Welcome Pirate Nation!

As a former resident of Pitt County, I am happy to be a part of something as big as ECU’s American Library Association (ALA) Student Chapter. The ALA Student Chapter was created to inform all interested Master of Library Science and Instructional Technology students. The first stage of this process involved chat sessions where students could talk with a designated professor. Chat sessions were then posted on the ECU’s server.

In this same phase, a discussion board was maintained to keep students informed. Due to busy schedules, students were not utilizing these materials. So, to better inform you, we decided to create a newsletter twice a year (spring and fall) via the college’s listserv. Newsletters will be in a PDF format and will be electronically archived on the college’s website. In order to connect our present with our past, it was decided to digitally archive the college’s old newsletters. In the fall, we plan to have archives of past copies. Additional copies will be posted as they become available.

As a team it was decided to address ECU’s Department of Library Science and Instructional Technology accreditation process. Although the department's school library program is approved by the American Association of School Librarians (a division of ALA), adding the distinguished ALA accreditation title will cause the library science program to become more comprehensive and venture into other specialties within librarianship—public, academic, and special library service. As a future ALA accredited program, ECU graduates will embrace many more job opportunities! Since the program is offered entirely online, ECU will completely dominate the state of North Carolina and begin to bring in a much larger revenue base. We hope you enjoy our first issue!

Kevin Vickers
ALA Student Chapter President

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A bird doesn't sing because it has an answer; it sings because it has a song. — Maya Angelou

Special points of interest:
- Dr. Al Jones—A Closer Look on page 3.
- Fall Conference Schedule on page 7.
For almost 50 years I have taught infants and toddlers, elementary through high school students, undergraduates and graduates in college, as well as in-service educators and adults exploring personal interests. Each group requires a shift in my approach to teaching, but I continue with the philosophy that each one, given the proper tools and encouragement, can learn. Now, another shift has occurred in my teaching having moved into delivery of instruction using the Internet.

My primary responsibilities are teaching and providing leadership in graduate programs in the Department of Librarianship, Educational Technology, and Distance Instruction in the College of Education. Beginning in the early 1990’s I taught a course on telecommunications, exploring the ways that electronic communication and information were available for libraries and schools. This was before the World Wide Web, during the time of dial-up access and all text transmissions. It was a natural progression to online teaching for other courses such as the one about the Internet delivered on the Internet in 1996. And I have not looked back.

As mentioned in the letter of nomination from our department faculty I have designed, developed, and taught many of the courses in our department in both the library science and educational technology programs. To support this growing population of online learners, I have employed a graduate assistant each semester to respond to questions and to provide supportive instructions and tutorials for the online students. Our departmental office assistant has learned to work with students from their first email or phone call of inquiry about our programs through their graduation. We have worked together to communicate with the students to make them feel a part of the community. Our “student manager” now efficiently generates a letter of welcome, email reminders for registration, final project information dissemination, and course sequencing. The department has led the university in support of the students who do not visit the physical campus, but do visit via the web pages.

Each student comes into one of my classes with a wide variety of experiences and capabilities. Since I teach in the areas of utilizing technologies in teaching and in library services, my approach must be to meet the students at their current level and mentor them forward.

As planning for each semester begins, I use the evaluations and comments of students from previous semesters to revise my courses. Strategies that I employ include adjusting assignments as the technologies change, pacing of the course over the semester, designing and composing web pages and supportive materials to present content, and assessing student requirements. This approach involves intensive assessment and evaluation and revisions for each of the classes I teach. With the advent of distance learning in the College of Education, I have been involved with this newer design for delivery of instruction, causing me to re-examine and reformat courses that I once taught face-to-face. Awareness of the variety of learning styles in students that I meet over the Internet or via a video camera, has been a challenge to my philosophy. I care for each student and will mentor individuals as each one works to overcome obstacles associated with using the technology for learning. This experience with distance learning has re-enforced my philosophy that each student is important and needs personal attention on the road to success.

