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WINTER 2009



THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

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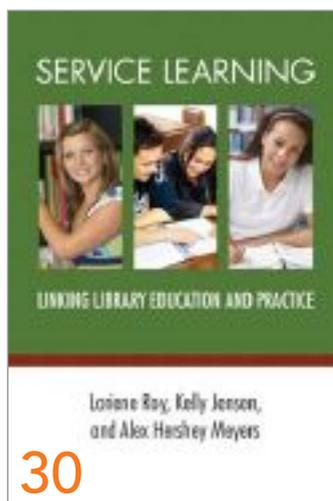
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No Time Like the Present by Leonard Kniffel

Try to name a product or service the demand for which continues to rise dramatically as the economy takes a nose dive. If you deduced from the context of this editorial that it's libraries, you are correct. If you are an undergraduate thinking of entering graduate school, looking for a career change or advancement, or are mentoring or parent-ing someone in any of the aforementioned categories, read on.

Identifying librarian as one of the "Best Careers" for 2009, Marty Nemko says in *U.S. News and World Report*, "Forget about that image of librarians as mousy bookworms. More and more of today's librarians must be clever inter-rogators, helping the patron to reframe their question more usefully. Librarians then become high-tech information sleuths, helping patrons plumb the oceans of information available in books and digital records, of-ten starting with a clever Google search but frequently going well beyond."

Librarianship is "an underrated career," Nemko goes on to say.

A Harris Poll released last September showed that library card registration had reached a historic high. As Americans deal with a slumping economy, U.S. libraries are

experiencing a dramatic increase in usage. During Library Card Sign-Up Month last year, 68% of Americans had a library card, up 5% since 2006. Survey results indicate that this is the greatest number of Americans with library cards since the American Library Association started to measure library card usage in 1990.

This first-ever digital supplement to *American Libraries* offers evidence and support for the growing need for professionals to work in or for libraries that are community centers, knowledge bases, and social agen-cies, as well as sources of entertainment and lifelong learning. It's a large order, especially when many of us now find our job to be helping other people find a job.

In "The Bunheads Are Dead" (p. 6), library educators Ken Haycock and Carla Garner show how to discover high-tech, high-touch opportunities in library and information science and technology. Graduate programs accredited by the American Library Association are highlighted beginning on page 24, with school library media education programs listed on page 27. Turn to page 30 for "Three Views on Service Learning." And end your digital supplement reading with "Learning Here, There, and Every-where" (p. 13), an overview of the continuing education opportunities available from the American Library Association and its divisions.

In 2005, then Illinois Senator Barack Obama told *American Libraries* that he owed his job as a community organizer in Chicago to a New York City librarian who helped him identify the organization that eventually hired him. If the 44th president of the United States of America hadn't been a library user, if he hadn't found the right job, if a savvy information profes-sional had not advised him wisely, who knows what course his career might (or might not) have taken. ■

Librarians are high-tech information sleuths in an underrated career.

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The

Discovering high-tech,
high-touch opportunities in library
and information science

by Ken Haycock and Carla Garner

Bunheads



Are Dead

Conjure up a picture of today's librarian, and you are likely to be wrong. Professional librarians are information analysts, freedom of information and protection of privacy officers, family literacy specialists, Internet trainers, teen specialists, genealogists, web designers and technologists, database managers, historical researchers, information brokers . . . indeed, few have the title of "librarian" but all have the master's degree in Library and Information Science (LIS).

These days, your school librarian more likely than not is a teacher or part-time aide assigned to library duty. And the customer service desks at your public library more likely are staffed with paraprofessionals. Today's MLIS holders are typically managers of agencies, departments, and systems—less visible to the public than the frontline trained technicians and assistants that they oversee, and highly skilled in emerging technologies like Web 2.0 and Second Life.

Graduate LIS programs are appealing to a younger and more diverse student population, yet recruitment is still problematic due to misconceptions about the career and the little-known fact that the first professional degree is at the master's level. Yes, you do need a master's degree, but not to “check out books” as the stereotype suggests. MLIS students learn higher-order analytical skills for assessing community information needs (whether for a municipality or in the private sector), developing collections of resources to meet those needs, designing programs and services to exploit those resources, and assessing the effectiveness and impact of implemented services.

Best-career buzz

The overall career dome of “information professional” is a hot commodity these days. *U.S. News and World Report* included “librarian” in its list of the 31 best careers of 2009. High growth is also expected within the related information technology career paths of computer systems managers and analysts as well as database administrators, web designers and web developers, according to the U.S. Department of Labor. And with the looming retirement of over half the current workforce (two out of every three librarians are over the age of 45), traditional librarians will be in demand as well, along with archivists who can

cross over from paper-based collections to emerging electronic and digital formats.

The outlook is also strong for the longer term. The World Future Society recently named the top “high-paying careers of the next two decades,” and two of the six were related to library and information science: bioinformaticists who work with the abundant genetic information being generated and serve as a bridge between scientists and those developing drugs and genetic therapies; and cybrarians who will monitor, organize, and enforce policies on an exponentially growing Internet. Both of these jobs exist now, although with different titles—bioinformatics specialist, researcher, information policy analyst, and electronic records manager, for example—positions often held by professional librarians.

This puts the pressure squarely on the 60 programs offering the accredited MLIS degree in the United States and Canada to keep up with the changing needs of the industry, and they have accepted the challenge. A recent survey of LIS programs by Heting Chu at Long Island University's Palmer School of Library and Information Science showed that nearly 30% of new course offerings

The media generally still casts the librarian as the bunheaded spinster, sweater clipped over the shoulders and pince-nez perched at the end of her nose, shushing any who dare to break through her dusty, dimly lit cone of silence.



covered the topics of digital libraries, website design and applications, computer and information networks, and digital preservation. Following that were courses on cyberspace law and policy, knowledge management, competitive intelligence, human-computer interaction, and computer security. These certainly aren't the subjects generally associated with a traditional librarian, and signal the dawning of a new direction for the industry as a whole. And while library science has always required a unique combination of right brain/left brain skills, we now are seeing a greater melding of the LIS field with other disciplines, such as business, communications, graphic arts, education, history, urban development, social service, human rights, law, psychology, and computer science. Further, people who began their careers in each of those fields are being drawn to LIS as a second career opportunity.

LIS programs generally require a core foundation for professional librarians regardless of a preferred career path, and beginning courses in the master's program will introduce students to the foundations of the profession. Topics covered include the core values of equitable access to information, intellectual freedom, confidentiality and

privacy of records, information tools and technologies, information design and retrieval, management and leadership, and research methods. Students may then choose to specialize or pursue a general program. There are four common environments for professional librarians—in academic settings such as colleges and universities; in public libraries as community information and popular reading centers; in schools as “teacher-librarians”; and in the corporate, government, and nonprofit sectors as information specialists. Courses address the needs of particular client groups from preschoolers, children, and teens to lawyers and medical practitioners. Some pursue one area exclusively, like information systems and technology, while most choose a more general approach. Graduates may opt to pursue independent and entrepreneurial careers as information brokers and researchers/writers or craft their own positions, such as a medical information officer in a clinic.

Debunking the stereotype

While the industry recognizes the transitions that are taking place, the stereotypes still persist. Most of us have our favorite librarian memories, from the school librarian who helped us discover a love of biographies to the children's librarian who enthralled us with theatrical versions of *Where the Wild Things Are*. And these individuals still are a large part of today's library experience, but more often than not they aren't professional librarians with MLIS degrees. As retirements occur, many communities and organizations are hiring more degreed librarians as managers and staff developers, supervising trained technicians and clerks. True, this shift was set in motion in part as a cost-cutting effort, but evolving technologies have played a role as well, and today's MLIS students are learning far more complicated skills that frankly make them overqualified for the more traditional frontline library jobs.

It wasn't always the case, however. It is perhaps amusing to look back at the origin of the stereotype and one of the very first library programs offered at San Jose State University (then San Jose State Teachers College) in the 1920s with courses like Library Economy, Book Appre-

Today's MLIS students are learning far more complicated skills that frankly make them overqualified for the more traditional frontline library jobs.



Anyone who walks into a public library today will (or should, if we are doing our jobs right) find a more welcoming and lively environment.

ciation, Lettering (as in book labels and catalog cards), and Storytelling. The handful of women who spent three weeks each summer as students or teachers at the school devoted their lives to their library careers (most were single and would remain so) and in their spare time attended workshops such as Toy Making, Puppet Shows, and Social Hygiene. They were also a free-spirited bunch, taking cross-county road trips and often packing up their belongings and moving from state to state in search of better job prospects. There were few opportunities for women who wanted careers, and librarianship with its emphasis on order, culture, and education was a socially acceptable path. And while the profession attracted its share of independent-minded women, it also encouraged them to maintain strictly organized and systemized workplaces, with books in their correct locations and a church-mouse level of quiet that promoted high-order social behaviors.

Perhaps this is the image many still have of their neighborhood or school librarian, and it has been endorsed through the years by the media, which generally still casts the librarian as the bunheaded spinster, sweater clipped over the shoulders and pince-nez perched at the end of her nose, shushing any who dare to break through her dusty, dimly lit cone of silence. But anyone who walks into a public library today will (or should, if we are doing our jobs right) find a more welcoming and lively environment. Even urban libraries in older buildings now have revamped their spaces, with squishy chairs to promote an afternoon of lounging, open conversational areas for gathering teens, and on-site cafes. Yes, many libraries now allow people to walk freely among the stacks, chatting on their cell phones while sipping Starbucks lattes.

And that same program at San Jose now operates in a high-tech environment with more than 2,500 graduate students in almost every state and more than a dozen countries. Through distance education and the sophisticated use of content management and learning systems, web-conferencing and even a virtual campus in Second Life, the San Jose School of Library and Information Science is the largest in the world, with more than 100 classes a semester on a wide variety of topics, each held to a maximum of 25 students and a highly qualified instruc-

tor. Required “in-person” meetings—through the Web, immersive environments, or the school’s virtual social networking program—are carefully scheduled to accommodate, for example, an instructor at a university in New Zealand with students in Hong Kong, Germany, Canada, and across the United States.

And just as libraries have changed physically, so have they operationally, as a result of emerging technologies and in response to public demand. A recent survey of community residents from around the country showed that computer availability, database access, and Wi-Fi are high priorities, and they expect their libraries to provide these free of charge. And although community members still look to libraries for storytimes and book discussions, more and more they count on libraries for individual support in the form of personalized software instruction or database training, small business assistance such as market research or document translation, and community services like literacy instruction or job-search workshops. These functions require higher-order knowledge, skills, and abilities, and the more mechanical components of book selection and basic reference are being outsourced or handed down to support staff members, under the supervision of a professional. Another outcome of this transition has been the reshaping of the MLIS-degree holder to include librarian and information professional.

