Wisconsin Educational Media Association Conference*, March 1998.

**External Funding:**

PK-16 Technology Initiative: PBL, 1998-1999 (\$54,000)

PK-16 Technology Initiative: PBL, 1999-2000 (\$53,000)

PK-16 Technology Initiative: PBL, 2000-2001 (\$34,000)

PK-16 Technology Initiative: UWSSLEC, 1999-2001 (\$59,000)

PK-16 Technology Initiative: UWSSLEC, 2000-2001 (\$59,000)

PK-16 Technology Initiative: UWSSLEC, 2001-2002 (\$72,000)

Funding from UW System to develop distance education program for administrative competencies with UW-Superior, 2002-2003, (\$47,000)

Technology Institute for Educators. (PK-16 Technology Initiative Grant, \$18,000)

Grant for 4 people to travel to Ernest L. Boyer Technology Summit in Dallas, TX (Center for Public Broadcasting, 1997, approximately \$6000)

GIS Investigations as a Model for High School Collaborations. (Center for Public Broadcasting Next Steps Grant, \$5039.50)

**Professional and Public Service**

Wisconsin Educational Media Association, 1993-

- Research Committee, 1994-1998, chair 1884-1996
- Emerging Technologies Committee, 96-98
- Wisconsin Educational Media Association Ad Hoc Teacher Licensing Review Committee, 1998

UWS-School Library Education Consortium, Chair, 1999-

Collaborator in developing a 901 Licensure Distance Program between UW-Whitewater and UW-Eau Claire, 1997-1999

State and regional committees:

- Committee for Wisconsin Department of Public Instruction standards for Instructional Technology Coordinators, 1997-

Campus committees:

- UW-Whitewater Library Committee, 1997-2002
- UW Library Collection Development Committee
- UW Chief Information Officer (2 years in a row)
- UW Technology Committee 2000-2002

Educational Foundations committees:

- Search and screen committees, 1 pluralism positions (chair), 1 library media position, 1 child development, 2 academic staff
- Educational Foundations Department summer chair, 2 years

***Eileen Schroeder (Ph.D.) Associate Professor*****Teaching and Learning Enhancement**

*Participation in on-campus and off-campus teaching enhancement activities*

- Teaching Enhancement Workshop (Barbara Walvoord), August 25, 1998
- Web Course in a Box training, September 9, 1998

- LEARN Center: A Simple Method for Leading On-Line Discussions, Nov. 17, 1998
- Digital Video Revolution – Chicago, April 18-20, 1999
- LEARN Center Workshop – Angelo, August 24, 1999
- LEARN workshops, August 26, 1999
- Videoconference, October 7, 1999
- Videoconference, Nov. 15, 1999
- LEARN Center workshop – online assessment, Nov. 2, 1999
- ALA Online Copyright Tutorial, Spring 2000
- WebCT Training – Madison, Feb. 10, 2000
- WebCT Training- Madison, Feb. 25, 2000
- WebCT Training- Madison, March 7, 2000
- WebCT Training- Madison, April 5, 2000
- Teaching and Learning workshop – Helgeland, August 29, 2000
- Intellectual Property Conference (Madison), May 7-9, 2001
- Intellectual Property Videoconference, Feb. 8 2001
- PeopleSoft Training, March 20, 2001
- Retaining Online Students (teleconference), April 19, 2001
- Photoshop 6.0 training, May 2 & 3, 2001
- Dreamweaver Advanced training, July 2 & 3, 2001
- WINS Training, July 9, 2001
- Fireworks Beginners training, July 16 & 17, 2001
- Flash Beginners training, July 18 & 19, 2001
- Cascading Style Sheets training, Aug. 27 & 28, 2001
- LEARN workshops, Aug. 30, 2001
- Using Electronic Portfolios in Standards-Based Teacher Education Programs (WITRC), Sept. 26, 2001

#### *Academic Advising*

Both faculty members met with Virginia Epps to clarify the minor for 1-9 majors and attended an introduction to advising by Ann Ruff and Virginia Epps.