What began as a way to serve the teachers in rural eastern North Carolina, the programs in our department now reach beyond the region and state.
ALA Student Chapter Interview of Dr. Al Jones
By Jill Whitson

What is accreditation and why is it important that LSIT obtain it?
Accreditation is a process by which an educational program is judged against national standards. The American Library Association (ALA) promulgates such standards for master of library science (MLS) programs. Accreditation by the ALA will validate the MLS program at East Carolina University (ECU) and place it among the list of other ALA-accredited MLS programs throughout the United States and Canada. ALA accreditation will open up employment opportunities particularly for graduates seeking positions in academic and public libraries where an ALA-accredited MLS is a requirement for employment. It should be noted that the school librarianship program here at ECU has been accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the American Association of School Librarians (a division of ALA) for decades. Recently, however, students seeking careers in academic and public libraries have been attracted to ECU’s online program at the same time that the ALA has been encouraging NCATE-accredited programs to seek ALA accreditation also.

How is LSIT preparing for accreditation? How far along in the process are we?
LSIT is applying for accreditation of the MLS program only since ALA does not accredit IT programs. We began the process in 2005 by writing a precandidacy report asking ALA to consider the ECU MLS program for ALA accreditation. Our December 2005 precandidacy report was received by ALA and the ALA Committee on Accreditation (COA) reviewed it at its March 2006 quarterly meeting. The ECU MLS program was granted precandidacy status in April 2006. In December 2006 the MLS program submitted a request for candidacy status report. The ALA COA has received our report and will review it at its March 2007 quarterly meeting. We hope to hear by April 2007 whether candidacy status has been granted. Once candidacy status has been granted an external review team from the ALA COA will come to the ECU campus to visit with the MLS faculty to examine firsthand the MLS program. We are anticipating that our COA visit will occur in the spring of 2008. It is our goal to have ALA accreditation in place at the beginning of the 2008-09 academic year.

Are there any changes in the program being made because of this?
Every course in the MLS curriculum has been examined and in many cases revised and updated. Since ECU has concentrated on school librarianship in the past, we are now in the midst of developing employment paths for academic and public librarians. This involves developing totally new courses as well as revising and updating current courses.

How can we, as students, help?
The MLS program needs feedback from students in order to revise current courses and to develop new courses that meet your particular needs. We are also very aware of the needs of the employers of our graduates and the needs of the library community as a whole. We welcome feedback, suggestions, and continued support as we strive for excellence in instruction and in meeting your educational and employment needs. My colleague Dr. Larry White adds that we will also need students...
ALA Annual Conference

Mark your calendars for June 21-27, 2007. Those are the dates for the ALA Annual Conference in Washington, DC. This is a great opportunity for networking, meeting influential people, and having fun. Library students are eligible for the least expensive tickets, and dorm housing is available at George Mason University for a reasonable price, making this an excellent time to attend a conference. First time attendees receive special attention from an ALA ambassador. Also, there are various day camps and field trips available for children, if needed.

There really is something for everyone at this conference. If you are:

- Looking for a job - Post your resume on jobLIST, http://www.joblist.ala.org/, then visit Placement Services at the convention.
- A movie buff - Watch the premiere of the movie “The Hollywood Librarian: Librarians in Cinema and Society.”
- A sports enthusiast - Watch or participate in the “Third Annual Bookcart Drill Team World Championship.”
- Politically active – Register for “Library Day on the Hill,” and have the opportunity to meet and mingle with members of Congress and their staff.
- Looking for community service - Register for Librarians Building Communities. The registration fee of $10.00 includes lunch, transportation and a T-shirt.

Tickets for the entire conference are $110 in advance. If you are not already a member of the ALA, student memberships are only $28.00. Membership is not required for the Exhibits only badge ($25), or the Exhibits Supreme badge ($50), which includes the Auditorium Speaker Series. The keynote speakers in the series are Khaled Hosseini, Ken Burns, Marian Wright Edelman, Irshad Manji, Julie Andrews, and Elizabeth Edwards.