The new look of the MLIS

For the past several decades, MLIS programs have recognized the morphing of the library from book repository to community information provider and have redrawn the skill set that goes along with the degree. Courses in information technology and management now are required



components of MLIS programs, and curricula are flexible enough to lead graduates beyond public library work and into positions in business, government, academic, and nonprofit sectors. MLIS graduates are web designers, database administrators, computer information managers, industry analysts, information literacy trainers, and policy researchers along with the more traditional roles of archivist, cataloger, and of course library director (a traditional position but a very untraditional role these days). In fact, 2006 saw a 60% annual increase in MLIS graduates who took information technology positions.

In turn, employers are expecting more from MLIS holders than good organizing skills. Characteristics like the ability to be experimental, responsive, and adaptable are what employers are looking for in today's information professional. In a world with rapid technological change, these *should* be mandatory, and MLIS graduates often report that their skills are well suited for a variety of positions, easily transferable beyond the traditional library arena. Even public librarians are acquiring new skill sets and more likely than not are specializing in one area of the field, such as technology education or outreach to specific populations like immigrants and the elderly. With the advent of virtual technologies, some librarians might see themselves as facilitators, matching up users in need of information with experts in a given field.

As such, the industry is committed to diversifying its fold beyond the stereotype of the middle-aged white spinster. Recruitment efforts continue to focus on greater multilingual and multicultural representation, and, while making some inroads, males currently comprise only 20% of the LIS workforce. The American Library Association along with a number of other organizations offers scholarships for diversity development, but the key is convincing the Gen Y crowd that an MLIS student no longer looks like a librarian, or their image of one anyway. And then there's the matter of pay. Public and school librarians in some areas still trail in average professional wages, but corporate researchers and those on the IT spectrum rival the pay they would find in other career options. Of course, independent information researchers and consultants can establish their own rates.

With the advent of virtual technologies, some librarians might see themselves as facilitators, matching up users in need of information with experts in a given field.

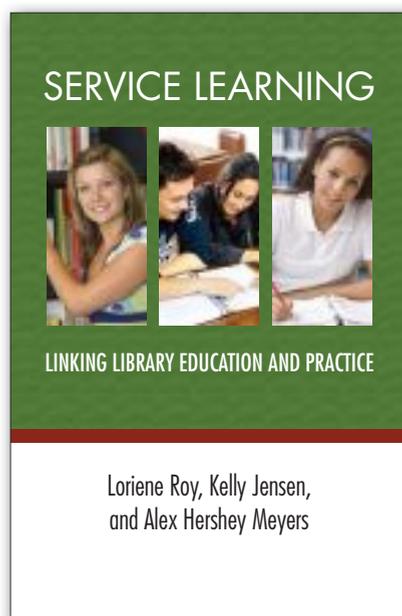
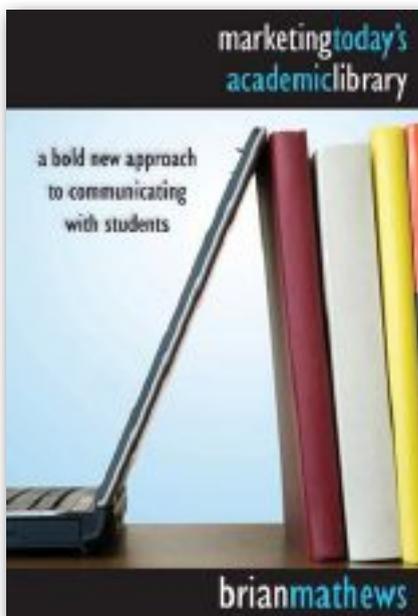
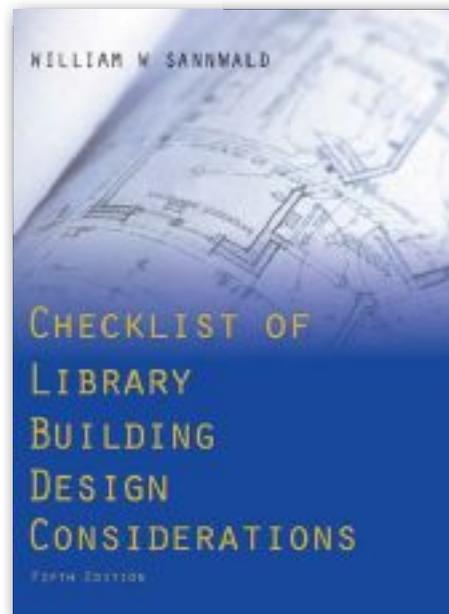
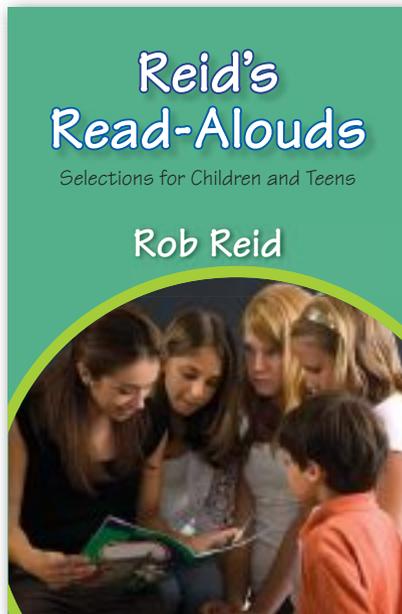
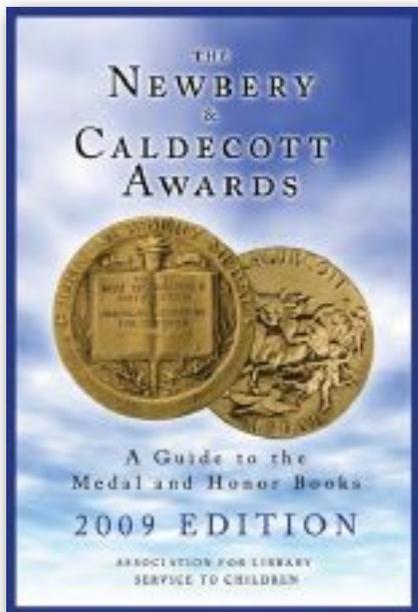
And what about the MLIS as a second career path? Over half of recent LIS graduates had switched careers midstream. Any previous life is fair game, including education, business, government, and the arts. Some have turned to LIS when faced with a layoff or limited advancement opportunities. Others such as researchers and consultants have sought a career that offers personal satisfaction and independence. Still others have been drawn to LIS as an extension of their previous positions, using their lifetime experience and subject expertise to pursue a career in which a patent attorney could become head librarian for a law firm or university law library, as one of many examples.

Those who have discovered the contemporary version of the MLIS have been able to dismiss the bunheaded-librarian stereotype traditionally associated with the degree. In doing so, they have discovered a field that offers plenty of growth, countless opportunities, and flexibility to make the career their own. ■

KEN HAYCOCK is professor and director of the School of Library and Information Science at San Jose State University. CARLA GARNER received her MLIS from San Jose State University in December 2008. A mid-career switcher herself, she was a senior analyst with Bose Corporation and has a BA in English from Northwestern University.



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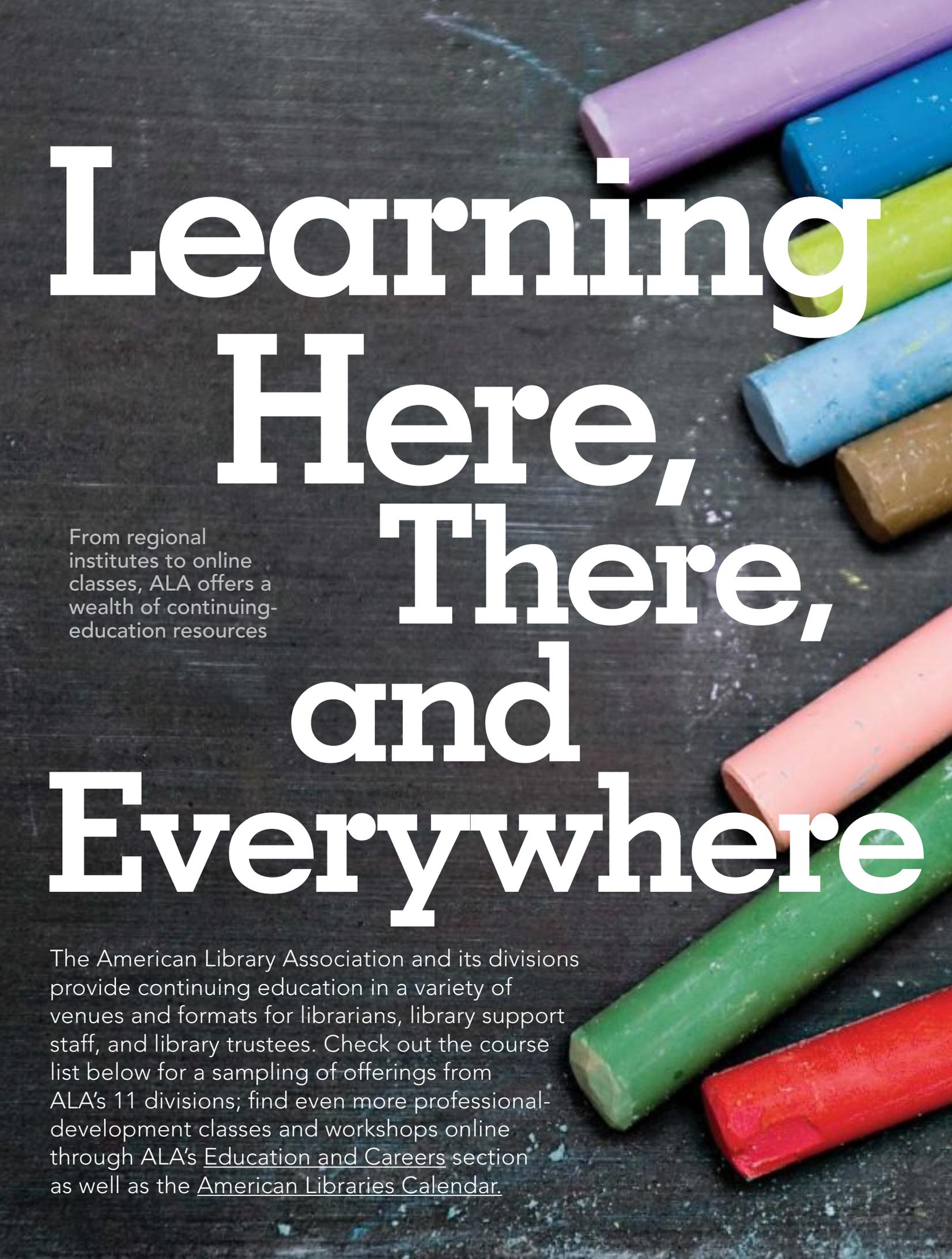
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The American Library Association and its divisions provide continuing education in a variety of venues and formats for librarians, library support staff, and library trustees. Check out the course list below for a sampling of offerings from ALA's 11 divisions; find even more professional-development classes and workshops online through ALA's [Education and Careers](#) section as well as the [American Libraries Calendar](#).

ACRL Webcasts

The Association of College and Research Libraries offers a number of online learning opportunities, including webcasts and online seminars. Visit ACRL's [e-Learning page](#) for complete information; also see the division's [Events and Conferences page](#) for other ACRL activities. For questions about an e-Learning opportunity or for more information, contact Jon Stahler at jstahler@ala.org.

The Role of the Librarian in Combating Student Plagiarism FEBRUARY 5, 2009

Like other educators, librarians are aware of the growing instances of student plagiarism and academic dishonesty that take place on college campuses. This workshop explores the role of the academic librarian in combating student plagiarism; the “culture of copy” that our students inhabit and why plagiarism poses problems for higher education professionals, including academic librarians; effective ways to reach out to faculty grappling with plagiarism issues in their classrooms; how to design effective information literacy session assignments to help students understand how they can avoid plagiarism; and the limitations of efforts to combat plagiarism within higher education and academic librarianship.

Instructor: Lynn Lampert, California State University–Northridge

Information Commons 101: Principles and Good Practices FEBRUARY 24, 2009

Is your institution in the planning phase for a library renovation or addition that includes a space that will serve as an information or learning commons? This webcast provides an overview of some of the key planning components you should take into consideration as you develop a program for the facility. Many institutions focus on selecting furniture and choosing equipment as they plan their commons, and they postpone discussion of some of the elements that can actually be key to the success of their facility—namely, the kinds of services that will be offered and the kinds of staff expertise that will be available.

Instructor: Joan K. Lippincott, Coalition for Networked Information

Next Generation Information Commons: Retooling and Refining the Vision MARCH 31, 2009

Some information commons are now more

than 10 years old and are in need of refreshing in terms of conception, configuration, technologies, and services. Others are so popular that additions are planned, either adjacent to the existing commons, on other floors, or in other buildings on campus. Through the use of principles and practical examples, participants will learn about trends in information and learning commons. This session will explore new goals and rationales for information/learning commons; special purpose spaces; new service collaborations; new technologies, links between physical and virtual spaces, design and aesthetics, and assessment.

Instructor: Joan K. Lippincott, Coalition for Networked Information

Program Review for Academic Libraries SEE ACRL WEBSITE FOR DATES

Has your library recently been included in your institution's academic program review cycle? Institutional program review guidelines often list the library as a resource for departments undergoing review. However, more academic libraries are being included in their institution's review cycle and asked to undergo program review themselves. This session will introduce academic program review; discuss what is involved in putting together a program review for an academic library; and present questions to consider in working through the program review process.

Instructor: Erin McCaffrey, Regis University

User Experience (Blended Librarianship) APRIL 23, 2009

A brand-new webcast from the authors of Blended Librarianship, this course delves further into the content and strategies surrounding user experience.

Instructors: Steven Bell, Temple University, and John Shank, Penn State University

Online Seminars

Instructional Design for Online Teaching and Learning

FEBRUARY 2–28, 2009

In this hands-on course, the intellectual focus will be on using good instructional design and web-page design principles. Participants will also be introduced to web-based teaching techniques and materials using standard web pages and the Moodle LMS.

Instructor: Diane Kovacs, Kovacs Consulting

Copyright and the Library Part I: The Basics Including Fair Use

FEBRUARY 9–27, 2009

In this course, students will learn to think in terms of U.S. copyright law by building understanding of current copyright law, creating a “copyright palette” for their libraries, and assessing a library’s legal risk with regard to current law. Additionally, students will build an understanding of the Fair Use clause, as well as how to legally apply fair use in the library, classroom, and broader campus environments.

Instructor: Tomas A. Lipinski

Web Design and Construction for Libraries Part 1: XHTML and CSS

MARCH 2–28, 2009

This course focuses on the basics of website planning and design and content development with a concentration on academic libraries. The course will also examine web standards, usability, and accessibility. XHTML and CSS (external) will be introduced. Students will be expected to be able to create a basic HTML web page before beginning the course; however, XHTML/HTML basics tutorials will be provided for those who need more practice.

Instructor: Diane Kovacs, Kovacs Consulting

Introduction to Website Usability

MARCH 23–APRIL 10, 2009

For very little investment in staff hours and training, you can reap tremendous benefits by connecting with the users of your library website and web-based applications through usability testing. This three-week course is designed for the librarian or library IT staff person who is interested in setting up a usability program but doesn’t know where to begin.

Instructor: Nora Dimmock, Rush Rhees Library, University of Rochester

Implementing Online Teaching and Learning: Using Moodle and Other Web 2.0 Features

APRIL 6–MAY 2, 2009

This hands-on course provides an overview of state-of-the-art online teaching and learning technology and its applications. Content includes a review of the use of teaching materials created with multimedia plug-ins and classroom communications tools, specifically the Moodle LMS.

Instructor: Diane Kovacs, Kovacs Consulting

Copyright and the Library Part II: Library, Classroom, and Other Issues Including the DMCA

APRIL 6–24, 2009

In this course, students will continue to learn to think in terms of U.S. copyright law, focusing on how copyright pertains to the classroom setting. Sections 108, 109, 110, 512, and 1201 will be examined for a thorough understanding of their impact on academic libraries.

Instructor: Tomas A. Lipinski

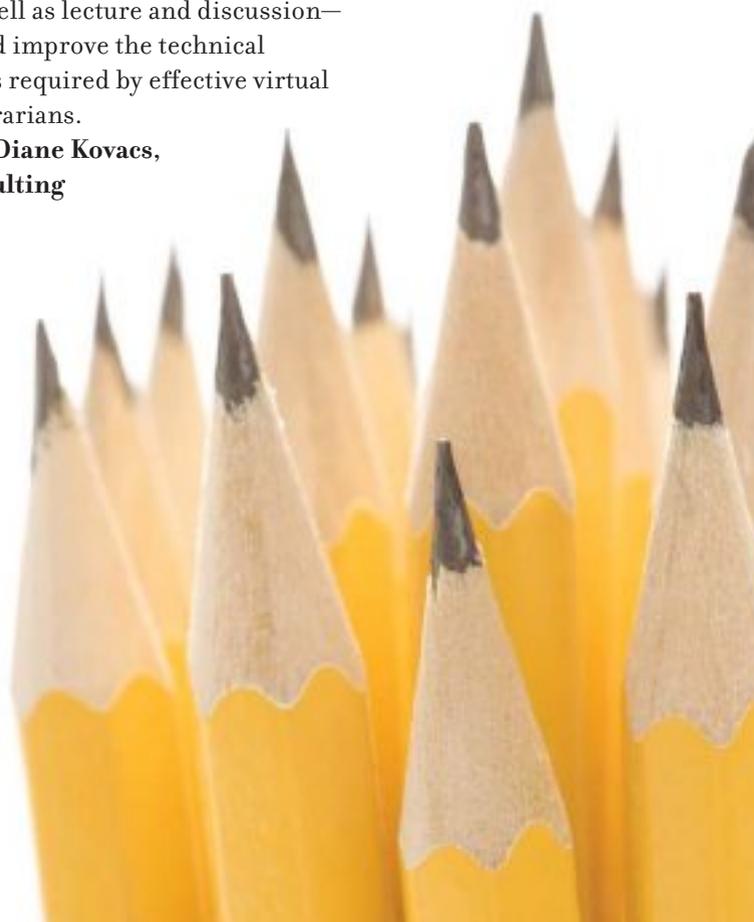
Virtual Reference Competencies

JUNE 22–JULY 31, 2009

In this six-week seminar, participants will engage in learning activities—supported by readings as well as lecture and discussion—to acquire and improve the technical competencies required by effective virtual reference librarians.

Instructor: Diane Kovacs, Kovacs Consulting

ACRL



ALCTS

The Association for Library Collections and Technical Services will offer one regional workshop and three four-week online courses in 2009. Find a complete list of the division's upcoming events at ALCTS's [Conferences and Events page](#) or e-mail ALCTS at alcts@ala.org.

Basic Collection Development and Management

APRIL 2-3, 2009, IN NEW YORK

Co-sponsored by ALCTS and Nylink

Fundamentals of Acquisitions

SESSION 1: FEBRUARY 23-MARCH 20, 2009

SESSION 2: APRIL 13-MAY 8, 2009

SESSION 3: JUNE 1-26, 2009

SESSION 4: AUGUST 10-SEPTEMBER 4, 2009

SESSION 5: OCTOBER 5-30, 2009

This course focuses on what you need to know about the basics of acquiring monographs and serials: goals and methods; financial management of materials budgets; and relationships among acquisitions librarians, library booksellers, subscription agents, and publishers. Participants will receive a broad overview of the operations involved in acquiring materials after the selection decision is made.

Instructors: Virginia Taffurelli, New York Public Library; Betsy Redman, Arizona State University; K. D. Ellis, New Hampshire; Jesse Holden, Millersville University; and Morag Boyd, Ohio State University Libraries

Fundamentals of Electronic Resources Acquisitions

SESSION 1: FEBRUARY 23-MARCH 20, 2009

SESSION 2: APRIL 6-MAY 1, 2009

SESSION 3: JUNE 8-JULY 3, 2009

SESSION 4: AUGUST 10-SEPTEMBER 4, 2009

SESSION 5: SEPTEMBER 14-OCTOBER 9, 2009

SESSION 6: OCTOBER 19-NOVEMBER 13, 2009

This course offers an overview of acquiring, providing access to, administering, supporting, and monitoring access to electronic resources. It will give a basic background in electronic resource acquisitions including product trials, licensing, purchasing methods, and pricing models and will provide an overview of the sometimes-complex relationships between vendors, publishers, platform providers, and libraries.