38 graduate advisees (as of Dec. 2001)

6 independent studies (1997-2001)

12 integrative projects advised (1997-2001)

#### *Course development*

- Revision of 422-438/638, Utilization of Instructional Television Teaching and Learning via Video and Across Distances (changed content from video production to video and distance education) – approved by curriculum committees
- Developed web-based version of course for cooperating library media specialists
- Workshop: Implementing Conference Ideas (WEMA Conference, April 2-4, 2000)
- Workshops: PBL and technology
- Developed new versions of the following courses in a WebCT/ intensive residency distance format:
  - Collection Development
  - Information Literacy

- School Library Media Administration
- Revised practicum requirements and format

### **Research and Other Scholarly / Creative Activities**

#### *Publications:*

UWSSLEC faculty (2001, Oct.). University of Wisconsin School Library Education Consortium. *Teaching with Technology Today*. Online publication for UW-System.

Schroeder, E. E. (2001, March). Move Toward Flexible Scheduling. *WEMA Dispatch*.

Schroeder, E.E. and Zarinnia, E.A. (2000). *Problem Based Learning: Developing Information Literacy through Solving Real World Problems*, Proceedings of the International Association of School Librarians Conference, (Malmo, Sweden, August 7-9, 2000).

Schroeder, E. E. (1999, August). *PK-16 Technology Initiative: Fellowship for Research on Technology Uses in PK-12 Schools*. Submitted to UW System Administration for possible implementation and funding. Implemented in 2000.

Schroeder, E. E. (1999, January). *Technology Institute for Educators, 1997-98 Evaluation*. Submitted to UW System Administration.

Schroeder, E.E. and Zarinnia, A.E. (1999). *Argumentation Online: The Use of Computer Conferencing*. Proceedings of SITE 99: Society for Information Technology & Teacher Education International Conference (10th, San Antonio, TX, February 28-March 4, 1999) ERIC Document Reproduction Service ED 432310.

Sutheimer, K. and Schroeder, E.E. (1999, May). Cost-Effective Procurement. *WEMA Dispatch*, 49 (5), 11-12.

*Wisconsin's Model Academic Standards for Information and Technology Literacy*, brochure for WEMA developed collaboratively with Jim Klein of Wisconsin Department of Public Instruction, spring 1999.

Schroeder, E. E. (1999, Jan.). Making the Most of Your Purchasing Power. *WEMA Dispatch*, 49 (3), 13, 15.

#### *Presentations:*

Schroeder, E.E. (2001, Nov.) Intellectual Property (Faculty presentation for T&IR)

Schroeder, E.E. and Zarinnia, A.E. Problem Based Learning: Developing Critical Thinking through Real World Problems. ). American Association of School Librarians Conference. (Indianapolis, November 15-17, 2001).

Schroeder, E.E. and Zarinnia, A.E. Problem Based Learning: Developing Critical Thinking through Real World Problems. Governor's Wisconsin Educational Technology Conference. (Green Bay, October 28-30, 2001).

Zarinnia, E.A. and Schroeder, E.E. Shoestring Distance Education. Governor's Wisconsin Educational Technology Conference. (Green Bay, October 28-30, 2001).

Zarinnia, E.A. and Schroeder, E.E. Using Technology to Create Problem-Based Learning, You're "I.T." Conference of CESA 11/VLTC Grant of UW-Eau Claire, UW-Stout, and Eau Claire Area School District (Chippewa Falls, April 6-7, 2001)

Thorne, H., Cook, C. Killeen, E.B. and Schroeder, E.G. Paths to Flexible Scheduling WEMA (Green Bay, March 28-30, 2001)

