

Department of Information and Library Science  
School of Education  
Southern Connecticut State University

# **Student Odyssey and Guidebook: From Explorer to Alumni (11<sup>th</sup> ed.)**

June 2011 - August 2012

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Web: <http://www.southernct.edu/departments/ils/>

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August 2011

Welcome Prospective, New, and Returning Students:

The undergraduate and graduate programs offered by the Department of Information and Library Science prepare individuals to assume leading roles in the information society. These roles may be as web designers and developers, chief information officers, corporate trainers, instructional designers, information brokers, competitive intelligence specialists, librarians, archivists, or bibliographers, and more. The new technologies have expanded professional practice and modes of study to include remote access through the Internet and other electronic resources.

Whether pursuing studies through campus-based or online-based classes, students in today's busy society need to be skillful in managing their time, productivity, and stress. Students also need to be able to troubleshoot the technology that becomes their lifeline to learning. At the same time, students need to stretch their educational experiences to include members of their local professional community. This can be accomplished through mentor-mentee relationships, attending professional meetings, and working or volunteering in libraries and information agencies.

The department's on-campus resources include the Buley print and digital collections, the high-tech Teaching Laboratory, and a variety of resources across campus. The department's online initiative allows students, whether they reside on another block in New Haven, another town in Connecticut, another state, or in another country, to complete the Master of Library Science degree or the Sixth Year Diploma using online delivery of courses.

With over half our students taking courses online and our student population coming from around the world, our official point for distribution of information is the department's website <<http://www.southernct.edu/departments/ils>>. The website should be the first place you check for information and current policies and procedures.

We are delighted that you are joining me on this exploration. Shall we get started?

Sincerely,

Faculty of the Department of Information and Library Science

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Mary E. Brown, Ph.D.

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Hak Joon Kim, Ph.D.

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## Student Odyssey and Guidebook: From Explorer to Alumni

### Observations:

- The need for professionally trained information specialists is increasing across the nation and around the world.
- Students who have earned degrees in ILS are prepared to fill a variety of jobs in the information profession such as librarians, instructional designers, corporate trainers, web designers and developers, chief information officers, archivists, bibliographers, information brokers, competitive intelligence specialists, database designers, data curators/administrators, informatics, data mining consultants, information technology engineers, school media specialists, library directors, collection specialists, indexers, and others. Any place information needs to be gathered, organized, analyzed, synthesized, stored, or distributed is a place that needs an ILS graduate.
- For students looking for an educational investment, a degree from ILS can yield dividends of a rewarding career whether they enroll in:

Undergraduate (**B.S.**) study with specialization in  
Library-Information Service

Graduate (**M.L.S.**) study in Library Science with specializations in  
Academic Libraries  
Public Libraries  
Special Libraries  
School Libraries  
Information Systems/Technology

Graduate (**Certification**) study in Library Science with specialization in  
Connecticut Initial Educator School Media Specialist certificate

Advanced graduate (**Sixth Year Diploma**) study in Library Information  
Studies for post-MLS study with specialization in  
Information Studies

### Field guides to the Information profession:

ACM Home < <http://www.acm.org> >  
ASIS&T Home < <http://www.asis.org> >  
ALA Home < <http://www.ala.org> >

ALISE Home < <http://www.alise.org> >

ILS *Employment and Career Resources* < <http://www.southernct.edu/ils/> >

## Beginning the odyssey:

You have decided you want a degree in one of the information sciences. Congratulations, you are making a good investment in your future in the new information age.

### Log Date: Charting the terrain

- Explore the *field guides* (resources) listed above (Websites of ILS, ACM, ASIS&T, ALA, ALISE).
- Strike up conversations and begin to develop contacts with librarians, Web designers and developers, teacher-librarians (school media specialists), CIOs (Chief Information Officers), instructional designers, publishers, corporate trainers, bibliographers, archivists, database designers, information brokers, competitive intelligence specialists, anyone that gathers, organizes, analyzes, synthesizes, stores, or distributes information. Find out more about their jobs. See if you can spend a day “shadowing” various information professionals as they go about their work.
- Set a goal, such as completing a B.S. degree within the next five years, completing a M.L.S. degree or Sixth Year Professional Diploma within the next two years, completing one continuing learning course next semester.
- Refer to the University’s Website for financial information and estimate how much it will cost to achieve your goal. Evaluate your financial situation and begin exploring financial aid, scholarships, work-study, part-time jobs, payment plans. See <http://www.southernct.edu/ils/financialresources/> and <http://www.southernct.edu/financialaid/> for links to helpful resources.