Instructors: Jesse Holden, Millersville University; and Rafal Kasprowski, Rice University

Fundamentals of Collection Development and Management

SESSION 1: FEBRUARY 16-MARCH 13, 2009

SESSION 2: MARCH 23-APRIL 17, 2009

SESSION 3: MAY 4-29, 2009

SESSION 4: AUGUST 3-28, 2009

SESSION 5: SEPTEMBER 21-OCTOBER 16, 2009

SESSION 6: OCTOBER 26-NOVEMBER 20, 2009

This course addresses the basic components of these important areas of responsibility in libraries: a complete definition of collection development and collection management; collections policies and budgets as part of library planning; collection development (selecting for and building collections); collection management (e.g., making decisions after materials are selected, including decisions about withdrawal, transfer, preservation); collection analysis—why and how to do it; outreach, liaison, and marketing; and trends as well as suggestions about the future for collection development and management.

Instructors: Virginia (Ginger) Kay Williams, Wichita State University; and Adrian Ho, University of Western Ontario, Canada



www.ala.org/alcts



The Association for Library Service to Children hosts a variety of quality online continuing education courses, all running between four and six weeks and taught in an online learning community using Moodle. See more details on the [ALSC Website](#).

The Newbery Medal: Past, Present, and Future FEBRUARY 9–MARCH 20, 2009

What does it mean when we recommend Newbery Award winners to the children in our communities? Should the ALA seal of approval stand for 100 years? Why is that gold medal often considered the kiss of death by kids? This six-week online course will give participants a solid grounding in the history of the medal and how it has changed over time; an opportunity to read, discuss, and consider past and present Newbery winners with their colleagues from across the nation; a chance to talk to former Newbery Committee members and a Newbery author; and suggestions for programming using Newbery-winning books.

Instructor: Kathleen T. Horning,
Cooperative Children's Book Center,
University of Wisconsin–Madison

Reading Instruction and Children's Books FEBRUARY 9–MARCH 6, 2009

Although children's librarians think learning to read is about books, teachers use buzzwords such as *lexile*, *phonics*, and *word walls*. In order for children's librarians to effectively assist patrons, they need to understand how to interpret grade levels assigned to books by publishers and educators. This course will provide an understanding of different methodologies for reading instruction, including sight words, phonics, and pre- and post-reading activities. It will then explore some of the ways that the grade levels of reading materials are determined. Finally, librarians will be encouraged to develop strategies for explaining these grading formulas to parents and to communicate more effectively with teachers as a result of their understanding.

Instructor: Katherine Todd,
Manhattanville College

Sharing Poetry with Children FEBRUARY 9–MARCH 6, 2009

This course offers an introduction to the major poets, titles, and anthologies of contemporary poetry published for children with a focus on interactive and participatory techniques and approaches for sharing poetry with children and fostering their responses to poetry. For librarians and library aides who work with children ages 5–12.

Instructor: Sylvia M. Vardell,
Texas Woman's University

The Tech-Savvy Booktalker FEBRUARY 9–MARCH 6, 2009

Get children excited about books by using booktalks—short promos that tease them into wanting to know more. During this course, learn how to make use of available technology to jazz up your booktalks. From podcasts to Powerpoint, from MovieMaker to Photostory, Nancy Keane, author of fourteen books, will share ideas that will help you become the Tech-Savvy Booktalker.

Instructor: Nancy J. Keane,
Rundlett Middle School

ALSC





The Public Library Association is committed to bringing public librarians and public library workers the best in continuing education. PLA offers a variety of continuing-education opportunities in sites around the country and online. More information about PLA's programs, workshops, conferences, and e-Learning—as well as registration for these events—is available online at www.pla.org.

PLA/CPLA Workshops

Certified Public Library Administrator (CPLA) courses are a series of continuing-education workshops designed to meet your needs. Each course is an intensive two-day program focusing on one topic pertinent to library managers—skills you may not have learned in library school. The CPLA program is a voluntary post-MLS certification program for public librarians; however, librarians who are not enrolled in the certification program are also eligible to take CPLA courses. This series of workshops meets both the requirements for CPLA certification and the needs of librarians wanting to enhance their managerial skills. Visit the [ALA-APA website](#) for more information about CPLA certification.

Workshops are added on an ongoing basis; see [course listings online](#) for the most current schedule and for course details.

Budget and Finance

MAY 13–14, COLUMBUS, OHIO

Current Issues

APRIL 2–4, PLA SPRING SYMPOSIUM, NASHVILLE, TENNESSEE

Fundraising

OCTOBER 27–28, KANSAS CITY, MISSOURI

Management of Technology

FEBRUARY 9–10, PHOENIX
NOVEMBER 12–13, MOUNTLAKE TERRACE, WASHINGTON

Marketing

APRIL 21–22, KANSAS CITY, MISSOURI
OCTOBER 19–20, CLEVELAND

Organization and Personnel Management

MARCH 12–13, DECATUR, GEORGIA
APRIL 29–30, SARATOGA SPRINGS, NEW YORK

Planning and Management of Buildings

SEPTEMBER 16–17, SARATOGA SPRINGS, NEW YORK

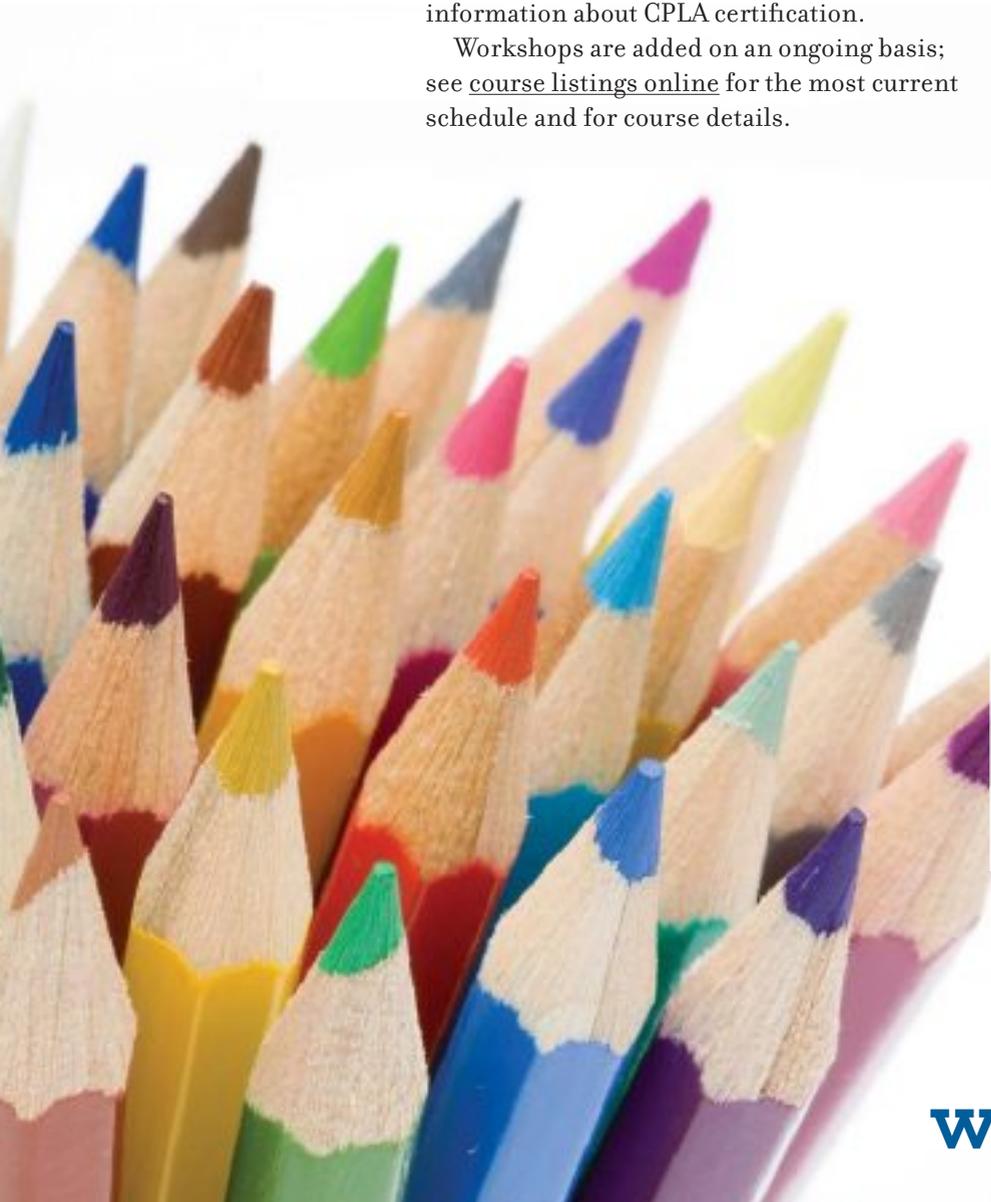
Politics and Networking

JUNE 4–5, DECATUR, GEORGIA

Serving Diverse Populations

APRIL 14–15, SPOKANE, WASHINGTON
AUGUST 6–7, HOUSTON

Instructors: Cheryl Bryan, Yolanda Cuesta, June Garcia, Jeanne Goodrich, James McPeak, Sandra Nelson, Wayne Piper, and Michael Porter



2009 PLA Spring Symposium

APRIL 2-4, NASHVILLE

The Spring Symposium combines PLA's highly regarded educational programming with the opportunity to meet and mingle with your colleagues in a more intimate setting than the PLA National Conference. Visit the [PLA website](#) for more information.

The Spring Symposium offers seven day-and-a-half-long workshops, allowing for in-depth exploration on a topic relevant to public libraries, librarians, and staff members:

1. **Everyday Library Ethics:** How the Right Thing Is the Better Thing for Your Library and Community
2. **Service Responses:** Selecting and Implementing the Right Mix for Your Library

3. **Silk Purses and Sow's Ears?** Assessing the Quality of Public Library Statistics and Making the Most of Them
4. **Today's Library:** From the Inside Out
5. **Libraries Connect in the 21st Century**
6. **Current Issues:** A PLA/CPLA Workshop
7. **Turning the Page:** Building Your Library Community

Instructors: Pat Wagner, Sandra Nelson, June Garcia, Raymond Lyons, Joe Matthews, Larry Nash White, Kim Bolan, Tim Carl, Marc Ciccarelli, Jane Dederling, Catherine Hakala-Ausperk, Meg Canada, Leonard Souza, James McPeak, and George Needham

e-Learning@PLA

PLA's online learning program e-Learning@PLA is designed to help users learn more efficiently and to facilitate ease of collaboration between colleagues and instructors. E-Learning@PLA provides high-quality training at times and places that are convenient for the user, on topics that will help library managers and staff manage more effectively. Offerings are based on titles in PLA's bestselling publications, including the popular Results series, an interrelated group of management publications for librarians. These are not traditional online courses, and there are no assignments and no grades. Instead, you will find forums, a wiki, and other tools that you can choose to use or not, depending on the conditions in your library and your purpose in participating.