Hope to see you there!
Debbie Novetti
Dr. Larry White

Dr. Larry White was notified by *Library Journal* in December 2006 that had been peer nominated to receive one of the 50 Library Journal Shakers & Movers Awards for 2007. The interview, photos, and other information will be included in a special edition of *Library Journal* available on March 15, 2007. He was one of the 50 or so recipients from over 200 nominations for this year's award. According to the editors, *Library Journal* annually identifies the emerging leaders of the library world from across the United States and Canada who are considered to be the most innovative, creative, and capable of making a difference in the library world today and in the future. Dr. White’s web site is located at http://lsit.coe.ecu.edu/white/

**COLRS Scholarship Opportunity**

The Community Oriented Librarian Recruitment Scholarships (COLRS) are offered by the Department of Library Science and Instructional Technology as a full tuition scholarship for prospective students who wish to pursue a Master of Library Science (MLS) and work in a school media setting. The purpose of the COLRS scholarship is to recruit the next generation of school library media specialists and increase the diversity of those who serve rural school systems in North Carolina.

Applicants for the COLRS scholarships must be in the process of admittance to the degree program. Scholarship recipients must complete their MLS degree within three years of admittance and also agree to work in a school media specialist position in a rural North Carolina school for a minimum of three years, preferably within the Latham Clinical Schools Network. The scholarship covers tuition only for the 39 credits of the Master in Library Science degree. All of the courses for the MLS program are offered online can be completed as either full-time or part-time students, as long as it is within three years of the award.

Scholarships are awarded twice a year, with application deadlines on Feb. 15, for the next fall semester, and Aug. 1, for the next spring semester.

Prospective students interested in applying for the COLRS scholarship should call or email either of the Co-directors, Dr. John B. Harer (phone: 252-328-4389; email harerj@ecu.edu) or Dr. Larry White (phone: 252-328-2315; email: whitel@ecu.edu). The COLRS scholarship application can be requested from the department or the co-directors.
Currently East Carolina University is in the pre-candidacy process to attain ALA accreditation. Sixty-one programs in the United States are accredited. According to Karen O’Brien, Director of the ALA Office of Accreditation, ALA Accreditation is important to schools because “it’s important to their students’ employability. Employers want to know that the program a person graduates from meets established standards of quality.”

Time spent by a program in the pre-candidacy stage varies. Some programs complete the process in one year. Most spend between three to six years in this stage. Once the program moves from pre-candidacy to full-fledged candidacy, a review panel is appointed by the ALA’s Committee on Accreditation (COA) from among a pool of trained reviewers. Backgrounds of the reviewers are checked to make sure that they will be objective in their review of a particular program.

On average, eight programs a year are reviewed by the COA. The process is a quality assurance reporting process in which programs provide: 1) an annual statistical report that tells the Committee on Accreditation (composed of 5 practitioners, 5 academics, and 2 public-at-faculty there are, how many students, etc. 2) a biennial narrative report addressing each of the six Standards and the changes that have occurred in the program in the last two years, and 3) at least every seven years, a comprehensive report that addresses each Standard (a Program Presentation) the contents of which is verified by an external review panel composed of academics and practitioners.

COA makes accreditation decisions twice yearly at ALA conferences held in the summer and winter, following review visits conducted in a spring or fall term. Reviews conclude once the program has a chance to meet with the Committee at ALA conference. The committee strives for consistency in all reviews. They work to ensure that there is no personal bias in the review process.

There are three possible decisions the committee makes on programs in candidacy status: 1) to grant initial accreditation status, 2) to maintain the program’s candidacy status, or 3) to deny initial accreditation status. (Accreditation Process, Policies, and Procedures, I.7.6(a) The decision of the COA is final. If a program is denied initial accreditation, the program can appeal based on process issues. A decision to leave a program in candidacy cannot be appealed. If a program is returned to candidacy, the committee provides a detailed decision document that states the areas of concern.

As an added service to students, ALA provides access to a wiki embedded in the ALA website. The wiki provides students with a place to find information about accredited programs, scholarships, ALA student chapters, links to the New Members Round Table and other links that students will find very helpful. It also provides a place for students to post information and to network on a variety of issues. The link can be accessed at http://wikis.ala.org/students/index.php/Main_Page.

The process to become ALA accredited is a thoughtful one. It is lengthy and thorough. Every step of the process is designed to be objective, providing employers with the assurance that a student from an ALA accredited program has undergone rigorous training and has a knowledge base that will make them an exemplary part of any organization for which they work.
Notable News . . .

Fall Conference Schedule:

LSIT faculty will be attending the following conferences and welcome opportunities to meet with students:


Georgia Conference on Information Literacy, Georgia Southern University, Statesboro, Georgia, October 5-7, 2007. Additional details are available at cepsgeorgiasouthern.edu/conted/infolit.html.


