
Department of Interdisciplinary Professions

Master of Library
Science Degree Program
Student Handbook

The Master of Library Science Degree Program's mission is to prepare library professionals to serve, lead, and partner in their communities.

MLS Program Goals:

1. To teach the principles, practices and technologies of library science
 2. To prepare professionals to meet the information needs of individuals and groups in a diverse global society
 3. To engage continuously in scholarship and service
 4. To impart the values of service, leadership, and partnership with communities and the profession as a whole
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East Carolina University



The East Carolina Creed

In the pursuit of educational excellence, responsible stewardship, and intellectual freedom, the community of scholars at East Carolina University is committed to learning at the highest level.

Founded in the tradition of service and leadership, members of our academic society exemplify high standards of professional and personal conduct at all times.

As an East Carolinian...

I will carry out personal and academic integrity.

I will respect and appreciate the diversity of our people, ideas, and opinions.

I will be thoughtful and responsible in my words and actions.

I will engage in purposeful citizenship by serving as a positive role model.

Adherence to these moral principles is the obligation of every East Carolinian on and off campus.

In doing so, our individual freedom to learn and a pledge to serve will be preserved.

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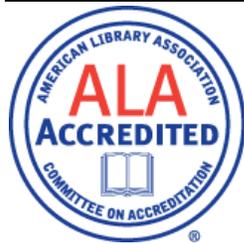
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Accreditations

The MLS Program at East Carolina University was granted initial **ALA accreditation** in February 2015.

The Master of Library Science (MLS) program offers a school library focused set of courses that meets the requirements of the North Carolina Department of Public Instruction for licensure as a school library media coordinator.

The MLS program is nationally recognized by the American Association of School Librarians of the American Library Association (CAEP-ALA/AASL). The College of Education is accredited by the Council for the Accreditation of Educator Programs.

Academic Requirements

The Master of Library Science degree program offers three concentrations in

- **School library media** (courses required for public school licensure): A school focused sequence of courses within the 39 hour MLS including the following courses specific to school librarianship LIBS 6135, 6137, 6142 and 6144; and one elective (3 s.h.) to be selected in consultation with an advisor. The 076 Media Coordinator license also requires a satisfactory score on the Media Coordinator Praxis/NTE (National Teacher's exam). For NC school media coordinator licensure, take the Praxis II Subject Assessment and Specialty Area Test (0311 Library Media Specialist). You should take the Praxis close to the end of your program completion. Sign up in the Testing Center in Brewster or online at ETS.org. Further information is available at Praxis web site. LIBS 6989 Early Internship is a pre requisite for students seeking media coordinator licensure and lacking an initial teaching licensure.
 - Prospective school pathway applicants who hold an undergraduate degree or graduate degree in another discipline must complete the full MLS degree requirements, as specified above (39 or 42 s.h.).
- **Public library**: In addition to the eight required courses of the degree, public library pathway students are required to take LIBS 7050, one literature course (LIBS 6133, LIBS 6135, or LIBS 6137) and three electives (12 s.h.) selected in consultation with an advisor.
- **Academic library**: In addition to the eight required courses of the degree, academic library pathway students are required to take LIBS 6810 and LIBS 6872, and three electives (9 s.h.) to be selected in consultation with an advisor.

Admissions

The MLS program admits new students in the fall and spring semesters. The program adheres to the admissions standards adopted by the ECU Graduate School. The ECU Graduate School minimum GPA for admission is 2.7. Admissions decisions are based on consideration of undergraduate academic record, graduate record if applicable, test scores on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT), students' written statements of purpose, and letters of recommendation.

Application information is available from the ECU Graduate School, and information on tuition and fees is available from the ECU Cashier's Office. In addition to the ECU Graduate School requirements, the MLS program evaluates applicants' aptitude for and commitment to the profession through their letters of recommendation and their required statement of purpose essay. Student aptitude and commitment are demonstrated by a wide range of evidence, including, but not limited to, the applicants' career history, extracurricular and community activities, and professional goals. The required essay also demonstrates an applicant's writing ability, a core skill required of all graduate students.

A prospective student who does not meet the Graduate School's admission guidelines may be reviewed for Admission by Exception to the MLS program. An interview with the MLS Admission Committee may be required for this review.

Due to the U.S. Department of Education Regulation on State Approval of Out-of-State Education Providers, **ECU does not offer online programs or courses for students residing in Alabama, Massachusetts, Minnesota, and Maryland.**

Registration and Advising

Each student in the Master of Library Science degree program will be assigned an adviser and this person's name will be in Banner and visible in DegreeWorks. Students may contact their adviser anytime by email or phone. For an on-campus meeting with the adviser, be sure to schedule an appointment to ensure they are available. Each Fall and Spring term, there will be an "Advising Week" followed by early registration. To determine the exact dates for any given semester, students should consult their adviser. The dates are also available in the Academic Calendar. An online version of the calendar can be found in the **Current Students** menu on the ECU front web page.

Graduate students may begin their registration on the day set aside for **special populations**. This day is usually the day before the first official day of early registration. Students will register themselves for classes each semester using the university software, Banner. The following link is a tutorial on how to register: <http://www.ecu.edu/che/advising/docs/Banner%20Registration%20Help.pdf> If the student is prompted for a PIN when they register themselves, the PIN is 12345.

Tuition Information and Assistance

Tuition and Fees are billed by the semester for fall and spring terms and by credit hour for summer terms. Twelve or more credit hours are considered full-time for undergraduates and nine or more credit hours are considered full-time for graduates.

Tuition and fees may vary each academic year. Consult the Cashier's web page at: <http://www.ecu.edu/cashier/tufee.cfm> for accurate tuition and fees each term.

Dates for tuition payments vary each term. To determine the correct dates, consult the Cashier's web page at: <http://www.ecu.edu/cashier/tufee.cfm> For students registered prior to approximately a month before the beginning of each Fall and Spring term, the Cashier's Office imposes a \$25 processing fee for tuition not paid by approximately three weeks prior to the beginning of those terms (see the above link for exact dates). Tuition not paid by that date will also cause a student's schedule to be dropped. Re-registration will be permitted. To avoid the fee and the possibility of closed sections, it is best to pay tuition before this tuition due date.

Tuition assistance is provided primarily by the Financial Aid Office (see their web page at: <https://www.ecu.edu/financial/>). Other options for tuition assistance include:

- The Cashier's Office also provides several tuition payment plans that permit students to pay portions of their tuition over the course of a time period during the term. See this document for an example at: http://www.ecu.edu/cs-admin/financial_serv/customcf/tuition_payment_plan_schedule.pdf
- Military personnel and their spouses may be eligible for GI Bill benefits. See this web page for more information: <http://www.ecu.edu/cs-acad/registrar/GI-Bill-Application-Process.cfm>

Identification

DE students are required to request a DE student identification card during their first semester in the program: <http://www.ecu.edu/cs-acad/eai/StudentID.cfm>. Campus students are required to have a current, active One Card (ECU ID).

Minimal Technical Standards

- Students taking courses in the Master of Library Science Program need access to a computer and a reliable Internet connection.
- It is highly recommended that the Internet service be high-speed. As a distance education student, the student's computer is their classroom. Students will access e-mail, the Blackboard course site, online forums and chats, instant messaging, social networking tools, and various websites in your studies. Some online forums, such as SabaMeeting, have audio capabilities, so a microphone and speakers are desirable.
- Students will need a word processing program. Microsoft Word is recommended. Students may also use other Microsoft Office applications such as Excel and PowerPoint. Microsoft Office and other software are available through ECU's Dowdy Student Store with special student pricing at <http://www.ecu.edu/cs-admin/studentstores/Computers/index.cfm>
- Symantec Anti virus is also required and is provided free. Once enrolled in classes, students can download the software from <https://download.ecu.edu/SitePages/Home.aspx>

- Technical assistance is available on common issues such as network access and viruses via phone by calling 252.328.9866 or 800.340.7081 or via the web at <http://www.ecu.edu/cs-itcs/help.cfm>.

Technology Support

Technology support for students at ECU is available from Information Technology and Computing Services (ITCS). ITCS provides instructional information via its website and Facebook page. IT Help is available online through email and chat. For details, visit <http://www.ecu.edu/itcs/students.cfm>.

Retention

As to the expectations for successful performance of course work described in the Admissions paragraph, good academic standing requires satisfactory progress in the overall graduate program. The students' advisor or graduate program coordinator may render judgments as to whether satisfactory progress is being made toward the degree, taking into account all aspects of academic performance and promise, not necessarily course work alone. A positive judgment is required to remain in good academic standing. Failure to meet programmatic/departmental standards may result in program termination.

Grade Requirements for Continuance in Master of Library Science Program:

In order to remain in good academic standing, students in the Master of Library Science degree program must maintain a minimum cumulative GPA of 3.0 once they have a total of 9 credit hours attempted. Students who fail to meet this criteria may be placed on probation or dismissed from the program.

Students who fail to remain in good academic standing in accordance with the paragraph above, will be automatically placed on academic probation by the Graduate School, during which time they will have an opportunity to correct their academic deficiencies. The probationary period will last for the term(s) in which the next nine credit hours are attempted. Enrollment in the Graduate School and the MLS degree program will be automatically terminated for students who fail to correct their academic deficiencies by the end of the probationary period. Master of Library Science degree students will not be allowed to take classes and are subject to immediate dismissal once it becomes mathematically impossible to achieve an overall cumulative GPA of 3.00 by the end of the remaining probationary period.

Grade Disputes:

The Master of Library Science degree program grade appeal policy follows the grade appeal policy of the ECU Graduate School. That policy is designed to establish a clear, fair process by which MLS graduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. Recognizing, however, that the evaluation of student performance is based upon the professional judgment of instructors, and notwithstanding the exceptions noted in the published policy, appeals will not be considered unless based upon one or more of the following factors:

- An error was made in grade computation.

- Standards different from those established in written department, school or college policies, if specific policies exist, were used in assigning the grade.
- The instructor departed substantially from his or her previously articulated, written standards, without notifying students, in determining the grade. Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.

Grade Appeals Procedure: The MLS degree program grade appeals procedure adheres to the Graduate School's grade appeals procedure. MLS degree students must file their grade appeals with the Graduate School, following the published set of procedures. The Graduate School's grade appeals procedures are available at the following web page: <http://www.ecu.edu/cs-acad/grcat/regulations.cfm#gradeappeals>

Exceptions to the Grade Appeals Policy: The Grade Appeal Policy shall constitute the sole internal administrative remedy for a change in grade, except when the grade being disputed resulted from an alleged academic integrity violation or when a grade dispute involves an Office of Equal Opportunity and Equity discrimination complaint. If a grade dispute arises from an issue that is covered under the university's Academic Integrity Policy, the process for resolution that has been established for appealing academic integrity violations must be followed. If a grade dispute arises from an issue that is covered under the university's Equal Opportunity and Equity policies, the process for resolution that the Office of Equal Opportunity and Equity has established must be completed prior to the use of the university's grade appeal process.

Appeal of Termination

The Master of Library Science degree program follows the Graduate School's policy and procedures for students' appeals of termination. Decisions concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward the degree other than insufficient grade point average or dismissal from the graduate program are grounds for an appeal. This policy does not apply to the appeal of decisions regarding course grades.

Informal resolution of appeals concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward a degree or dismissal from the MLS program is always the most desirable approach, and encouraged whenever possible. Before initiating a formal appeal, the student should discuss the problem with the person or persons whose actions are being challenged within ten business days following the adverse recommendation or decision. The student should keep the MLS program coordinator and/or chair of the Department of Interdisciplinary Professions apprised of the situation and progress of negotiations. For matters concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward a degree or dismissal from the graduate program, the appropriate academic officers are the student's MLS degree advisor, the graduate program coordinator, and the chair of the Department of Interdisciplinary Professions. If the matter is not resolved to the student's satisfaction within twenty business days following the informal discussion between the student and the academic officer(s), the student may initiate a formal appeal by submitting the matter in writing to the dean of the Graduate School. The student shall have five additional business days to file this appeal. In the written appeal, the student must clearly address three important aspects of the appeal: 1) the action(s) being challenged, 2) the person(s) against whom the complaint is being made, and 3) the redress sought. A decision shall be deemed final on the expiration of the period for filing an appeal, or if an appeal is filed, upon issuance

of a decision in such an appeal, whichever is later. No adverse recommendation or action shall be effective until such date.

Dropping A Course

In order to withdraw from any distance education course, you must e-mail the Office of the Registrar at DEdrops@ecu.edu. Please provide your name, the course(s) you wish to drop or withdraw from, and the reason for dropping or withdrawing. To reach the Office of the Registrar by phone in regards to dropping Distance Education courses please call toll-free 1-800-398-9275 choose option 2.

Guidance, Counseling and Other Student Support

1. Faculty Guidance

East Carolina University's Department of Library Science provides its students with a wealth of guidance, counseling, and placement services. All faculty members provide advice and guidance regarding coursework and professional matters while teaching their classes. This is done during office hours, by phone, and by appointment for face-to-face consultation. Each instructor devotes at least four hours each week to being available for consultation out of class. Online consultation is also available by Skype.

2. Center for Counseling and Student Development

The Department of Library Science recognizes that students sometimes require counseling of a more personal nature than that provided for curricular and professional matters. To meet these needs, East Carolina University offers all of its students the services of the Center for Counseling and Student Development, located on the first floor of Umstead Hall. (See <http://www.ecu.edu/studentlife/counselingcenter/>) Individual counseling is provided for the student who wishes to discuss particular issues relative to her/his personal life. Sessions usually last about forty -five minutes and may be scheduled on a weekly or bi-weekly basis. The number of sessions varies depending on the issues involved. If a student is in need of long-term psychotherapy, referral information can be provided. Emergency and crisis counseling is also offered.

3. Career Center

Career services are provided by the university's Career Center located on the corner of Jarvis and 5th Streets (See <http://www.ecu.edu/e3careers/forstudents.overview.asp>) The Career Center is a department within the division of Academic Affairs at East Carolina University. Its primary purpose is to assist and guide students and alumni in their career quest. To do so, it cultivates employers as partners by initiating and facilitating opportunities in the public, private, governmental, and corporate sectors. The Career Center provides workshops, programs, and opportunities for students that aid in career exploration, practical work experience, and professional development. Comprehensive technology and available resources enable the Center to increase quality service delivery to students and alumni.

4. Technical Support

The College of Education provides technology support through the COE Technology Center (2nd Floor – Speight) (<http://www.ecu.edu/cs-educ/technology/index.cfm>). East Carolina University provides yet another layer of technical support through its Information Technology and Computing Services (ITCS. See <http://www.ecu.edu/cs-itcs/>). ITCS manages many of the information systems made available to all students such as university email, the university centralized information system (“onestop”), and related technical support. The ITCS helpdesk has its own Web site located at <http://www.ecu.edu/cs-itcs/help.cfm>.

5. ECU Writing Center

East Carolina University maintains a Writing Center (See <http://www.ecu.edu/writing/>) which helps all of ECU’s students to further develop their writing skills. The Writing Center also has an Online Writing Lab (OWL). Students have the opportunity to consult with a trained writing center consultant via email as well as in person.

6. Joyner Library

All ECU students benefit from the services of Joyner Library (see <http://www.ecu.edu/lib/>).

A. An online Faculty Reserve readings service is provided by the Library. However, if there are faculty reserve readings, they are embedded into the Blackboard course. You do not need to go to a separate Faculty Reserves section of the Joyner Web page. Books on reserves are available in the Library.

B. The Joyner Library provides access to Interlibrary Loan for all students and faculty. This valuable service provides relatively quick delivery of journal articles and most are delivered online directly to your ILL account. Check out their ILL page at: <http://www.ecu.edu/cs-lib/accesssrv/ill/index.cfm>

7. Teaching Resources Center

One of the great resources made available to ECU’s students is the Teaching Resources Center located in the University’s Joyner Library (2nd Floor). This facility, the largest of its type in North Carolina, provides a wide range of pedagogical resources for the use of students in Education and practicing teachers in eastern North Carolina. It also serves as a model school library, informing the students’ educational experience and aiding the practicing teachers in their work. Staff from the Teaching Resources Center provide various outreach services to classrooms and school libraries in the region and work closely with LS faculty on a number of research and service projects, including lending of materials to schools, teachers and school library media specialists. (See <http://www.ecu.edu/lib/trc/>)

Orientation

The Master of Library Science degree program offers a new student orientation on campus, with a virtual attendance option, prior to the new academic year. This orientation is not required but is made available to interested students. The MLS degree program does not participate in the Graduate School’s Blackboard orientation course but encourages new students to attend the Graduate School’s on-campus orientation held prior to the new academic year.

The Library Science Degree Graduate Curriculum

The Master of Library Science (MLS) program curriculum is based on the program goals and objectives. The curriculum addresses the theory, principles, values and practices necessary for MLS students to succeed in their professional library careers as they enter the profession now and with commitment to embrace future developments in the field. These goals and objectives provide the foundation of student learning outcomes which are achieved through a variety of educational experiences, including content delivered through online lectures and assignments, required and recommended textbooks, assigned readings from the literature and ample opportunities to discuss course theory, concepts, information and ideas.

The MLS degree program requires students to complete thirteen (13) three credit hour courses (39 SCH) to be completed in a sequence of core courses and electives. The MLS program curriculum is structured into three groups, or “tiers” of courses taken in sequence by students. The tiers become successively more specialized, and result in three career concentrations: (a) academic, (b) public, and (c) school libraries. After completing Tier I and Tier II courses, students select their desired concentration, and continue with the program, which concludes with a required internship in a concentration library setting.

Required Courses

Students are required to begin with six core courses that provide a solid foundation in the theoretical foundations and core practices of the discipline before completing courses in their chosen employment pathway as well as electives. These core courses are grouped into two tiers of three courses each: Tier I and Tier II. A seventh required core course is grouped in Tier III, along with required courses for the student’s concentration and electives. Students are assured a means for structuring their individual course of study for their career goals and to develop the professional values, competences and skills.

Tier I core required courses consist of:

LIBS 6010 Foundations of Library and Information Studies
LIBS 6014 Introduction to Reference
LIBS 6016 Technology for Library Services

Tier II core required courses consist of:

LIBS 6019 Research Literacy in Library Science
LIBS 6026 Organization of Information in Libraries
LIBS 6031 Library Administration and Management

Tier III core required courses consist of:

LIBS 6048 Collection Development

Within each concentration, a **Tier III** set of courses include courses required of students who have chosen that particular concentration (**See the three individual Possible Plans of Study provided below**). **Tier III** is where students determine their electives based on the number of electives needed for their respective concentration. Consult the plan of study for the chosen concentration to determine how many electives are required. Choice of electives should be discussed with the student's adviser.

Example of Plan of Study for the Academic Library Concentration

Academic Library Concentration (MLS)			
Course Rotation	Courses	Sem/Yr	Grade
Fall 17	LIBS 6010 Foundations of Library & Information Studies		
	LIBS 6014 Introduction to Reference		
Spring 18	LIBS 6019 Research Literacy in Library Science		
	LIBS 6016 Technology for Library Services		
Summer 18	LIBS 6026 Organization of Information in Libraries		
	LIBS 6031 Library Management & Administration		
Fall 18	LIBS 6048 Collection Development		
	LIBS 6810 Academic Libraries		
Spring 19	LIBS 6903 Digital Libraries		
	LIBS 6903 Information Literacy		
Summer 19	Elective		
	Elective		
Fall 19	LIBS 6992 Internship		
Transfer courses (if applicable)			

Example of Plan of Study for the Public Library Concentration

Public Library Concentration (MLS)			
Course Rotation	Courses	Sem/Yr	Grade
Fall 17	LIBS 6010 Foundations of Library & Information Studies		
	LIBS 6014 Introduction to Reference		
Spring 18	LIBS 6019 Research Literacy in Library Science		
	LIBS 6016 Technology for Library Services		
Summer 18	LIBS 6026 Organization of Information in Libraries		
	LIBS 6031 Library Management & Administration		
Fall 18	LIBS 7050 Public Library Seminar		
	LIBS 6135 Materials for Children or elective		
Spring 19	LIBS 6048 Collection Development		
	LIBS 6135 Materials for Young Adults or elective		
Summer 19	LIBS 6903 Advocacy		
	Elective		
Fall 19	LIBS 6992 Internship		
Transfer courses (if applicable)			

Example of Plan of Study for the School Library Concentration

Degree/Institution:	GPA:	Test/Score:
LIBS 6989 Early Internship	Sem/Yr	Grade:

Prerequisite: LIBS 6989 Early Internship (taken within the first 2 semesters of coursework for those who don't have teaching certification)

Additional education coursework may be required based on transcript evaluation

School Library Concentration (MLS)			
Course Rotation	Courses	Sem/Yr	Grade
Fall 17	LIBS 6010 Foundations of Library & Information Studies		
	LIBS 6014 Introduction to Reference		
Spring 18	LIBS 6019 Research Literacy in Library Science		
	LIBS 6016 Technology for Library Services		
Summer 18	LIBS 6026 Organization of Information in Libraries		
	LIBS 6031 Library Management & Administration		
Fall 18	LIBS 6048 Collection Development		
	LIBS 6135 Materials for Children		
Spring 19	LIBS 6137 Materials for Young Adults		
	LIBS 6142 Instructional Foundations of the School Library Media Program		
Summer 19	LIBS 6144 Instructional Strategies and Leadership for School Media Specialists		
	Elective		
Fall 19	LIBS 6991 Internship		
Transfer courses (if applicable)			

Internship

The primary purpose of the professional internship is to provide an opportunity for students to work in at least two approved library settings under supervision of an experienced librarian and university supervisor.

The 110 hour working experience, both in theory and practice, promotes the social construction of knowledge, intentionally incorporating increased freedom and

professional responsibility on the part of the student, leading to actual meaning making of concepts taught in the Library Science program of study. Individuals will become critically conscious of themselves as professional librarians through the integration and application of theory, skills, and knowledge in the totality of the internship experience.

The internship also provides an opportunity to promote a positive and productive relationship among the faculty and candidates of the Library Science Program and other library professionals at work in public institutions, businesses, and schools.

The internship is a project-based course which consists of 110 clock hours that should be spent completing assigned projects in the library setting of the MLS student's internship experience. Of those 110 hours, ninety-five must be logged in the library setting of the student's chosen concentration with the additional fifteen hours logged in a different type of library.

The intern will participate in seminars, blogs/chats, discussions and collaborative assignments as scheduled. Course time will be used for practical experience, to confer with the professor of the internship course, attend seminars, develop an internship portfolio, and prepare written and electronic assignments.

Accreditation Requirements

Nature of the Standards

The American Library Association Standards for the Accreditation of Masters Programs in Library and Information Science identify the indispensable components of library and information studies programs while recognizing programs' rights and obligations regarding initiative, experimentation, innovation, and individual programmatic differences. The Standards are indicative, not prescriptive, with the intent to foster excellence through a program's development of criteria for evaluating effectiveness, developing and applying qualitative and quantitative measures of these criteria, analyzing data from measurements, and applying analysis to program improvement.

The Standards stress innovation, and encourage programs to take an active role in and concern for future developments and growth in the field.

The nature of a demonstrably diverse society is referenced throughout the Standards because of the desire to recognize diversity, defined in the broadest terms, when framing goals and objectives, designing curricula, and selecting and retaining faculty and students.

The requirements of these Standards apply regardless of forms or locations of delivery of a program.

Accreditation standards

The American Library Association Standards for the Accreditation consist of standards required of all accredited programs:

1. Systematic Planning
2. Curriculum
3. Faculty
4. Students

5. Administration, Finances, and Resources

Systematic planning: The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;

I.1.3 Improvements to the program based on analysis of assessment data;

I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

Curriculum: The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The curriculum

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5 Provides direction for future development of a rapidly changing field;

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

II.3.7 promotes commitment to continuous professional growth.

Faculty: The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program. The program demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of excellence in a research environment.

Students: The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives. Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The program demonstrates that it has procedures to support these policies.

Administration, Finances, and Resources: The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty and the selection of its students are determined by the program within the general guidelines of its institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

Portfolio Requirements: Task Stream

Almost every graduate program includes a capstone experience or project that is used to assess whether students have met overall program goals. These capstone experiences can be research papers, theses, dissertations, culminating projects, comprehensive exams, oral exams, interviews, or a combination of these types of activities. The MLS degree program's capstone is the student portfolio in Task Stream.

The portfolio process requires an MLS student's participation throughout his or her coursework, and begins in the first course in the sequence (LIBS 6010). Throughout a student's time in the program, he or she steadily posts to a Taskstream portfolio and demonstrates mastery of professional skills, abilities, and dispositions required for the practice of the profession. This is done through the use of course artifacts (course projects) along with the student's reflection upon those skills, abilities, and dispositions as revealed in the artifacts. The reflection essay associated with each artifact helps explain how the artifact demonstrates that the program objective and other professional standards have been met. It also acts as a record of the student's self-assessment.

The portfolio is posted in **Task Stream** <https://www1.taskstream.com/>, which is used by all students in the College of Education. Each student undergoes a final review of the portfolio. A student must pass the final portfolio review in order to obtain the degree or licensure.

Graduation Guidelines

For an MLS student to reach the goal of graduation with the fewest frustrations, here are some important facts, deadlines, and procedures:

- The student must be registered the semester in which they plan to graduate. (If a student graduates in the summer, spring enrollment will count.)
- Apply for graduation at least one semester PRIOR to the one anticipated graduating online through Banner Self Service at least one semester prior to completing the requirements of the degree. [Instructions for How to Apply for Graduation Using Banner Self Service \(PDF\)](#)

*The Application for Graduation must be completed online. This should be done one semester prior to completion of the degree/certificate. If you are dual-degree or are also graduating with a certificate, you will have to submit a separate online application for each program you plan to graduate with. Application for graduation can be completed through [Pirate Port](#) and you have completed the requirements of the degree as stated by the [Graduate Catalog](#). **Graduates** must have completed at least **12 s.h.** in order to apply for graduation.*

GRADUATION APPLICATION DEADLINES

Spring Term	February 1
Summer Term	April 1
Fall Term	September 15

For more information go to <http://www.ecu.edu/cs-acad/registrar/Graduation-Information.cfm> and scroll down to [Instructions for How to Apply for Graduation](#)

Praxis, Licensure, and Public Library Certification

You must pass the Praxis and be licensed by the NC DPI to be fully qualified to serve in N.C. public schools. Students obtain 076 Media Coordinator licensure. To obtain licensure, you must:

1) Take the Praxis II Subject Assessment and Specialty Area Test (5311 Library Media Specialist). Further information is available at <https://www.ets.org/praxis/prepare/materials/5311>

You will find sample Praxis questions at <https://www.mypraxisprep.com/praxis-ii-library-media-specialist-test-questions/> and information about a study guide.

2) Apply for North Carolina licensure. Go to <http://www.ecu.edu/cs-educ/OEP/> and scroll down to Online License System Instructions on the left side of the site. Under this, click on Graduate Level or Non-Degree Seeking Students. This document will provide detailed instructions.

All students who graduate from the MLS program are eligible for N.C. Public Library certification. Instructions can be found at:

<https://statelibrary.ncdcr.gov/ld/resources/public-librarian-certification>

Students without Initial Licensure

Applicants holding a graduate degree in library science who are seeking school licensure are required to submit transcripts to the [Library Science Program Coordinator](#) BEFORE applying to the Graduate School as a non-degree student. Upon review by the program, a course of study will be determined to meet the competencies of the North Carolina Department of Public Instruction and the American Association of School Librarians of the American Library Association working with the National Council for Accreditation of Teacher Education.

INITIAL LICENSURE

Instructions for students without school licensure seeking initial licensure entry into departmental licensure fields: School Library Media Coordinator (076)

In addition to the requirements for the MLS and licensure, candidates without a current teaching license are required to take three additional hours as pre-requisites. This course, LIBS 6989 Early Internship should be taken before Tier 2 courses.

Early Internship LIBS 6989:

Purpose: To expose the candidate to the school environment and introduce the school culture in the selected environment.

Application: The same application form as for the 6991 Internship may be used and can be accessed at: https://www.ecu.edu/cs-educ/lib/upload/LIBSApplication_Form.pdf

Requirements: 110 contact hours within a school. During this time the candidate will be in the school observing and reflecting on the school culture; visiting classrooms, the various departments and administrators; special programs (such as special education services). See the supportive checklist for examples.

Final product: Write a reflective paper on the experience.

Academic Integrity

The Library Science Degree Program will not tolerate violations of academic integrity and violations will be pursued to the fullest extent. East Carolina University has a clearly stated policy on academic integrity at http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm. In addition, the ECU Graduate Catalog has a clearly stated policy, as well at <http://www.ecu.edu/cs-acad/grcat/university.cfm#integrity>. The text is provided verbatim below:

Academic integrity is expected of every East Carolina University graduate student. A student's instructor or individual graduate advisory committee or an appropriate departmental graduate committee or advisor may initiate actions, in accordance with Faculty Manual procedures, against a graduate student that is believed to have been engaged in academic dishonesty. Academic dishonesty includes: cheating, the giving or

receiving of any unauthorized aid or assistance, or the giving or receiving of unfair advantage on any form of academic work; plagiarism, copying the language, structure, ideas, and/or thoughts of another and adopting those as one's original work; falsification, statement of untruth, either verbal or written, regarding any circumstances relating to academic work; and attempting any act which if completed would constitute an academic integrity violation as defined above.

While academic dishonesty actions are taking place against a graduate student, the graduate student may not withdraw from the University, drop a course in which academic dishonesty is suspected, take a comprehensive or final examination for a degree, or submit a thesis or dissertation to the Graduate School.

In addition, ECU has an Honor Code. And specifically, there is an additional statement for DE students. <http://www.ecu.edu/cs-acad/DEOrientation/honorcode.cfm>.

Grievance and Complaint Procedures:

Complaints brought against Master of Library Science degree faculty members or administrators holding faculty status by East Carolina University students, faculty, staff, administrators, or visitors ordinarily are governed by the grievance procedures stated in the *East Carolina University Faculty Manual*, Appendix X.

GRIEVANCE PROCEDURE

An MLS student with concerns regarding any action by or interaction with a member of Master of Library Science degree is encouraged to discuss their concerns with their MLS adviser, and/or the Library Science program coordinator. If resolution of the issue is not achievable internally, the student should make an appointment with the Chair of the Department of Interdisciplinary Professions. At the time of making the appointment, the MLS student should state specifically the need to discuss a grievance related to the Master of Library Science degree program. The student will be advised of the corrective action and/or decision of the Chair of the Department of Interdisciplinary Professions in accordance with their grievance process.

If a grievance is not resolved to the satisfaction of the student by the Chair of the Department of Interdisciplinary Professions, the student may submit a complaint through the Dean of Students' Office of Student Rights and Responsibilities (see the web page: <https://www.ecu.edu/osrr/>) or the Office of Diversity and Equity. Directions for filing a complaint with the Office of Diversity and Equity are available at <http://www.ecu.edu/cs-acad/oed/grievance.cfm>.

Scholarships and Awards

The Master of Library Science degree program participates in the College of Education's annual scholarship process. There are three primary Library Science scholarships available through the College of Education:

- Emily Boyce Fellowship: This award will be awarded to a graduate student studying Library Science who has outstanding potential for leadership in the recipient's community following graduation coupled with evidence of commitment to a career in library administration/management. Preferred

recipient to be a non-traditional student (i.e. full-or part-time student who has returned to school after several years) and who is a member of the North Carolina Library Association.

- Linda Haddock McRae Memorial Scholarship: This scholarship will be awarded to a deserving graduate student pursuing a Master of Library Science degree. First preference will be for a student from either Greene or Cumberland County. Award is subject to availability.
- Mildred Daniels Southwick Scholarship: This scholarship will be awarded to a student who is majoring in Library Science and is committed to career in reference librarianship. Award is subject to availability.

This scholarship process allows MLS and other students to apply for all scholarships offered by the College of Education for which they are eligible. The Online Scholarship Application is **due by the end of January** and is available at: <https://ecu.academicworks.com/> No paper applications will be accepted.

To get started the student must complete a general application online. The student's scholarship application is automatically applied to all general scholarships for which they qualify. From there, the student may discover additional scholarship opportunities for which they may qualify. These scholarships may require the student to write an additional essay or answer additional questions.

In addition to the available annual scholarships, the Library Science degree program has several awards that are conferred as chosen by the Library Science program faculty:

- Outstanding Graduate Student award: Given each year to the student who most closely exemplifies the ideals of a library science graduate student as chosen by the MLS degree faculty
- An award named in honor of Dr. Diane Kester, a retired member of the MLS degree program faculty, is awarded in collaboration with the Instructional Technology program. The award is the "Diane Kester Innovator Award". The MLS and Instructional Technology programs alternate every other year in picking the awardee.
- H. W. Wilson Foundation awards: A scholarship fund is provided by the H. W. Wilson Foundation, given to all ALA accredited programs once every four years. Two scholarships each of \$1850 are awarded each academic year.

Student Activities

The Library Science Degree Program offers a number of opportunities for students to participate in beyond the classroom. The MLS program has two student organizations:

- *American Library Association Student Chapter*: The purpose of ECU's ALA Student Chapter is "to enhance the educational experience of students studying library science at ECU as well as to further student's intellectual and professional development." In that sense, students participate in the formulation, modification, and implementation of policies affecting academic and student affairs. The ALA Student Chapter conducts a number of activities each year, including an annual book drive for charity, visits to relevant library related sites and events, electronic chat meetings with invited speakers, and social get-togethers
- *Beta Phi Mu*: Beta Phi Mu is the library and information studies honor society, founded at the University of Illinois in August, 1948 by a group of

leading library and information professionals and educators to recognize and encourage scholastic achievement among library and information studies students. Membership in Beta Phi Mu is by nomination and vote by the Library Science degree program faculty.

The Library Science program also provides other means for student participation in the degree program activities:

- A summer forum is held each year to gather student input on the program
- A program advisory board includes a student representative
- The MLS degree program always seeks student participation in program committees
- Faculty from the MLS degree program attend the North Carolina Library Association's biennial conference and the North Carolina School Library Media Association's annual conference, as well as selected national and international conferences. A number of program sponsored activities are scheduled at the conferences including a social get together and exhibit booth volunteer opportunities.
- The MLS degree program offers study abroad experiences during selected summer sessions. These courses can be taken as an elective. Study abroad opportunities are announced each fall.