All PLA online offerings are delivered through Moodle. After you register, you will receive instructions via e-mail on how to access the course. Visit www.pla.org for more information.

Public Library Service Responses: In-Depth Exploration of Library Service Responses

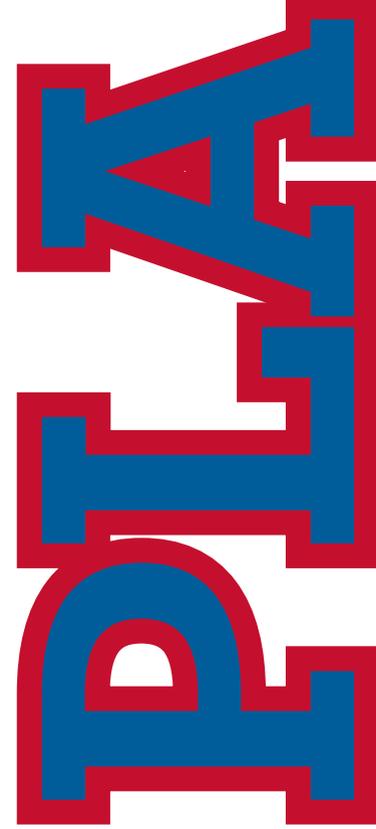
Includes: Be an Informed Citizen; Build Successful Enterprises; Celebrate Diversity; Connect to the Online World; Create Young Readers; Discover Your Roots; Express Creativity;

Get Facts Fast; Know Your Community; Learn to Read and Write; Make Career Choices; Make Informed Decisions; Satisfy Curiosity; Stimulate Imagination; Succeed in School; Understand How to Find, Evaluate, and Use Information; Visit a Comfortable Place; and Welcome to the United States

The updated *Public Library Service Responses*, compiled through a collaborative process of live meetings and online input, include 18 areas of service. The Service Responses are intended to help library planners see the possibilities that exist for matching their services to the unique needs of their communities.

Strategic Planning: Power Tools for Planners

If your library is developing a new strategic plan and using the Results planning process, these templates were designed with you in mind. Power Tools are interactive, electronic decision-making templates that help you to understand your choices at each step of the planning process, give you the information you need to select the most effective choices for your library, and provide you with a way to record and print those choices. A detailed description of the seven Power Tools is available at www.pla.org under the Conferences & Events button.



The Reference and User Services Association is home to not only reference librarians and staff, but to other information professionals working in readers' advisory, specialized reference subjects such as genealogy and business, resource sharing, collection development, interlibrary loan, and many other related areas of the library profession. One way RUSA supports excellence in these areas is through a range of professional development opportunities including [online courses](#) and [conference programming](#). Through these learning venues, librarians and library staff can sharpen current skills and acquire additional expertise that will assist them with improving their service delivery and careers.

RUSA welcomes ideas for online courses or seminar topics appropriate for reference or user services librarians or library staff. Guidelines for writing and submission of proposals are available at the [RUSA Website](#). Suggestions for pertinent topics, instructors, or presenters should be sent to Liz Markel, RUSA marketing specialist, at lmarkel@ala.org.

RUSA

The Reference Interview

**FEBRUARY 2–MARCH 13
AND MAY 4–JUNE 19, 2009**

This comprehensive course is designed for support staff, library technicians, newly hired reference librarians, and those who want to brush up on their interview skills at all types of libraries. The course uses a multimedia approach to teach methods of evaluating reference service, behavioral aspects of reference service, and the different types of questions that can be used to help patrons identify what they need. This in-depth educational approach covers everything from the approachability of the librarian to how to follow up with a patron. Scheduled chat sessions will model interviewing techniques using sample dialogues.

Instructor: Dave Tyckoson, Henry Madden Library, California State University–Fresno

Readers' Advisory 101

**CHECK RUSA WEBSITE
FOR NEXT SESSION DATES**

This session helps support staff, library technicians, newly hired reference librarians and other professionals in all types of libraries become more comfortable in providing readers' advisory (RA) services. Through practice sessions and assistance from *Readers' Advisory Service in the Public Library* by Joyce Saricks, the course covers topics including using RA tools, crafting annotations, reading in genres, articulating appeal, and experimenting with RA service methods.

Instructor: Neal Wyatt, RUSA president

Genealogy 101

FEBRUARY 16–MARCH 21, 2009

This introduction to American genealogy reference service is designed for reference staff with little or no experience in genealogy. Using a case study for context, the course outlines basic sources including archival material, census records, immigration and military resources, print reference tools and online sources, and strategies for assisting

with family history researchers. The course will include a unit on African-American genealogy.

Instructor: Jack Simpson, Newberry Library, Chicago

Business Reference 101

**FEBRUARY 16–MARCH 13
AND MAY 4–29, 2009**

This introductory approach to biz ref addresses topics that have never been more important to your patrons—many of whom are seeking answers to business questions in light of the economic downturn. Business Reference 101 demystifies jargon like SIC and NAICS codes, ROI, and 10k's, and cultivates student confidence. The course is most appropriate for academic, special, or public librarians or other researchers and library staff who want to acquire expertise in this area. Participants will have access to proprietary business reference databases such as Standard and Poor's NetAdvantage, Thomson/Gale's Business and Company Resource Center, EBSCO's Business Source Complete and Morningstar, among others.

Instructor: Celia Ross, Stratham Research

Marketing Basics for Libraries

**FIVE-WEEK SESSION BEGINS
APRIL 2, 2009**

In five online class sessions, Marketing Basics covers introductory marketing techniques, with a focus on practical application within the context of libraries and their services. At the conclusion of the course, students will prepare a marketing plan based on their own library environment and needs. This course is appropriate for both public and academic librarians and library staff whose job responsibilities include marketing library services.

Instructors: Allie Carr, California State University–San Marcos, and Elisabeth Leonard, San Jose State University's School of Library and Information Science

www.ala.org/rusa

During the year, the Young Adult Library Services Association offers three sessions of three to four classes each; information for the February 9–March 6 session is given below. In addition, YALSA offers four licensed institutes, and all classes are also available for licensing. See the division's Online Courses page for complete listings and registration information.

YALSA

Booktalks Quick and Simple FEBRUARY 9–MARCH 6, 2009

Want to entice teens to read but are not sure how? Try booktalks! Participants will learn what a booktalk is as well as a variety of techniques on how to use them with teens. Learn how to create hooks for books and how to share the talks with teens. Participants will create booktalks that can be used in a booktalking session and experiment with a variety of booktalking techniques. Even add a touch of technology to jazz up your presentations.

Instructor: Nancy Keane

Boys and Books: Encouraging Early Teen and Tween Boys to Read FEBRUARY 9–MARCH 6, 2009

Though boys have been behind girls in nearly every subject for more than 30 years, many teachers and librarians are still struggling to find the key to encouraging boys to read. This course will cover the special issues faced in reaching boys through books. Research on early teen and tween boys will provide students with a glimpse into the differing needs of boys, how they learn and how to captivate boys through outreach, programs (including after school and SRP), readers' advisory, booktalks, and other ways to utilize course resources that will get boys reading at your library.

Instructor: Jenine Lillian

Power Programming for Teens FEBRUARY 9–MARCH 6, 2009

Designed for library staff who are beginning to find success with a few teen programs, this course will help participants attain a higher level of service to teens at their library or school. Participants will learn how to develop and implement more programming ideas that will work at their facility.

Instructor: Amy Alessio

www.ala.org/yalsa

Teens and Technology Institute MARCH 2, 2009

Learn how to reach teens with technology at this face-to-face institute at Wyoming Seminary College Preparatory High School in Kingston, Pennsylvania. Participants will explore how teen literacies in reading, writing, and communicating are expanding and changing via technologies like chat, IM, blogs, text messaging, wikis, and more.

Instructor: Linda Braun

CLENE

Whatever Your CE Responsibilities, CLENE Can Make You More Effective

THE CONTINUING LIBRARY EDUCATION NETWORK EXCHANGE ROUND TABLE OF ALA

Membership in CLENE helps you bring the best in continuing education to your library. CLENE promotes quality continuing education for all library personnel. Make CLENE your network with other CE providers for the exchange of ideas, concerns, and solutions. Whether you are a veteran CE provider or a newcomer, CLENE can help you stay on top of trends in the field while providing you with valuable resources and support. Visit www.ala.org/clenet for more information.

More from ALA Divisions

Bring continuing education to your library or system with offerings from ALA divisions

AASL

The American Association of School Librarians offers a series of licensed institutes—full-day educational workshops available for use anywhere in the country—on school library advocacy, collaborative leadership, and critical topics of reading for school library media specialists. For complete details and program outlines, see AASL's [Licensed Institutes page](#) or contact Kelly Bishop, manager of professional development, aaslprofdev@ala.org.

ALTA

Through annual meetings and preconferences, divisional conferences, regional institutes, and local seminars, the Association for Library Trustees and Advocates provides trustees and advocates with the resources they need to take the lead on today's critical issues—library advocacy, intellectual freedom, funding, and public policy development. www.ala.org/alta.

ASCLA

The Association of Specialized and Cooperative Library Agencies serves a diverse group of members, including state library and multitype library cooperative employees, librarians serving populations with limited access, and independent librarians providing services outside of the traditional library environment. www.ala.org/ascla.

ASCLA welcomes ideas for an online course or seminar topic that would serve one or more of its audiences. ASCLA members interested in developing a course in one of these topical areas are encouraged to submit ideas or suggestions for the 2009 professional development calendar and beyond. Guidelines for submissions are available at the [ASCLA Website](#). Course ideas or suggestions for instructors and presenters should be sent to Liz Markel, marketing specialist, at lmarkel@ala.org.

LITA

The Library and Information Technology Association offers a number of one-day workshops on technology-related topics. Taught by experts and presented throughout the country, they reach beyond ALA conference locations to bring you high-quality continuing education. Visit www.lita.org for details. Also, join the LITACamp in Dublin, Ohio, on May 7–8, 2009. Two keynotes will be provided; one by Joan Frye Williams and another by John Blyberg. Beyond that, the Camp content is developed by the participants. Learn exactly what you want to know. Visit the LITACamp Wiki for more details at litacamp.pbwiki.com.

LLAMA

Providing quality continuing education and training for library leadership and decision making is a priority of the Library Leadership and Management Association. From building design to diversity training to libraries in the digital age, LLAMA offers stimulating, informative regional institutes on topics of current importance to the library profession. Presented by knowledgeable and experienced professionals, these one-day workshops can be tailored to address local needs and will benefit managers, administrators, staff, and trustees, including those who may not be able to travel to national conferences and seminars. See complete lists of [available institutes](#) and [other events](#) at www.ala.org/llama.



Hone Your Management Skills with PLA's Continuing Education Courses!

Now is the Best Time for Professional Development!

This year, the Public Library Association (PLA) is offering a series of two-day continuing education workshops designed to meet the needs of library managers. These courses feature:

- An intensive, interactive small group environment focused on one topic pertinent to library managers.
- Knowledgeable and experienced instructors who have a deep understanding of the library field and their topic area.
- Practical skills -- not theory -- that can be put to use immediately at your library -- skills you didn't learn in library school!
- Regional locations around the country.



[More information, including course descriptions, instructor bios, and fees, is available online.](#)

Register Now!

Schedule of Courses:

[Management of Technology](#) with Michael Porter, Phoenix, AZ, February 9 - 10, 2009

[Organization & Personnel Management](#) with Jeanne Goodrich, Decatur, Georgia (Atlanta area), March 12 - 13, 2009

[Serving Diverse Populations](#) with Yolanda Cuesta, Spokane, WA, April 14 - 15, 2009

[Marketing](#) with Wayne Piper, Kansas City, MO, April 21 - 22, 2009

[Organization & Personnel Management](#) with Jeanne Goodrich, Saratoga Springs, NY, April 29 - 30, 2009

[Budget & Finance](#) with Sandra Nelson, Columbus, OH, May 13 - 14, 2009

[Politics & Networking](#) with June Garcia & Sandra Nelson, Decatur, Georgia (Atlanta area), June 4 - 5, 2009

[Serving Diverse Populations](#) with Yolanda Cuesta, Houston, TX, August 6 - 7, 2009

[Planning & Management of Buildings](#) with Cheryl Bryan, Saratoga Springs, NY, September 16 - 17, 2009

[Marketing](#) with Wayne Piper, Cleveland, OH, October 19 - 20, 2009

[Fundraising](#) with June Garcia, Kansas City, MO, October 27 - 28, 2009

[Management of Technology](#) with Michael Porter, Mountlake Terrace, WA, November 12 - 13, 2009

About CPLA

The CPLA program is a voluntary post-MLS certification program for public librarians with three or more years of supervisory experience. However, librarians who are not enrolled in the certification program are also eligible to take CPLA courses. This series of continuing education workshops meets both the requirements for CPLA certification and the needs of librarians wanting to enhance their managerial skills. Visit the [ALA-APA website](#) for more information about certification.

Graduating from a program accredited by the American Library Association provides flexibility in the types of libraries and jobs you can apply for and enhances career mobility. Most employers require an ALA-accredited master's degree for professional-level positions, and some states require an ALA-accredited degree to work as a professional librarian in public or school libraries.

ALA Accredited Programs

Choosing an accredited master's program for your library and information studies assures quality, innovation, and value

ALA-accredited master's programs can be found at colleges and universities in the United States, Canada, and Puerto Rico. These programs offer degrees with names such as Master of Library Science (MLS), Master of Arts, Master of Librarianship, Master of Library and Information Studies (MLIS), and Master of Science.

The list below provides the names of accredited schools, organized by state, with links to the schools' websites. Please consult the school directly for in-depth information regarding programs, course offerings, distance-education programs, admissions, financial aid, and degrees. Also see [ALA's website](#) for more information on exploring a career in librarianship.

Alabama

University of Alabama
www.slis.ua.edu

Arizona

University of Arizona
<http://sirls.arizona.edu>

California

University of California,
Los Angeles
<http://is.gseis.ucla.edu/>

San Jose State University
<http://slisweb.sjsu.edu>

Colorado

University of Denver
www.du.edu/LIS

Connecticut

Southern Connecticut
State University
www.southernct.edu/ils

District of Columbia

Catholic University of
America
<http://slis.cua.edu>

Florida

Florida State University
www.ci.fsu.edu

University of South Florida
<http://slis.usf.edu>

Georgia

Valdosta State University
www.valdosta.edu/mlis

Hawaii

University of Hawaii
www.hawaii.edu/lis

Illinois

Dominican University
www.gslis.dom.edu

University of Illinois/
Urbana-Champaign
www.lis.uiuc.edu



Indiana

Indiana University
www.slis.indiana.edu

Iowa

University of Iowa
<http://slis.uiowa.edu/~slisweb/>

Kansas

Emporia State University
<http://slim.emporia.edu>

Kentucky

University of Kentucky
www.uky.edu/CIS/SLIS

Louisiana

Louisiana State University
<http://slis.lsu.edu>

Maryland

University of Maryland
ischool.umd.edu

Massachusetts

Simmons College
www.simmons.edu/gslis

Michigan

University of Michigan
www.si.umich.edu

Wayne State University
www.lisp.wayne.edu

Mississippi

University of Southern
Mississippi
www.usm.edu/sliss

Missouri

University of Missouri
<http://lis.missouri.edu>

New Jersey

Rutgers, the State
University of New Jersey
www.scils.rutgers.edu

New York

University at Albany,
State University
of New York
www.albany.edu/cci/informationstudies/index.shtml

University at Buffalo, State
University of New York
www.gse.buffalo.edu/programs/lis/

Long Island University
www.liu.edu/palmer

Pratt Institute
www.pratt.edu/sils

Queens College, City
University of New York
www.qc.edu/GSLIS

St. John's University
www.stjohns.edu/libraryscience

Syracuse University
<http://ischool.syr.edu>

North Carolina

North Carolina Central
University
www.nccuslis.org

University of North
Carolina/Chapel Hill
<http://sils.unc.edu>

University of North
Carolina/Greensboro
www.uncg.edu/lis

Ohio

Kent State University
www.slis.kent.edu

Oklahoma

University of Oklahoma
www.ou.edu/cas/sliss

Pennsylvania

Clarion University
of Pennsylvania
www.clarion.edu/libsci

Drexel University
www.ischool.drexel.edu

University of Pittsburgh
www.ischool.pitt.edu

With over 250 peer-reviewed sessions, ACRL is your home for professional development.

Register by **February 6, 2009** and save!
www.acrl.org/seattle

Jobs in Library and Information Science and Technology

The #1 source for job seekers and employers alike

Join thousands of **Job Seekers** to simplify your search—one-stop job-hunting

Join hundreds of **Employers** to hire smarter and enrich your candidate pool

<http://JobLIST.ala.org>

ALA American Library Association

ACRL HRDR AMERICAN LIBRARIES



Puerto Rico

University of Puerto Rico
<http://egeti.upr.edu>

Rhode Island

University of Rhode Island
www.uri.edu/artsci/lsc

South Carolina

University of South Carolina
www.libsci.sc.edu

Tennessee

University of Tennessee
www.sis.utk.edu

Texas

University of North Texas
www.unt.edu/slis

University of Texas/Austin
www.ischool.utexas.edu

Texas Woman's University
www.twu.edu/cope/slis

Washington

University of Washington
www.ischool.washington.edu

Wisconsin

University of Wisconsin/
 Madison
www.slis.wisc.edu

University of Wisconsin/
 Milwaukee
www.uwm.edu/Dept/SOIS

CANADA

Alberta

University of Alberta
www.slis.ualberta.ca

British Columbia

University of British Columbia
www.slais.ubc.ca

Nova Scotia

Dalhousie University
<http://sim.management.dal.ca>

Ontario

University of Toronto
www.ischool.utoronto.ca

University of Western Ontario
www.fims.uwo.ca/mlis

Quebec

McGill University
www.mcgill.ca/sis

University of Montreal
www.ebsi.umontreal.ca

SCHOOL LIBRARY MEDIA EDUCATION PROGRAMS

For those looking to become school library media specialists, the appropriate first professional degree is a master's degree from a program accredited by ALA or a master's degree with a specialty in school library media from an educational unit accredited by the National Council for Accreditation of Teacher Education (NCATE).

Below is a list of school library media programs that have been reviewed and approved by the American Association of School Librarians' program reviewers. Under AASL standards, program recognition is tied to NCATE accreditation.

Find more detailed information about these programs, including the types of degrees or certificates approved in each program, see [ALA's website](#).

ARKANSAS

Southern Arkansas University
www.saumag.edu

University of Central Arkansas
www.uca.edu

COLORADO

University of Colorado at Denver
http://thunder1.cudenver.edu/ilt/school_library/index.htm

CONNECTICUT

Fairfield University
www.fairfield.edu

DELAWARE

University of Delaware
www.udel.edu/educ/graduate/masters/instruction/MI_library_conc.html

GEORGIA

University of Georgia
www.coe.uga.edu/epit/slm/

Valdosta State University
www.valdosta.edu/coe/

ILLINOIS

Chicago State University
www.csu.edu/collegeofeducation/REEL/REELindex.htm

MARYLAND

McDaniel College
www.mcdaniel.edu/5005.htm

Towson University
www.towson.edu/coe/rset/insttech/slm/

MASSACHUSETTS

Bridgewater State College
www.bridgew.edu/soed/

Fitchburg State College
www.fsc.edu

MISSOURI

Salem State College
www.salemstate.edu/graduate/medlibrary/

MICHIGAN

Grand Valley State University
www.gvsu.edu/coe_grad/

MISSOURI

Central Missouri State University
www.ucmo.edu/elhd/

Missouri State University
<http://library.missouristate.edu/LIS/>

NEBRASKA

University of Nebraska at Omaha
www.unomaha.edu/librared/grad/index.php

NEW JERSEY

Rowan University
www.rowan.edu/colleges/education/

William Paterson University
www.wpunj.edu/coe/Departments/Eled_EC/programs/med_media.htm

NORTH CAROLINA

East Carolina University
www.ecu.edu/cs-educ/lisit1/index.cfm

North Carolina Central University
www.nccuslis.org/programs/media.htm
University of North Carolina at Greensboro
www.uncg.edu/lis/

OHIO

Wright State University
www.cehs.wright.edu/academic/educational_leadership/lib-media/index.php

OKLAHOMA

East Central University
www.ecok.edu/colleges/education_psychology/default.asp

Northeastern State University
<http://arapaho.nsuok.edu/~MSLibraryMedia/overview.html>

Oklahoma State University
<http://edtech.okstate.edu>

University of Central Oklahoma
www.educ.ucok.edu/subwebs/aps/ime/

University of Oklahoma
www.ou.edu/cas/slis/

PENNSYLVANIA

Kutztown University of Pennsylvania
www.kutztown.edu/acad/coe/ls/

Mansfield University
<http://library.mansfield.edu/>



RHODE ISLAND

University of Rhode Island
www.uri.edu/artsci/lsc/web/Academics/SLMS.html

TENNESSEE

University of Memphis
<http://coe.memphis.edu>

TEXAS

Sam Houston State University
www.shsu.edu/gradcat/ls.html

University of Houston at Clear Lake
www.uhcl.edu/portal/page/portal/SOE/

UTAH

Southern Utah University
www.suu.edu

Utah State University (Fall 2008)
www.coe.usu.edu

VIRGINIA

Longwood University
www.longwood.edu/cehs/education/index.htm

Old Dominion University
www.education.odu.edu

WISCONSIN

University of Wisconsin/Oshkosh
www.uwosh.edu/coehs

Paying the Way

ALA scholarships can help fund library and information studies

The American Library Association and its units provide more than \$300,000 annually for study in a master's degree in library and information studies from an ALA accredited program, or for a master's degree in school library media program that meets the ALA curriculum guidelines for a National Council for Accreditation of Teacher Education accredited unit. (See p. 24 for lists of accredited institutions.)

The scholarship process is open annually from October to March. Applications and reference forms, which must be submitted online, are available during that time period. Instructions and general information remain available year round. See www.ala.org/scholarships for complete information and to begin the application process.

ALSC/Bound to Stay Bound Books Scholarship

Provides financial assistance in the form of four \$6,500 annual awards for the education of men and women who intend to pursue an MLS or advanced degree and who plan to work in the area of library service to children.

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an MLS degree and who plan to work in children's librarianship. Two \$6,000 scholarships are awarded annually.

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An annual scholarship of \$3,000 presented to a library support staff member who is a U.S./Canadian citizen or permanent resident and is pursuing an MLS in an ALA-accredited program.

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Miriam L. Hornback Scholarship

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Christopher J. Hoy/ERT Scholarship

An annual scholarship of \$5,000 presented to a person who is a U.S./Canadian citizen or permanent resident and is pursuing an MLS in an ALA-accredited program. Named for a long-time ALA staff member who was director of ALA Conference Services for more than 20 years.

Tony B. Leisner Scholarship

An annual scholarship of \$3,000 presented to a library support staff member who is pursuing an MLS in an ALA-accredited program.

LITA/Christian Larew Memorial Scholarship in Library and Information Technology

Designed to encourage the entry of qualified persons into the library and information technology field—those who plan to follow a career in that field and who demonstrate academic excellence, leadership, and a vision in pursuit of library and information technology.

LITA/LSSI Minority Scholarship in Library and Information Technology

Designed to encourage the entry of qualified persons into the library and automation field who plan to follow a career in that field, who demonstrate potential in and a strong commitment to the use of automated systems in libraries, and who are qualified members of a principal minority group: American Indian or Alaskan native, Asian or Pacific Islander, African American, or Hispanic.

LITA/OCLC Minority Scholarship in Library and Information Technology

Designed to encourage the entry of qualified persons into the library and automation field who plan to follow a career in that field, who demonstrate potential in and have a strong commitment to the use of automated systems in libraries, and who are qualified members of a principal minority group: American Indian or Alaskan native, Asian or Pacific Islander, African American, or Hispanic.

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A \$2,500 scholarship in memory of Peter Lyman, former university librarian and professor emeritus of the School of Information at the University of California, Berkeley, supports students pursuing a specialty in new media at an ALA-accredited master's program. ■

FINANCIAL AID

For a roundup of awards from state library agencies, national and state library associations, local libraries, academic institutions, and foundations who give some form of financial assistance for undergraduate and/or graduate education programs in library and information studies, see [ALA's website](#).

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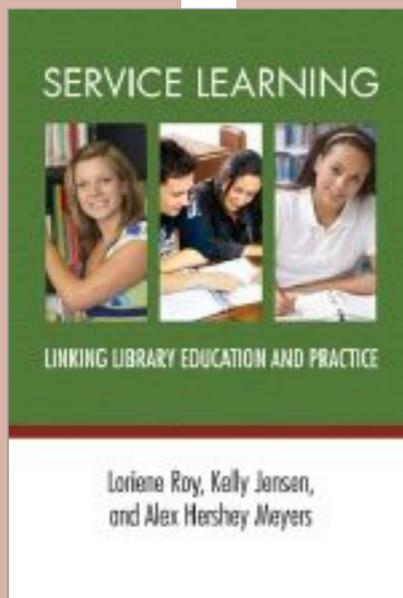
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How on-the-job training is being incorporated into library-school education, as seen by administrator, faculty, and student

by Rae-Anne Montague, Martin Wolske, and Beth Larkee

Three Views on Service Learning



In *Service Learning: Linking Library Education and Practice*, 2007–2008 ALA President Loriene Roy, Kelly Jensen, and Alex Hershey Meyers bring together authors from top-tier schools to outline their programs, give an overview of the history of service learning, and provide examples on incorporating service learning into LIS education. 224 p., \$65, \$58.50 for ALA members, 978-0-8389-0981-2. To place preliminary orders, visit www.alastore.ala.org.

As concern grows over the relevance of a master's degree to the professional work of librarianship, more and more schools are looking to incorporate *service learning*—practical on-the-job training tied to a formal library-school education. This article is condensed from a chapter in *Service Learning: Linking Library Education and Practice*, due for release from ALA Editions in early 2009.

The sections below explore service learning from three perspectives—administrative, faculty, and student—based on experiences through the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign.

The administrative perspective: a logical step

Service is embedded in our learning culture, says University Chancellor Richard Herman: “We who work and study here strive to keep faith with our predecessors by constantly reaching for higher horizons of excellence, achievement, and service.” This sentiment reflects the widely recognized three-partite mission of higher education—teaching, research, and service. Recently, this mission has been reconceptualized as a dedication to learning, discovery, and engagement, illustrating the university’s commitment to action in learner-centered terms.

From a pedagogical perspective, service learning may be understood as the National Service-Learning Clearinghouse defines it: “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” In their article “Service Learning in LIS Education” (*Journal*

of *Library and Information Science Education*, Winter 2003), Elaine Yontz and Kathleen de la Peña McCook describe how schools of LIS often engage in service learning unsystematically or, at least, without much attention. Is this because it is so embedded in our culture? Or perhaps it is difficult to observe and measure? In reviewing several definitions, these authors note the significant potential of service learning based on fostering both reciprocity and reflection. Reciprocity ensures that all involved are giving and gaining. Reflection facilitates deeper and more critical understanding.

From an administrative perspective, planning to incorporate service learning in a school’s strategic plan is a logical step. That said, it is not always possible to know in advance how to predict service learning project lifecycles, or even what projects to pursue or which communities to partner with. This lack of predictability may be a cause for concern in terms of curricular planning and/or resource allocation. Engaging in service learning will likely also require a higher than average degree of flexibility in sharing goals and methods and an ongoing commitment to revisit objectives and actions. Faculty leadership is essential to support this sort of complex, long-term objective.

However, because of the dedication required to foster external collaboration and the relatively long period needed to observe and measure impact, involvement must be considered carefully in light of institutional promotion and tenure requirements. This may be achieved through mentoring of junior faculty and/or drawing on supplemental faculty, staff and student support. Broad involvement may be particularly beneficial for large-scale projects. As Yontz and McCook describe, “Service learning projects can be a vehicle for reducing the isolation of individual professors and for facilitating meaningful collaboration across disciplinary lines, thus helping create more diverse and nurturing communities within a campus.”

While much service learning is based on participation emphasizing a physical location, not all students, faculty, or community members are able to come together regularly. For example, more than 50% of GSLIS master’s students pursue courses online. Most students seeking their degrees online through Illinois do so because they are place-bound. GSLIS faculty and staff strive to incorporate robust and authentic learning opportunities into online courses.

From an administrative perspective, planning to incorporate service learning in a school’s strategic plan is a logical step.

At GSLIS, students may incorporate supervised practical experience into their learning programs through a practicum course, alternative spring break placement, or internship. Sometimes this may also be an opportunity to participate in a service learning initiative through involvement with local organizations such as Books to Prisoners. This may extend to service learning opportunities in remote communities via partnerships such as the GSLIS Community Informatics Initiative—Puerto Rican Cultural Center collaboration. Ongoing opportunities for involvement are also fostered through participation in organizations such as the Progressive Librarians Guild.

From an administrative perspective, planning to incor-

of *Library and Information Science Education*, Winter 2003), Elaine Yontz and Kathleen de la Peña McCook describe how schools of LIS often engage in service learning unsystematically or, at least, without much attention. Is this because it is so embedded in our culture? Or perhaps it is difficult to observe and measure? In reviewing several definitions, these authors note the significant potential of service learning based on fostering both reciprocity and reflection. Reciprocity ensures that all involved are giving and gaining. Reflection facilitates deeper and more critical understanding.

The faculty view: a range of benefits

For 20 years, residents of East St. Louis, Illinois, have participated in the East St. Louis Action Research Project (ESLARP) with the University of Illinois to address the needs of their economically disadvantaged community. In 1999, these residents suggested a high priority for the partnership was to bridge the prevalent digital divide. Partners requested support through ESLARP in reaching their goal of establishing a community technology center within a five-minute walking distance of anywhere in East St. Louis, a community of 30,000. Help from Prairienet Community Network, an outreach unit of GSLIS, was enlisted based on a track record of addressing the digital divide in East Central Illinois.

ful way to approach the material, helping them to grasp the important technology skills. However, as a graduate-level course, students needed to go beyond learning basic technology skills and grapple with broader issues. Lab exercises themselves do not use checklists to teach skills, but instead are set up in a way to foster student discovery of how technology works and how to troubleshoot when it does not work. Additionally, reflective exercises at the end of each lab help students consolidate learning; lectures and readings are used to place activities within a broader conceptual context.

Equally important, partnering with residents in economically disadvantaged communities as part of their course work provides students an added incentive to immerse themselves in the material. Many students who take

With the addition of the service learning component, students began learning additional important lessons with the real-world application of their newly developed skills.

Martin Wolske, a technical advisor for Prairienet, was approached with a challenge to make it happen. His response—“Me and what army?”—turned into the redesign of the GSLIS masters-level course LIS 451: Introduction to Networked Systems and an eight-year journey with 389 students across 15 semesters that has brought community technology centers to 57 different organizations throughout East St. Louis and adjacent communities. The journey itself illustrates a range of benefits that have been realized through the use of service learning as a pedagogical tool beyond the original driving force of meeting a community need.

Prior to the inclusion of the service learning component, LIS 451 was primarily a lecture-oriented course that included a handful of brief labs providing hands-on opportunities with the actual technology. From 1996 through 1999, three different GSLIS faculty members taught the course. It underwent a number of changes in an attempt to more effectively teach core concepts by adding hands-on exercises. For the Fall 2000 semester, a service learning final project was added and the course was redesigned with a focus on the question: “What do students need to know to refurbish used computers and build networked community technology centers?” Lab exercises were taken directly from instructions used by Prairienet staff and volunteers to refurbish donated computers for work within East Central Illinois.

This new focus provided students with a more meaning-

LIS 451 do not enter GSLIS with particular experience or interest in information systems. At the same time, they realize that even in more traditional library roles, they will be expected to have basic understanding of hardware, operating systems, and networking. Course evaluations completed by the students each semester indicate they feel they invest more time in this course than in other LIS courses, in part because they are “afraid to let their community partners down.”

Prior to the implementation of service learning, students’ final projects in the course had them working in groups to design a computer lab for a fictional library in a fictional town. Their final presentations were to a fictional board comprised of the instructor and their classmates. With the addition of the service learning component, students began learning additional important lessons with the real-world application of their newly developed skills.

Advancing toward service learning has been an iterative process focused on integrating pedagogical and community interests. Ideas and actions have been rewritten to more tightly integrate service learning into the entire fabric of the course. Lab exercises are now more directly related to the needs of community goals with lab work and fieldwork becoming a more integrated whole. It has meant that more planning for lab exercises must take place during the semester. As a result, students and community partners take more control in defining what will be done within those exercises as they define projects. It has re-

quired additional support from the teaching assistant and student volunteers to be onsite to provide immediate facilitation of learning within the field. It has meant less lecture material emphasizing conceptual learning. And yet, the result appears to be a greater level of learning both basic skills and higher concepts that begs further study.

As challenges emerge and energies are invested to investigate and develop a curriculum that tightly integrates service and learning, the payoff is an educational environment that, in the words of one student, allows everyone to “bring their whole selves to the course.”

The student experience: international engagement

Beth Larkee, a GSLIS alumna, was involved in two major service learning initiatives—a debut with East St. Louis and subsequent transition to São Tomé e Príncipe, West Africa. Following is her firsthand account of her experience.

In my first class, on my first day of graduate school in 2005 I met Dr. Martin Wolske. I didn’t know at the time that one course he taught would end up shaping my education and my career. The class was LIS 451: Introduction to Networked Systems. Honestly, I was a bit nervous about even signing up because I thought I might lack some needed technical skills. As we began, I found out the course focused around a group service learning project in East St. Louis, in which we would build a computer lab from scratch for a site. My group was paired with a community center that offered job training and computer classes.

Dr. Wolske’s course was hands-on and I learned a tremendous amount about taking apart and putting back together computers, lessons that I use frequently in my library job to this day. Moreover the service learning portion of the course stayed with me, as well as what we’ve

was over I asked Dr. Wolske if I could continue traveling to East St. Louis with his class as a volunteer. He obliged.

As a volunteer my role changed somewhat. Instead of building computer labs for sites, I became a coordinator to refurbish machines for individual distribution. I worked in East St. Louis throughout my master’s studies, for a total of five semesters. It was because of my experience in East St. Louis that Paul Adams, the director of PrairieNet, asked me to participate a new service learning project, in São Tomé, West Africa.

One lesson quickly learned when beginning an international project was the focus on logistics. Even though I had experienced a huge array of challenges in East St. Louis, we worked hard to anticipate potential difficulties in São Tomé. The LIS 451 course takes an initial trip to East St. Louis at the beginning of the semester to meet the site coordinators, measure the lab location, and find out the mission and goals of the site to better prepare the computers with appropriate software and setup. It was not exactly in our budget to fly to Africa for meet-and-greet.

Since few people in the United States know of São Tomé, it was not surprising that I could not find guidebooks on the country. I was able to search the Internet and find maps on sites like Google Earth, photographs on Flickr, and several websites in Portuguese. Despite making careful preparations, there were many surprises and one of the most important lessons I learned was to temper my expectations. I had wanted to meet with tons of people and visit many places. After a few days, I learned to follow the community lead, including heeding a common Saotomean saying *Levé, Levé*, which translates to Slow, Slow.

During this trip that took place between February 24 and March 10, 2007, our team of five did meet many people through a growing circle of partners. The proj-

The payoff is an educational environment that, in the words of one student, allows everyone to “bring their whole selves to the course.”

come to call the East St. Louis model. In LIS 451, we view the community of East St. Louis as our partner, and we make an effort not to descend on the community as experts from the University. Although we are graduate students, we are not, for the most, part technology experts so we both begin with a lot to learn working together toward a common outcome. While the demographics will tell you that the East St. Louis area is economically depressed, what the demographics leave out is the variety of talented, vibrant people who reside there. I enjoyed interacting with the community a great deal and when the semester

ect was expanding both in Illinois and in São Tomé. We started by building a computer lab at the Biblioteca Nacional as well as one at the airport for the staff. We also began planning for a subsequent summer trip by visiting the regional libraries and schools, the future lab sites. Despite being as prepared as possible, there were many surprises. For example, one of the schools we visited had 80 students per teacher. The students were packed into desks and classrooms built for half as many. The schools had open-air cement rooms built with a central courtyard. The schools we visited did not

have any computers available to either students or teachers—only the administrators had desktop computers for record keeping. The students shared books and paper and struggled to hear the teacher over the noise of other students in the courtyard.

Installing computer labs was one of our major projects on both the first trip and the second trip from June 28 to July 15, 2007, when we returned with a team of 10. Our group was growing in number and scope, including representatives from the Illinois Architecture and Urban and Regional Planning programs. In all, we upgraded and installed labs in nine locations: Biblioteca Nacional, Guadalupe Library, Trinidade Library, Santana Library,

I know that without my service learning experience, my career would have looked very different.

the National High School, the Coast Guard, the Airport, STeP UP (a non-governmental organization), and the Teachers College. We also repaired broken computers found at the school in Santana and Guadalupe Municipal Offices. Originally, we had wanted to install more computers at the Biblioteca Nacional, but we ran into problems with the building infrastructure. The library did not have enough power to run 15 computers needed for a TOEFL lab and monitors and step-down converters and the fuses were continuously blowing out. Even when an electrician was brought in, the team decided that only four computers would be possible during the first trip. The library power supply was increased, and during the second trip four more computers were installed.

São Tomé achieved independence from Portugal on July 12, 1975. Some of the people we met talked about what it was like being a colony. They saw the present as a time of recovery. All over the country there is evidence of a lack of infrastructure. The plantations in the surrounding mountainside have continued, though not at the impressive production rates they once had. The people are poor, but hardworking and determined to succeed. The Saotomeans are keen to learn and understand technologies to help the community advance. We can measure some of the small changes around the island by how many labs we install and by how many people have access to the Internet, but one factor that is more difficult to grasp and measure is the impact on the students involved in the service learning projects.

My own education was impacted from the first day of graduate school by one class. I started a master's program with minimal technology skills. My first service learning project prepared me for a technical assistantship. Continued engagement in East St. Louis prepared me for working in Africa. These combined experiences prepared

me for a career in library and computer technologies. Soon after returning from the second trip to Africa, I was hired at Hollins University in Roanoke, Virginia, as the information technology librarian. I doubt that I could be confident in my current position without the education I received at Illinois. I know that without my service learning experience, my career would have looked very different. I feel prepared for work and life and intend to continue looking for ways to foster positive community change.

Looking ahead

Integrating service learning opportunities into LIS education involves confronting complex issues and challenges.

It also provides new opportunities for student, faculty, and community growth. Based on these vital outcomes, service learning is best understood as an essential element of LIS education. As implementation and project evolution involves establishing new paths and encountering unanticipated options, and impact may be difficult to measure using preexisting criteria, engagement in this realm requires significant multi-tiered investment. Commitment must come from individual, departmental, and campus-wide levels within universities; individual, organizational, and community-wide levels within communities; and may also draw on resources of additional partners, such as corporations and consortia.

Starting with small course components or other school projects may ease the transition. However, there is a critical need to invest in larger-scale holistic approaches by bringing university and community members together to set goals, conduct studies, and build new structures and processes. As the collaborative culture grows, diverse participants will have more opportunities to engage as peers.

We look toward the next phase of service learning planned for the summer of 2008. This is when a group from the university will return to São Tomé e Príncipe. For this trip, three youth and a community leader from East St. Louis will form part of the team. Here, community and university members and Saotomeans will embark on creating new paths of learning, discovery, and engagement. ■

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■ **Organization and Personnel Management:** "This course forced me to evaluate where we stand with personnel issues and to identify areas that needed improvement." —Kathryn Martens

■ **Planning and Management of Buildings:** "One of the top skills a

director needs."

—Barbara Brattin

■ **Management of**

Technology: "The material was so practical that I picked up tips and ideas that I was able to apply the first day I returned to the office."

—Barbara Ormerod-Glynn

■ **Service to Diverse Populations:** "This course gave me the practical tools to write and implement a diversity plan targeted at a specific population." —Nanette Donohue

■ **Fundraising/Grantsmanship:** "I feel truly ready to create a significant proposal." —Catherine Hakala-Ausperk

■ **Politics and Networking:** "I developed a decision packet as one of the assignments [which] was presented to City Council and instrumental in successfully persuading them to hire the first library museum employee." —Patricia Linville

■ **Marketing:** "Using the final assignment, I completed a detailed marketing plan for a computer lab targeting senior citizens in our town. This will come to fruition soon." —Bonnie Mendes

■ **Current Issues:** "One of the most useful activities was taking an unmet need and choosing a service response: staff, technology, facilities, and budget." —Theresa Maggio

As you can see, candidates—who must have at least three years of public library supervisory experience—take courses with an evaluation component such as a project, new



It's making a difference not only in closing skills gaps but in making managers feel more confident.

service plan, or revision of policies. It's making a difference not only in closing skills gaps but in making managers feel more

confident. One candidate said the budget and finance course played a part in her being promoted. Others have become directors. Several candidates have had grants funded based on their projects for class.

For support staff

Now in development, the Library Support Staff Certification Program (LSSCP) will help the profession standardize expectations for support staff, assist the large number of support staff in mastering critical job competencies, provide educators with guidance for training curriculums, and help employers articulate job requirements.

LSSCP has the support of many ALA divisions and round tables. The nine competencies for this program will focus on academic and public library support staff. Steps in the next two years include determining a method for verifying achievement of competencies, finalizing procedures and policies, and conducting field testing. ■

JENIFER GRADY, director of the American Library Association–Allied Professional Association (ALA-APA), is very excited about the accessible, affordable, and tailored professional-development options library staff have achieving their goals.

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