A Closer Look:

Continued from page 3

to serve as members of teams, committees, boards, etc. to make sure we have their inclusion in the decision making processes of the program and we will need them to be champions of the program and communicate our program activities and accolades to their communities and peers.

What will accreditation mean for the students? Alumni? ALA accreditation will open up employment opportunities in academic and public libraries that were in the past closed to our MLS graduates. Once ALA accreditation has been granted, ECU alumni of the MLS program can be justifiably proud that their program has been recognized by the ALA for its excellence. Once ALA accreditation has been received, hopefully beginning with the 2008-09 academic year, the degrees of all 2007-08 graduates of the ECU MLS program will be considered ALA-accredited.

How will the program grow once we have accreditation?
The simple answer is: by leaps and bounds! Since the ECU MLS program is totally online, we have already been attracting students for the school library employment path. Once ALA accreditation has been received, our MLS program will attract students wanting to pursue employment paths in academic and public libraries—two additional employment paths for potential librarians.
Library Science Society
Notable News . . .

Football Fans:  Save this date!
The only way to experience true football fever ECU-style is to visit the Pirate Nation in person. The ECU ALA Student Chapter is hosting its first tailgate and football event on Saturday, October 6. Root for the Pirates in the company of faculty and friends as they take on and defeat the Golden Knights of UCF. More information about this event will be available in mid-summer via the department’s listserv.

Freebies!
Library school students can now get a free one-year subscriptions to Library Journal and/or School Library Journal at www.libraryjournal.com/contents/pdfstudentform.pdf.

Tell us how the Library can serve you better!
You are invited to participate in a comprehensive survey of library service quality at ECU. The survey, known as LibQUAL+™, assesses satisfaction with collections, services, access and space at participating academic libraries throughout the world. This year, we are surveying only distance education students and students taking online classes, because we want to focus on YOUR needs. It takes about 10 minutes to complete the web-based survey. All the questions must be completed for your results to be tallied in the overall totals. If you do not wish to respond to a particular question, just select the “NA” box in the right hand column. The survey will remain open until April 8, 2007.

To thank you, the Library is offering four prizes, one iPOD and 3 flash drives, to randomly selected participants in the survey.

If you participate in the survey, your responses will be held in strictest confidence.

If you have any difficulty in accessing or taking the survey or have any other questions and comments about the 2007 LibQUAL+ Survey Project, please contact Jan Lewis, Joyner Library’s LibQUAL+ Project Coordinator by email at alslibqual@ecu.edu or by phone at 252-328-2267.

To take the web-based survey, click on: http://survey.libqual.org/index.cfm?ID=247201
FOUR SKILLS OF GOOD READERS

Stone Arch Books focuses on turning reluctant and struggling readers into effective ones. Research and experts agree that effective readers share common traits. Stone Arch Books builds on these underlying traits and helps young readers master these important skills.

Good readers:
• Understand the main point of the story. Stone Arch Books are free of multiple or confusing subplots or tangents. We stick to a strong, exciting, and understandable storyline.

• Connect existing knowledge to knowledge that is being learned. Our books reveal a world and characters that feel recognizable and familiar to the reader before we take them further to new horizons, new ideas, and new language skills.

• Create a visual image in their head as they read the story. Our illustrations closely support the text.

• Ask questions of themselves to better understand the text. Stone Arch Books provide on-target discussion questions and writing prompts to help the struggling reader think about what they read.

These points of what a good reader does are based on a speech given at the Educational Paperback Association by Dr. Gay Ivey, Ph.D, the Graduate Program Coordinator of Reading at James Madison University.

The goal of every teacher and librarian is to create truly effective readers. The goal of Stone Arch Books is to help make your goal a reality. We can succeed together!

Come Join Us!
Once a month the ALA Student Chapter chats online to discuss current events. Our next chat session will be on Tuesday, April 3 at 9:00 PM.

ECU ALA Student Chapter Officers:
Chapter Advisor: Dr. Jami Jones
President: Kevin Vickers
Vice President: Stacy Menzies
Secretary: Jill Whitson
Coordinator of Programs: Debbie Michelle
TO: