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21ST CENTURY LIBRARY

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21st Century Library

- by Merton Thompson -



The theme of this edition of the IM Newsletter is the 21st Century Library. If you stop to consider, it is a daunting task to describe what a library, or any resource, will be like over a 100-year span of time. An activity I have done in my undergraduate classes the past several years

is to have the students, who are enrolled in teacher preparation programs, to consider for what year they are preparing their students. Like many things in my life this activity is based upon an idea that my wife, Marcia, developed which in turn was based upon a concept put forth by Heidi Hayes Jacobs in her book *Curriculum 21: Essential Education for a Changing World*.

In the activity, I start by asking my teacher candidates the year they expect to graduate. For my current students, the answer is typically 2018. Then I ask the teacher candidates when they expect to be hired for their first teaching position. Again, the typical response is 2018. Next, I have to make some assumptions. Since I often have taught students seeking licenses in either secondary (5-12) content areas, like math, language arts, sciences, or K-12 content areas like art, physical education, special education, I tell them that for the sake of this activity, their first teaching position is at the seventh grade level. Based upon this assumption, we continue with determining when those seventh grade students were born. A likely response is 2005. Next, we determine when these students will graduate from high school: 2023. We continue on to college graduation, and assuming four years for a degree, the response is 2027. Finally, I ask my students how long these students are likely to live. Again, we have to assume some things, but a conservative number, according to the Social Security Administration, is 87 years. This means that the seventh graders in my teacher candidates' first year of teaching will likely

live until the year 2092. I often get some stunned silence at this point. But, because I can't leave it there, I remind them that we are talking about students they will be teaching in their very first year as a teacher. With any luck my candidates will have a teaching career of at least 35 years or more. I try to point out that their job as a teacher is to prepare their students to be successful people throughout their life and they have to accomplish this task with the knowledge and resources available to them in 2017 and 2018. So, when we are talking about the 21st Century library and the 21st Century world, we need to keep in mind that we are not far from making decisions that will impact people who will live into the 22nd Century.

On a more personal note, this is my last column as Chair of the Information Media Department. My wife, Marcia and I, along with Jeanne Anderson, are retiring at the end of this semester. This is my 28th year, Jeanne's 26th, and Marcia's 11th as full time faculty members. Just as I am not sure what the 21st Century library should look like and have for resources, I am unsure what the future of the Information Media Department is. Because of university budgetary issues, our three retirements are being replaced by a single faculty member. Our programs, particularly those leading to licensure as a library media specialist are strong and will continue, but the configuration of the department is likely to change. Stay tuned.

I would like to say a very heart felt "thank you" to all of the students and colleagues that have taught me so much over the past 28 years. It has been a wonderful experience. I now challenge you to determine what the 21st and 22nd Century library and world will be like. It is up to you to prepare your students, trainees, co-workers, family, friends, and others for that life. It is our responsibility as a human population to seek and gather information, from that information determine which are facts, decide which of those facts are most relevant to a given situation, and finally make decisions based upon those relevant facts. Good luck to us all.

Alumni Profile



Amy Carney grew up in West St. Paul, and knew from an early age that she wanted to be a teacher. She helped her father, who taught for 37 years, grade tests when she was young. She was influenced by his genuine care for students, and his desire to form a relationship with them. Currently, Amy lives in Hugo, MN with her husband, Dan, and two children; James, who is an 8th grader, and Sara, who is in 4th grade. Amy graduated from the University of Minnesota Duluth with a degree in Elementary Education, and taught briefly in the northern Twin Cities area before getting a job at North Branch Area Middle School, teaching sixth

grade. She spent the majority of 13 years there teaching Language Arts. After graduating with her Master's in Information Media from SCSU, Amy worked at North Branch High School for four years, as a media specialist, a tech integrationist, and in tech support. In 2016, she became the full time media specialist at White Bear Lake High School North Campus, serving 9th and 10th grade students.

As a media specialist, Amy is very passionate about building relationships with students. She believes in being a "touchstone" in the building; someone who students know they can come to when they have problems. She also believes wholeheartedly in finding the right books for every reader. In addition to her strong push for reading and literacy, Amy is also an advocate for tech integration and research. Building for the future, Amy was also able to be a part of the \$1.3 million renovation project that occurred in 2015-16 in North Branch. This project which included the complete renovation of the district's three media centers emphasized 21st century skills for student learning. As a professional, she says that she has been most influenced by Rachelle Weinand, who offered encouragement and support when Amy was pursuing her Master's and as a mentor when she began her position as a media specialist, Dede Besch, who was instrumental in teaching her best practices while they team taught 6th grade, and her father, who instilled in her a passion for teaching and learning.

Not surprisingly, in her free time, Amy reads. She is currently interested in retellings of myths and fairytales, including Marissa Meyer's Lunar Chronicles series. She also enjoys realistic fiction and heist novels. Her favorite authors include Leigh Bardugo, author of Six of Crows, and J. K. Rowling. Amy's family is involved in hockey and dance, and when they have time, enjoy going to the lake, the theater, and camping. Amy has traveled to Alnwick Castle for a summer British Children's Literature and Photography session, staying 17 days and visiting the Lakes District as well as Scotland. She has also visited 23 of the 50 U.S. states, and says that she still needs to get the Northwest corner. Amy's parting statement was that the future of the media program in schools depends on current and future media specialists embracing technological change and tech integration, as well as the 4 Cs. This will ensure that media specialists do not become irrelevant. Amy also believes in embracing student ownership of the media center, through incorporating student ideas in design, and encouraging creativity through makerspaces and programming.



Representative Mary Kunesh-Podein

Decision to be a legislator

An educator and a library media specialist for over 20 years, Mary Kunesh-Podein has a deep interest in politics and civic engagement. In the fall of 2016, Mary, an alumnus of the Information Media Department, put those interests to good use. She successfully campaigned and was elected as a DFL member of the Minnesota House of Representatives for District 41-B.

There are several reasons why Mary developed the desire to become a legislator. She has had many rich experiences that have deepened her sense of empathy and given her the core strength to advocate for students and families. As a Library Media Specialist, she has had the opportunity to build relationships with an entire body of students as well as the staff of her school. She has heard students' stories, celebrated their diversity and successes, and worked hard to provide the resources and instruction that would help to build their ability to be a contributing member of their community and state.

Mary also indicates her family background as an influencer, "I grew up in an empathetic, civic minded family of 13 children. My father was St. Cloud City Attorney and a Stearns County Attorney. As a family we had many a spirited conversation around the dinner table focusing on social issues here in Minnesota and the country. We didn't have a library in Sartell so my dad would bring armfuls of books for all of us to read that often dealt with social issues. This is where my love of

reading began. So often these books and conversations return to me to remind me of my responsibility to ensure that Minnesota puts our children and families first."

Preparation & Challenge

With a strong desire to share her experiences, Mary prepared herself for the campaign eagerly. "I listened and I learned. I became more active in my community. I presently serve on the New Brighton Park, Recreation, and Environment Board as the Chair. I joined the local League of Women Voters group, and I sought out organizations to learn how I can participate in addressing issues that affect our communities and how our state and municipality works for us. This prepared me to make valuable relationships across communities and progressive organizations. I became involved in our senate district meetings and built relationships with a number of legislators which gave me a different view of what it takes to be a public servant. I'm very fortunate to have three very socially active children with a strong global awareness of issues that affect national policy. My eldest daughter and my son are both political organizers and have worked on a number of state and national campaigns. My whole family encouraged me to run for office as did my legislator and senator and this was empowering."

She began a grassroots campaign holding community conversations to hear concerns and dreams for the future. She built support from unions and progressive organizations and is thankful for those who believe in her and volunteered to make her campaign so successful.

The biggest challenge, and one that both campaigning and serving hold in common, is the high learning curve to understand issues, policy, and procedure. Fortunately, as a library media specialist, she is very familiar with the research process and is cognizant of the necessity to sort the wheat from the chaff. With the wealth of information that she receives daily as a legislator, it can be challenging to process the information quickly and succinctly to discern the most relevant facts. Mary sees that there is much to learn and many people to meet and build working relationships with. Mary stated, "Of course, seeing our leaders and the governing process in action is inspiring, I remain optimistic that opportunities will surface where the Right and the Left find common ground and the legislation we pass has bipartisan support."

Vision & Dream

Mary's vision as a legislator is to build a strong bond of trust between all members of her district. She has committed to listening, pondering the issues and voting with her conscience. She says, "I know that all of my constituents will not always agree with me but I'll know I'm successful when I have their respect for thinking through the issues and voting with their best interest in mind. I want to focus on the policy process and the issues that challenge the success of our district and state, not on partisan differences and conflict. I want my constituents to know who I am, that I'm approachable and will make responsible decisions, and that I'm proud to represent them."

Mary is most interested in legislation that ensures continual investment in children and families throughout Minnesota so that all of cities and towns are places where everyone has the opportunity to thrive. As a State Representative, she will be a champion for these communities. She will fight for policies that build on what we know works by investing in our public schools, strengthening family economic security, and advancing environmental sustainability.

Rewarding Story

To date, Mary has found that the most rewarding aspect of being a part of the legislature has been meeting so many incredible people who sincerely care about the state of Minnesota and work hard to support all of its people. Some days she has been filled with awe as she listens to the wealth of information and experience that seasoned legislators possess. Almost daily she has

visitors from her constituency who come to express their struggles and successes; they inspire and motivate her to find a solution to their needs. Mary says, "How fortunate am I to be able to just walk across the street to our Capitol building every day! I encourage everyone to come visit our newly renovated State Capitol and especially the exhibits, Why Treaties Matter and Seeds of Change."

On the days that the legislature is in session or there is a group to connect with, she can't wait to discover something she hasn't noticed before. She remembers participating in the Youth in Government program in high school and the weekend visit to the legislature to put learning into practice. As she sat in her legislative seat 38 years ago she told herself, "I'm going to have my own seat here with my name tag on the desk one day," and here she is!

In closing, Ms. Kunes-Podein delivered this message in a recent visit to SCSU, "I'd like to encourage everyone, but specifically, teachers and educators, to challenge themselves to become informed and take action about education, local and political issues in their towns and cities. Build a knowledge base and find local opportunities to become involved, such as with their school board, a city commission or city council. Folks, especially teachers, often feel like their voices don't matter, and they might feel like no one's listening to them. Part of the solution is to turn that narrative around and know that your voice really does matter, and what you do in classrooms is the most important work in our communities. At the end of the day, I'm a teacher and always will be. I'm an educator who has been fortunate to participate in my communities in a variety of capacities and I'm honored to have been elected to serve my community."



IM Scholarship Awards for 2017-18

The IM Department proudly announces the scholarship recipients for the 2017-18 academic year. Through the generosity of alumni, friends and faculty of the department we were able to award \$6300 in scholarships to deserving students. The scholarships and recipients are:

Scholarship	Recipient(s)
Luther Brown	Aimee Thalberg and Jacquelyn Ward
Bonnie Hedin	Molly Lee
Dr. Doreen Keable	Mary Boyle
Carl and Marilyn Savage	Mary Boyle and Aimee Thalberg
Mert and Marcia Thompson	Kayla Peterson

The donors and recipients of these scholarships will be celebrated at the fall 2017 Dessert Fest to be held on September 13.

Over the 25 years that I have been at SCSU, there have been many changes both to the field of Training and Development and to the University. Changes to the field fall in three areas: research, practice and, of course, technology.

Technology:

While computer-based instruction was becoming common while I was working on my doctorate in the early 80s, and even a primitive version of eLearning was used while I was working in the business world, the use of technology took a huge leap forward after 9/11. Travel

became much more difficult and time consuming as a result of increased airport security, driving opportunity costs up. (Opportunity costs, in this case, are the lost productivity of trainees when they go to training). ELearning became much more attractive to businesses and their employees.

At the same time, Learning Management Systems (LMSs), first introduced in the 1990's, had matured enough to take off. Recently our current LMS (D2L Brightspace), and our videoconferencing system, Adobe Connect, have become responsive to the devices used. This represents the potential to move toward mLearning (using mobile devices). In addition, our online students can use a variety of collaborative tools in real time. In addition, D2L has been creating course apps for students such as D2L Pulse to keep track of assignment due dates. Just in terms of technology, this field changes constantly, and is never boring.

Research: Technology has also had an exciting impact on research. Brain research on information processing and learning has benefitted from

the use of MRIs and CAT scans to study learning activities. We have learned that the way each person processes information is unique, and overall is more complex than previous information processing models. Other research

that affects the field has resulted in the multimedia principles.

Practice: Business practices that are beginning to affect the field include increasingly more effective methods of measuring outcomes of learning programs, and beginning approaches to adaptive learning – determining

methods of meeting employee needs and adapting training to individuals. In other words, the old pipe dream of Aptitude-Treatment Interaction (Cronbach & Snow) is finally starting to become possible. There is also increasing awareness in the field of the importance of usability and accessibility in the design of online courses.

University: It is easy to talk about changes in the economics of higher education; the falling support from government for educational institutions and the rising tuition, resulting in increasing student debt. Upon doing some research, however, I found the actual costs of instruction has increased far less rapidly than other factors. It comes as no surprise that there has been increasing pressure on universities, including SCSU, to cut those costs. The one thing that has NOT changed over my 25 years at SCSU, is that teaching has been my passion, and much of that is a result of wonderful people in my classes. Thank you to all my fabulous students and alumni for a wonderful career.



Reflection on Change

- by Jeanne Anderson -

Welcome new IM Graduate Assistant



Hi! My name is Tess Kwon and I recently joined the Information Media Department as a Graduate Assistant. I feel honored to be part of such a professional, warm, and talented team and faculty.

I'm originally from South Korea, but consider myself from San Antonio, Texas

where I spent my junior year of college at Our Lady of the Lake University - I'm a proud Texan! The experience completed me as fully grown up in faith and spirit.

Not only in Texas, but I've been pretty much all around the states with variety of experiences. My first time in the United States was in summer 2008 in Wisconsin when I got job offer as an international camp counselor. I was first Korean and Asian counselor, so my role was basically cultural and national ambassador to my co-staff and student! Then I studied in Texas, and worked in Chicago as music camp counselor and director. It was Mission work with an immigrant community - I worked in the south part of Chicago and lived as a community with the rest of the staff. This experience shaped me a lot in a way that I was able to be assured that I'm called to be a teacher.

I returned to Korea, but got an opportunity to work in California in similar type of music ministry & mission work during summer 2011. I feel blessed to keep

getting offered positions to work with students, and these experiences have made me feel strongly that I still have other missions left in the United States. Again I returned to Korea, but I've finally come back to the U.S. after about 5 years, and this is my beginning of the new chapter!

I have two BAs in English Language & Culture and English Language & Literature, and now I'm pursuing my Master's degree in Teaching English as a Second Language. In the future, I would like to teach English to students in under-resourced areas in the U.S., and be involved with working with immigrant communities as I was in Chicago, California and Texas.

However, without music, I can't think of myself doing all these. I grew up playing the piano since I was 5, and the violin and the organ as well. My first dream was to be professional concert pianist, and had been classically and intensely trained. Although I stopped pursuing that goal and switched to an academic goal in language, I can't help but keep doing various kinds of music work with students -including working as a choir director of St. Therese Children Choir, music counselor at Jesus Christ Superstar musical camp, and other mission work described above. Not only that, but I was a keyboardist playing synthesizer in rock band in Korea and it was a great fun! I not only enjoy music, but it has been such a huge part of my life as I develop professionally. Therefore, my main interest in teaching is also in developing all kinds of strategies and skills as I integrate musical sources into my teaching in as many ways as possible.

Happy Retirement Gathering



Faculty members, alumni, and students gathered together in the Vera Russell Curriculum & Technology Center on the afternoon of April 20th to celebrate the retirement of three Information Media professors: Merton Thompson, Marcia Thompson, and Jeanne Anderson.

Cake and conversation was enjoyed. See photos of the event on page 17.

Note: See Jeanne Anderson's reflection on her years at SCSU on page 6. Merton and Marcia chose to share their career highlights and retirement reflections via a video clip that can be found at

<https://bit.ly/thompsons-retirement>



First Student Presenter at SCSU Winter Institute

SCSU students, Andrew and John Dahlberg, twin brothers who own a small business,

are the first student presenters in the 55 year history of SCSU's Winter Institute. Their business, Cardcross, is an e-commerce platform for buying and selling gift cards. Andrew developed the idea after his high school graduation party, when he found himself with an abundance of gift cards. After looking into the idea, and finding it a "fledgling market", he and his brother, who is the C.E.O. of the company, decided to launch their business in February 2016.

Now valued at over 1.2 million, Cardcross has proven to be quite successful. The Dahlberg brothers' business now has two employees in addition to its owners. One of the employees is a nine year military veteran who is pursuing his third bachelor's degree. The other is a friend from high school whose connections in the Twin Cities have

allowed Andrew and John to meet new investors. Plans for the company include expanding to mobile wallet software in the next 6-12 months, and buyout between the next 18 months to 3 years, when Andrew estimates the company will be worth eight figures. The most exciting part of the whole process, Andrew says, was the realization that their idea was possible. As for advice for those wanting to start their own business, he says to not take rejection personally: you'll get a lot of no's but you have to just go in, be open, and adjust.

Andrew is currently a student worker in the School of Education's Curriculum and Technology Center. Andrew and John's mother, Kathy Dahlberg, worked at SCSU for 12 years, first as a Research Analyst on the Teacher Quality Enhancement grant, then as Director of the Special Project and Applied Research Center. When the College of Education was reorganized and made the School of Education, she served as the Director of Student Services, and then the Director of Assessment and Accreditation.



Exploration with Teacher Toolbox

This semester, the Discovery Lab (part of the Vera Russell Curriculum & Technology Center) has hosted a series of mini workshop sessions called "Teacher Toolbox." These mini workshops are designed to be 30 minute, hands on opportunities for faculty and students to explore makerspace and other educational resources. IM graduate assistants have taken the lead on topics such as robots (Ozo Bots, Dot and Dash, Sphero), Makey Makey, virtual reality, math apps, and exit tickets. OSMO has also been featured, with IM alum Dave Blanchard dropping by to guest host a session. As part of the mission of the Curriculum and Technology Center, we as a Department are trying to "teach" college students to play again, which we are finding is no small task. It seems that the American educational system has taken some of the "play" out of students by the time they reach higher education. We are trying to assist them in finding their inner child. We particularly want pre-service teacher candidates to have this sense of play so they will carry it forward into their future classrooms!





Course Offering Plan 2017 - 2019

IM Class	SS 17	F 17	S 18	SS 18	F 18	S 19	SS 19	Required in Program
502		X			X			I, II, III, LMS
504		X		X	X			I, II, III, IT, EL, LMS, UIT
514	X			X			X	I, TI
554			X			X		I, II, III, IT
555	X	X			X		X	I, II, III, IT, TI, LMS, UIT
556			X			X		I, III, EL, TI
562		X			X			I
608			X			X		I, II, III
612			X			X		I, II, III, TI, LMS
620		X			X			II, LMS
621	X			X			X	II, LMS
625			X			X		II, LMS
626	X			X			X	II, LMS
628		X			X			II, LMS
632					X			III
633/4		X			X			III
638/9						X		III
646			X			X		I, III, EL
656		X			X			III, EL
680			X			X		III
681			X			X		I
682		X	X		X	X		II, LMS

This plan is subject to change based upon student demand and resources available.

Summer Schedule, 2017

Summer Session I, May 15 – June 22

IM Class	Sec	Course Title	Instructor	Credits	Dates	Days	Time	Room	Enrollment Cap
260 *	54	Exploring Digital Media	Carlson	3	5/15 - 6/15	MTWR	12:30 - 2:30	EB A124	25
422	1	Information, Technology, and Learning for K-12 and 5-12 Education.	Carlson	2	5/15 - 6/15	MTWR	10:00 - 12:00	EB A124	22
522 *	54								

Summer Session II, June 26 – August 3

IM Class	Sec	Course ID	Course Title	Instructor	Credits	Dates	Days	Time	Room	Enrollment Cap
414	1	000022	Technology Integration	Staff	3	6/26 - 7/27	MTWR	10:00 - 12:00	EB A125	5
514 *	54	000245								20
422	2	000020	Information, Technology, and Learning for K-12 and 5-12 Education	Hill	2	6/26 - 7/27	MTWR	1:00 - 3:00	EB A124	15
522 *	55	000646								10
422	3	000633		Staff	2	7/25 - 8/10	TWR	**	North Branch Education Center Room 126	12
522	3	000634								13
455	1	000023		Design and Preparation of Multimedia Presentations I	Hill	3	6/26 - 7/27	MTWR	10:00 - 12:00	EB A124
555 *	54	000246	20							
621 *	54	000248	Reading, Listening, & Viewing Guidance and Selection of Resources for Children	Staff	3	6/26 - 7/27	MTWR	10:00 - 12:00	EB B112-1	25
626 *	54	000249	Accessing and Organizing Information	Staff	3	6/26 - 7/27	MTWR	7:30 - 9:30 am	EB B112-1	25

* Courses meet through distance technology. Synchronous meetings required.

** 5:00 – 9:00 on 7/25 - 26 - 27 & 8/2 and 1:00 – 5:00 on 8/1 - 3 - 8 - 9 - 10

Fall Schedule, 2017

Undergraduate and Undergraduate/Graduate Classes

IM Class	Sec	Course ID	Course Title	Instructor	Credits	Days	Time	Room	Enrollment Cap
260	1	000012	Exploring Digital Media	Park	3	TR	2:00 - 3:15	MC 206	32
404	1	000015	Instructional Design	Park	3	R	5:30 - 8:20	MC B17	10
504 *	54	000002							15
421	1	000016	Information, Technology, and Learning for Elementary Education	Staff	2	MW	8:00 - 9:50	EB A124	25
521	2	000020 000021				MW	10:00 - 11:50	EB A124	25
422	1	000022	Information, Technology, and Learning for K-12 and 5-12 Education	Staff	2	TR	11:00 - 12:15	EB A235	34
522	2	000025 000027				TR	2:00 - 3:50	EB A235	34
423	1	000034	Information, Technology and Learning for Early Childhood Education	Staff	3	TR	9:30 - 10:45	EB A124	24
523		000037							1
514	54	000003	Technology Integration <i>Course meets F2F on 8/23, remaining classes through distance technology. Synchronous meetings required.</i>	Staff	3	W	8/23 - 10/11 5:00 - 9:45	North Branch	25
455	1	000038	Design and Preparation of Multimedia Presentations I	Staff	3	T	5:30 - 8:20	EB A124	5
555 *	54	000004	Instructional Message and Visual Design	Staff	3	T	5:30 - 8:20	EB A124	20

* Courses meet through distance technology. Synchronous meetings required.

Graduate Only Classes

IM Class	Sec	Course ID	Course Title	Instructor	Credits	Days	Time	Room	Enrollment Cap
502	54	000006	Information Media: Theory, Research, and Practice	Staff	3	M	5:30 – 8:25	B112-1	25
612 *	54	000007	Technology in the Workplace	Staff	3	W	10-18/12-20 No Class 11/22 5:00 – 9:45	North Branch	25
620	54	000008	School Library Media Program	Staff	3	W	5:30 – 8:20	EB B112-1	25
628	54	000009	Administration of Media	Staff	3	R	5:30 – 8:20	EB B112-1	25
633	54	000010	E-Learning Design	Park	3	W	5:30 – 8:20	MC B18	25
656	54	000011	E-learning Authoring	Park	3	T	5:30 – 8:20	MC B18	25

All courses meet through distance technology. Synchronous meetings required.

* Class meets in North Branch (Date/Time TBD). Remaining course meets through distance technology. Synchronous meetings required.

Practicum/Internship/Arranged

IM Class	Sec	Course ID	Course Title	Instructor	Credits	Enrollment Cap
682	1	000042	Library Media Specialist Practicum <i>Permission Required: Please contact the dept. for more information</i>	Staff	1-6	Arr.

Spring Schedule, 2018

Undergraduate and Undergraduate/Graduate Classes

IM Class	Sec	Course ID	Course Title	Instructor	Credits	Days	Time	Room	Enrollment Cap
260 *	54	000001	Exploring Digital Media	Staff	3	TR	2:00 - 3:15		40
421 521	1	000011 000012	Information, Technology, and Learning for Elementary Education	Staff	2	MW	8:00 - 9:50	EB A235	25 0
422 522	1	000013 000014	Information, Technology, and Learning for K-12 and 5-12 Education	Staff	2	TR	9:30 – 10:45	EB A235	34 1
	2	000015 000016				TR	11:00 – 12:15	EB A235	34 1
456	1	000019	Design and Preparation of Multimedia Presentations II	Staff	3	W	5:30 – 8:20	EB A124	5
556 *	54	000002	Design and Preparation of Multimedia Presentations	Staff	3	W	5:30 – 8:20	EB A124	20

*Course meets through distance technology. Synchronous meetings required.

Graduate Internship and Practicum

IM Class	Sec	Course ID	Course Title	Instructor	Credits		Enrollment Cap
680	1	000020	Internship in Media	Park	2-6	Arr.	
681	1	000021	Internship in Technology Integration	Park	1-3	Arr.	
682	1	000022	Library Media Specialist Practicum	Staff	1-6	Arr.	

Permission Required: Please contact the dept. for more information

Graduate Only Classes

IM Class	Sec	Course ID	Course Title	Instructor	Credits	Days	Time	Room	Enrollment Cap
554 *	54	000003	Developing Skills for Online Teaching and Learning	Park	3	R	5:30 – 8:20	MC B18	25
625	54	000005	Reading, Listening, Viewing Guidance and Selection of Resources for Young Adults	Staff	3	T	5:30 – 8:20	EB B112-1	25
626	54	000006	Accessing and Organizing Information	Staff	3	W	5:30 – 8:20	EB B112-1	25
646	54	000007	Facilitating and Administering E-Learning	Park	3	T	5:30 – 8:20	EB A124	25

All courses meet through distance technology. Synchronous meetings required.

* Some synchronous meetings required.

Upcoming Events

May 15th - June 22nd, 2017

Summer Classes Session I

June 26th - August 3rd, 2017

Summer Classes Session II

September 13th, 2017

School of Education Dessert Fest

June 22nd - 27th, 2017



ALA, American Library Association
Annual Conference | Chicago, Illinois
<http://2017.alaannual.org>

June 25th - 28th, 2017



ISTE, International Society for Technology
Annual Conference | San Antonio, Texas
<https://conference.iste.org/2017/>

August 4th - 8th, 2017



IASL, International Association for School Librarianship
Annual Conference | Long Beach, California
<https://iaslconf2017.org/>

October 6th - 7th, 2017



ITEM, Information & Technology Educators of Minnesota
Fall Conference | Minneapolis, Minnesota
<http://www.mnitem.org/2017-Fall-Conference>



Happy Retirement Gathering





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