- Zarinnia, E.A. and Schroeder, E.E. University of Wisconsin-School Library Education Consortium. WEMA (Green Bay, March 28-30, 2001)
- Zarinnia, E.A. and Schroeder, E.E. Teams integrating Technology in Problem-Based Projects: UW System Grant Dissemination Conference invited presentation (Madison, Oct. 6, 2000)
- Nelson, D., Kaufman, N. and Schroeder, E.E. Technology in Teacher Education. Presentation for UW Board of Regents Education Committee. (Madison, Sept. 7, 2000)
- Schroeder, E.E. and Zarinnia, E.A. Problem Based Learning: Developing Information Literacy through Solving Real World Problems, International Association of School Librarians Conference, (Malmo, Sweden, August 7-9, 2000).
- Cain, C., Anderson, E., and Schroeder, E.E. Leadership Skills for the New Millennium: Are You Ready? Workshop for Wisconsin Educational Media Association Conference. (Madison, April 2000).
- Schroeder, E.E., Nimdje, J., Hains, A. Best Practices Videoconference, (UW System, January 31, 2000).
- Milwaukee Public Schools and the University of Wisconsin-Whitewater Collaborate to Address Shortages of Library Media Specialists. American Association of School Librarians Conference, Birmingham, AL, November 1999 (Part of panel of library educators and school library directors including E. Anne Zarinnia and Pamela Penn, Milwaukee Public Schools)
- Zarinnia, E.A. and Schroeder, E.E. Where Are (Should) We Be Going with Technology in Education? Presentation for Dick Lee's *Issues and Perspectives in American Education* class, Nov. 23, 1999.
- Schroeder, E.E. and Zarinnia, E. A. Argumentation Online: The Use of Computer Conferencing. *EDMEDIA Conference*, Seattle, June 1999.
- Schroeder, E.E. and Zarinnia, E. A. Argumentation Online: The Use of Computer Conferencing. *Society for Technology and Teacher Education Conference*, San Antonio, March 1999.
- Schroeder, E. E. and Zarinnia, E.A. Making Your Point at a Distance. *Wisconsin Educational Technology Conference*, October 1997.
- Schroeder, E. E. and Zarinnia, E.A. Making Your Point at a Distance. *Wisconsin Educational Media Association Conference*, March 1998.

### **External Funding:**

- PK-16 Technology Initiative: PBL, 1998-1999 (\$54,000)
- PK-16 Technology Initiative: PBL, 1999-2000 (\$53,000)
- PK-16 Technology Initiative: PBL, 2000-2001 (\$34,000)
- PK-16 Technology Initiative: UWSSLEC, 1999-2001 (\$59,000)
- PK-16 Technology Initiative: UWSSLEC, 2000-2001 (\$59,000)
- PK-16 Technology Initiative: UWSSLEC, 2001-2002 (\$72,000)
- Funding from UW System to develop distance education program for administrative competencies with UW-Superior, 2002-2003, (\$47,000)
- Technology Institute for Educators. (PK-16 Technology Initiative Grant, \$18,000)
- Grant for 4 people to travel to Ernest L. Boyer Technology Summit in Dallas, TX (Center for Public Broadcasting, 1997, approximately \$6000)

GIS Investigations as a Model for High School Collaborations. (Center for Public Broadcasting Next Steps Grant, \$5039.50)

### **Professional and Public Service**

American Library Association, 1980-

- President's Task Force on Recruitment and Diversity, 2001 – American Association of School Librarians, 1980-1988, 1993-

- Task Force on Recruitment for the Profession, Chair, 2001- Canadian Journal of Educational Communications, Editorial Board, 2001- Wisconsin Educational Media Association, 1993-

- WEMA Board, 1998-2000
- Research Committee, 1994-1998, chair 1997-1998
- Professional Preparation and Recruitment Committee, 1999-, chair 1999-2000
- National Guidelines Implementation Committee, 1998 -, Chair, 2000-
- Wisconsin Educational Media Association Ad Hoc Teacher Licensing Review Committee, 1998

University of Wisconsin System

- UW System PK-16 Technology Initiative Funding Committee, 1998
- UW System PK-16 Advisory Committee, 1998-
- PK-16 Technology Initiative Fellowship Steering Committee, 1999-2000  
Fellowship Review, March 16, 2000

Technology Training Institute planning group for University of Wisconsin-Extension, 1995-1997

UWS-School Library Education Consortium, 1999-

Collaborator in developing a 901 Licensure Distance Program between UW-Whitewater and UW-Eau Claire, 1997-1999

State and regional committees:

- Review committee for Wisconsin Department of Public Instruction guidelines for state school library media programs, June 2001
- Wisconsin Technology Literacy Challenge Fund Grant Reader, March 9, 27, 28, 29, 30, 2000
- CESA2 TEACH Educational Technology Training and Technical Assistance Grant writing team, 2000
- CESA3, TEACH Educational Technology Training and Technical Assistance Grant writing team, 2000
- CESA3 TEACH Grant Advisory Committee - Higher Ed. Representative, 2000-
- enGauge technology evaluation process (piloting program for DPI and NCREL) – Lake Mills Team, 2000-2001
- Judge for Wisconsin WebFair, February 1998, 1999

Campus committees:

- UW-Whitewater Library Committee, 1997-2001

College of Education committees:

- College of Education Best Practices in Technology Committee, 1999-2000
- C&I reading position search and screen committee, 2000-
- COE Website advisory committee, 2000-

- College of Education Admissions Interviewing, Fall 1997- Fall 2000
- NCATE committee, 1998-
- College of Education Awards Committee, 1997-2001
- College of Education Who's Who Selection Committee, 1999-
- College of Education Salary Committee, 2001-

Educational Foundations committees:

- Educational Foundations Promotions Guidelines Committee, 1998-
- Search and screen committees, 2 pluralism positions (chair one), library media position (chair)
- Educational Foundations Department secretary for meetings, 1998-99

***Adjunct Faculty:***

Kathy Boguszewski, DPI consultant

Jane Johns, Milton School District

Myragene Pettit (Ph.D.), Arrowhead / Hartland School District

Jody Goswitz, Kettle Moraine School District

Kate Lorenz, Jefferson Public Library

Nancy Garrett, Brodhead School District

Sally Taylor Watson, Sharon School District

Peter Lorenz, Badger High School

Mary Fitzwater, Jefferson School District

Appendix G: Supply and Demand Study

Appendix H: Letter to Provost and Chancellor on Enrollment Figures

Appendix I: Practicum Evaluation Form (revised)

## Appendix J: Questions for Alumni Survey

### ITEMS SUBMITTED FOR POSSIBLE INCLUSION IN THE ALUMNI SURVEY

**Audience:** FOR STUDENTS WHO HAVE RECEIVED A 901 LICENSE IN LIBRARY MEDIA. This includes all alumni -- both bachelors and masters level, special students, and non-candidate-for degree students. It is assumed that these students will also receive the items developed by C&I for their graduates in early childhood, elementary, or secondary education for those who have also received licensure in one of these areas.

**Scale:** The same rating scales for preparation and importance as the general university survey could be used for these items.

As a student who has received a 901 license through UW-Whitewater, the program prepared you to:

- Promote the role of the school library media program within the school and a democratic society
- Demonstrate a knowledge of children's and young adult resources
- Identify student and staff information needs, interests, abilities, and teaching / learning styles
- Serve a diverse population with changing needs
- Select, acquire, organize, and provide access to resources, activities, and experiences that reflect a diversity of viewpoints
- Ensure equity and freedom of access to ideas and resources unimpeded by physical, organizational, social, cultural, economic, geographic or technological constraints
- Use a variety of instructional and technological strategies to encourage students' development of information literacy, critical thinking, problem solving, viewing, listening, and performance skills
- Promote creative activity, literacy and enjoyment of reading
- Explore and implement appropriate technologies in all areas of the library media program
- Motivate students to develop the passions and habits required for lifelong learning
- Maintain a positive teaching and learning climate in the library media center
- Practice effective interpersonal relationships within the school and community
- Communicate effectively to assist students and teachers engaged in investigation, collaboration, and interaction in the library media center
- Offer leadership, consulting, collaboration, instruction and referral assistance to teachers and students in the use of instructional and information technologies
- Collaborate with school staff to develop, implement, and evaluate school library media programs, policies, and procedures to meet educational goals of the school and district
- Evaluate, select, apply, and use appropriate print, non-print, and electronic resources and technologies to build and maintain a resource collection that includes both internal and external access points to support the educational goals of the school
- Collaborate with teachers to plan and design instruction
- Identify and gather appropriate resources to support the personal, developmental and curricular needs of students and the instructional needs of teachers
- Assist teachers and students to design and produce resources

- Implement policies and procedures for effective and efficient acquisition, cataloging, processing, circulating, evaluating, and maintaining resources
- Manage personnel, resources, budget, facilities, and program evaluation
- Develop long and short range plans for the library media center
- Formally or informally assess the intellectual development of the learner (e.g., information literacy skills)
- Reflect on one's practice to evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community) and seek out the opportunities to grow professionally
- Participate in professional organizations
- Collaborate with administrators, teachers, students, and/or the wider community to facilitate the mission of the school and promote the library media program
- Exhibit knowledge of the ethical and legal principles of the profession