### Log Date: Learning basic seamanship

- All incoming graduate students must have the following computer skills prior to taking any courses in the Department of Information and Library Science: Windows; MS Office including Word, Excel, PowerPoint, and basic Access (table creation, queries on a single table); e-mail; Internet; any drawing tool; HTML; and ftp. Some familiarity with personal computer operating systems and interfaces is also assumed. To acquire these skills, students can take courses at a community college, a university, or a computer-training center. These skills can also be self-taught with the help of a textbook or instruction manual.

- Undergraduate students should plan to achieve these skills in their freshman year.
- All students should review certain skills prior to beginning the undergraduate or graduate studies. These include study skills, time and stress management skills, and library research skills. One excellent and inexpensive resource for reviewing library research skills is Badke, W. (2008). *Research Strategies: Finding your way through the information fog* (3rd ed.). iUniverse. ISBN 978-059547747-0. One excellent resource for Study Skills Self Help Information (including time management and textbook reading) is the Cook Counseling Center at Virginia Tech <http://www.ucc.vt.edu/stdysk/stdyhelp.html> and for stress management <http://www.sas.calpoly.edu/asc/ssl/stressmanagement.pdf> from the Academic Skills Center, California Polytechnic State University San Luis Obispo. Dartmouth College has web-based videos on these topics at <http://www.dartmouth.edu/~acskills/videos/index.html>

### Log Date: Applying to ILS

- Check for the latest policies and procedures on the university website at: <http://www.southernct.edu/admissionshome/>
- Obtain and complete the application form.

The undergraduate application form is available online at <http://www.southernct.edu/admissions/applications/> and undergraduate admission requirements are available on the university website at <http://www.southernct.edu/admissions/Requirements/>

The graduate application procedures and form are available from the Graduate School at <http://www.southernct.edu/grad/admissions/graduateapplication/>  
**Please note:** All required materials for graduate admissions are to be mailed to the School of Graduate Studies with all transcripts mailed directly to the Graduate School from each institution you have attended.

Information on visiting campus is available on the university website at <https://www.southernct.edu/admissions/visitingcampus/> or call (203) 392-SCSU, (203) 392-5644, or 1-800-500-SCSU to make a date to visit.

- If you are applying to the Master of Library Science or School Media Certification programs, register to take the Graduate Record Exam (GRE). (See <http://www.ets.org/gre>)

- If you are applying to the School Media Connecticut Certification program you will need to take the PRAXIS exam or obtain a letter of waiver. (*See* <http://www.ets.org/praxis>)
- If you are applying to the School Media Connecticut Certification program you will also need to submit a certificate of fingerprinting and background check. *See* <http://www.aces.org/> *also see* School of Education website at <http://www.southernct.edu/education/fingerprintingandbackgroundcheck/>
- All applicants for whom English is a second language are also required to take the TOEFL examination. (*See* <http://www.ets.org/toefl>)
- Contact all colleges you have attended and request a copy of your transcript. Transcripts are to be sent directly to Southern (Graduate School or Undergraduate Admissions, Southern Connecticut State University, 501 Crescent Street, New Haven CT 06515).
- Contact individuals who can write letters describing what you would bring to the program in terms of scholarship, attitude, integrity, leadership, and service, illustrating assessments with examples of things you have accomplished. Your references may mail recommendations directly to the University (School of Graduate Studies or Undergraduate Admissions, Southern Connecticut State University, 501 Crescent Street, New Haven CT 06515) or they may put letters of recommendation in sealed envelopes addressed to the University, sign across the sealed flap, and give them to you to include in your admissions packet with your application fee and essay.
- Begin drafting needed admissions essay(s).
- Applicants to the Connecticut teacher certification program must also arrange for a personal interview as part of the application process. Phone (203) 392-5781 to arrange for an interview.
- All transfer credit requests must be written and included in your application materials. Up to 9 credits may be transferred from other ALA-accredited programs to count toward the MLS degree. Undergraduate Admissions will evaluate transfer credits toward the undergraduate degree.
- After all materials are gathered (or requested), mail your application packet, with the required application fee, to the School of Graduate Studies or Undergraduate Admissions, Southern Connecticut State University, 501 Crescent Street, New Haven CT 06515.
- Applications will not be reviewed until all required materials, including official transcripts and test scores or waiver certificates, are received.

- Admission decisions will be mailed to the applicant from the School of Graduate Studies or Undergraduate Admissions.
- Applicants to the Connecticut teacher certification program must also submit an Application to the School of Education and use the School of Education Recommendation Form for letters of recommendation. These are contained in Appendix A. Also in Appendix are the current application forms for student teaching.
- See < <http://www.southernct.edu/registrar/ferpa/> > for information on rights under FERPA. See also < <http://www.southernct.edu/banner/ferpastatement/> > < <http://www.southernct.edu/bursar/ferpapolycystudentprivacy/> >

### Log Date: The Admissions Interview for Connecticut SMS Certification Program

- Each candidate for the Connecticut School Media Specialist Certification program must submit an essay on why he/she would like to go into education and become a library media specialist. The essay must be between 250 and 500 words, typed, using a font no larger than 12-point, double-spaced, and signed. You must use correct grammar and spelling. Each candidate for the Connecticut Certification program must pass an initial interview with the Information and Library Science.

Your essay must address the following points, in no particular order:

- What people or events influenced your decision to be a library media specialist? (It is not necessary to use anyone's name in your essay.)
- When, or under what circumstances, did you first develop an interest in library science?
- What qualities do you possess that would make you a good library media specialist?
- In what ways can you contribute to our program?
- Examine the five categories of SAILS, and briefly discuss how you satisfy (or will satisfy) each of the categories. Cite specific examples if possible.
- Include any other items in your essay that you feel we should know, such as hobbies/interests, awards received, etc.

**SAILS** is an acronym which stands for Scholarship, Attitudes and

**Dispositions, Integrity, Leadership, and Service.** These five categories represent the conceptual framework developed by the School of Education at Southern Connecticut State University. Every certification program at SCSU is guided by *SAILS* and a four-gate program. Every gate addresses each of the five categories, and every candidate must meet certain competencies at each gate.

## ***SAILS* COMPETENCIES FOR LIBRARY MEDIA CERTIFICATION**

### **Scholarship**

This competency can be met through your course work and GPA requirements, as well as the PRAXIS I and PRAXIS II exams and the Special Project. More information on these items can be found in the description of each gate later in this Handbook.

### **Attitudes and Dispositions**

This competency can be met through your admission essay, department interview, letters of recommendation, portfolio, field experiences, and student teaching. More information on these items can be found in the description of each gate later in this Handbook.

### **Integrity**

This competency can be met through your department interview, letters of recommendation, portfolio, field experiences, and student teaching. More information on these items can be found in the description of each gate later in this Handbook.

### **Leadership**

This competency can be met in many ways, for example, through helping to organize a community literacy initiatives, membership in a professional organization like Connecticut Library Association, joining student government or serving as an officer in clubs such as Graduate Student Affairs Committee or Student Chapter of SLA or ALA. A letter from a responsible person (library director, Faculty Advisor, etc.) will provide evidence you have met this competency.

### **Service**

This competency can be met in many ways, for example, by joining the Student Chapter of SLA or ALA or other campus organization, participating in a community organization, doing volunteer work for the

community, and involving yourself in a school activity once you are student teaching. A letter from a responsible person (community leader, Faculty Advisor, etc.) will provide evidence you have met this competency.

### Log Date: Finding a personal Guide

- Initial assignment of faculty advisor is made upon being admitted into an ILS program. Each ILS faculty member can give each student or prospective student general and sound direction in planning a general course of study. This general advisor will assist the student in defining area(s) of interest, focusing on a career goal (Academic libraries, Public libraries, Technical Services, Archives, Museums, Information Technology, etc.), and identifying faculty and practitioners with special knowledge in these areas. The general advisor will also assist the student with general information questions and with registering for courses each semester.
- Each faculty member has specialized areas of knowledge and students are encouraged to seek this specialized perspective in planning the course of study or planning for career objectives. Students are also encouraged to seek the perspectives of local information practitioners.
- After being accepted into the B.S., M.L.S., or Sixth Year programs, the student will need to complete a planned program of study (plan the courses he or she will take). Students are encouraged to seek information from many sources (faculty, practitioners, employers, job ads) before finalizing the program of courses under which they will graduate. *See* additional resources at <http://www.southernct.edu/ils/employmentandcareerresources/>
- After the assigned faculty advisor has reviewed, approved, and signed the final planned program, the department chairperson and/or graduate or undergraduate program coordinator will review the program. Students will be expected to follow this program. Should changes in the plan of study become necessary, the student will need to complete additional forms with their advisor and forward the forms to the department office for action.
- After matriculating into an ILS program, if the student wishes to take and transfer a course at another college or university, the course and transfer credit must be approved in advance using a Transfer Credit Approval Form. See <http://www.southernct.edu/registrar/transferecredits/> on the Registrar's website for an explanation of the process and link to the **Transfer Credit Approval Form**.

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### Log Date: Finding a Benefactor

- Funding and work sources are explored at  
<http://www.southernct.edu/grad/research/fundingsources/>  
<http://www.southernct.edu/financialaid/scholarships/>  
<http://www.southernct.edu/financialaid/graduatestudents/>  
[http://www.southernct.edu/employment/Job\\_Openings/studentworkers/](http://www.southernct.edu/employment/Job_Openings/studentworkers/)  
<http://www.southernct.edu/careerservices/newstudentworkers/>  
<http://www.ala.org/ala/educationcareers/scholarships/index.cfm>
- Watch SCALA listserv for announcements of local awards such as:  
Sage Family Trust Library Science Scholarship  
H.W. Wilson Foundation Scholarship

### Log Date: Maintaining the Course

- From the time of acceptance by the Graduate School until the completion of all requirements for the degree, each student must be enrolled every fall and spring term in at least three-credits of coursework or in GED 740. Continuation in a graduate program is contingent upon ongoing positive faculty evaluation of a graduate student's grades, professional or scholarly attributes, performance in real or simulated professional situations, and subjective appraisal of the student's progress and potential. A student may be suspended or dismissed from a graduate program for deficiencies in any of these areas.
- Continuation in the undergraduate program is contingent upon ongoing positive faculty evaluation of an undergraduate student's grades, professional or scholarly attributes, performance in real or simulated professional situations, and subjective appraisal of the student's progress and potential. A student may be suspended or dismissed from the undergraduate program for deficiencies in any of these areas.
- All graduate students must complete each course with a grade of "B" or higher. A course can be repeated only once and a grade of "B" or higher must be achieved. Each grade is included in the grade point average. Failure to receive a grade of "B" or higher when a course is repeated, or if the grade point average falls below 3.0, automatic academic dismissal will result.
- All undergraduate students must maintain a minimum GPA of 2.7.

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### Log Date: A Few Tools You Need to Have

- Beginning Fall 2011, all ILS students are required to have a Tk20 account. See <http://www.southernct.edu/education/tk20/> for information about Tk20.
- The department has adopted the APA Publication Manual as the style manual for all papers submitted for course work. APA Publication Manual (latest edition) is available from the university bookstore.

Notwithstanding the adoption of APA style, some faculty may permit or require other styles for their courses or a specific course. Generally the alternate forms are: Chicago (CMS) or modified Chicago, Harvard, or MLA.

- All ILS students need to complete and comply with the Human Participant Protections Education on protecting human subjects designed for the NIH Intramural Research Program (IRP). The PHRP Course is available at <http://phrp.nihtraining.com/users/login.php> After passing the Web-based training course, each student is to print the certificate of completion and submit a copy (to be placed in your file) to the ILS department office. See <http://www.southernct.edu/ils/currentstudents/ilspolicies/> for additional information and resources.
- SCALA ([scsu\\_scala](mailto:scsu_scala)) Listserv is for all ILS students, alumni, and others: Information about [scsu\\_scala](mailto:scsu_scala), using [scsu\\_scala](mailto:scsu_scala), access to the [scsu\\_scala](mailto:scsu_scala) archives, and forms for subscribing and unsubscribing to [scsu\\_scala](mailto:scsu_scala) are available at [http://lists.southernct.edu/mailman/listinfo/scsu\\_scala](http://lists.southernct.edu/mailman/listinfo/scsu_scala)
- ILS Website: <http://www.southernct.edu/ils/>

### Log Date: Capstone Experience and Portfolio Requirements

- To fulfill university requirements for a graduate degree, each student is to complete a capstone experience. All students in the Master of Library Science degree program must complete a capstone experience of a special project, thesis, or comprehensive exam. Guidelines for the special project and thesis are available at <http://www.southernct.edu/grad/research/> on the Graduate School's website. [*Faculty voted in Spring 2011 to reinstate the thesis and the comprehensive exam as capstone experience options to the special project. The most up-to-date information on this reinstatement will be available on the department website.*]
- All students in an ILS program must prepare and submit in their last semester a portfolio. Included in the portfolio should be descriptions of field experiences such as internships, independent studies, field projects, mentoring experiences, course projects, and research studies. Each student will create

and include in the portfolio a matrix narrating what each of the ILS courses (or sets or courses) in their program of study contributed to their development in the areas of Scholarship, Attitude, Integrity, Leadership, and Service in the field of information and library science. Master's students will also create a matrix narrating how their studies fulfill the ALA Core Competences of Librarianship (approved and adopted as policy by the ALA Council, January 27, 2009). Master's students will also summarize the capstone experience in the portfolio. The portfolio should conclude with a current resume. The preferred method of submission is a CD-ROM, which will be archived in the department. The portfolio can be a form of creative expression for the student. The portfolio can be accommodated inside Tk20.

### Log Date: Independent Studies, Internships, and Field Projects

- Independent Study (ILS 600). Application forms are available on the Graduate School website <http://www.southernct.edu/grad/currentstudents/forms/>
- Field Project (ILS 585 and ILS 685). Use the Independent Study Form application at <http://www.southernct.edu/grad/currentstudents/forms/>
- Practicum/Internship (ILS 582 and ILS 400) Application deadline: October 1 for the following Spring; March 1 for the following Summer (if applicable) or Fall. *See* <http://www.southernct.edu/ils/mlsprogram/> for ILS 582 Guidelines, Content Outline, Internship Opportunities, Application, Schedule Form, and Evaluation Form.

### Log Date: Student Teaching

- Student teaching (6 credits) in the School Media Center is undertaken in the last semester of study. No more than 3 credits of coursework should remain for certification during the semester of student teaching. Applications for Student Teaching (ILS 581) are due before October 1 for student teaching the following Spring and March 1 for student teaching the following Fall. (*See* <http://www.southernct.edu/education/studentteaching/> for information and forms.)

### Log Date: Managing Rough Waters

- Counseling Service can be reached at 203-392-5475. Student Supportive Services can be reached at 203-392-6814 or 203-392-6887. Veterans' Services can be reached at 203-392-6822. Women's Center and the Men's Corner can be reached at 203-392-6946. Adaptive Technology Lab can be reached at 203-

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392-5799. Disability Resources Office can be reached at 203-392-6828. Other resources are listed at <http://www.southernct.edu/students/>

- University Student Handbook describes students' rights and responsibilities. A copy can be obtained from Student Affairs, 203-392-5556 or online at <http://www.southernct.edu/handbook/>
- All grade reviews and other matters related to course participation are properly handed by:
  - Contacting the Professor and trying to resolve the situation
  - If no resolution is available at the student-professor level, contacting the Department Chairperson (203-392-5781)
  - If no resolution is available at the student-chairperson level, contacting the School Dean (203-392-5900)
- Review the department's policies on Ethics, Plagiarism, and Behavior in Electronic Communication, available on the department website at <http://www.southernct.edu/ils/currentstudents/ilspolicies/>
- Follow your planned program of study. Be sure all changes are pre-approved in writing.

### Log Date: Graduation

- All students expecting to graduate must file a Degree Application form.
- It is strongly recommended that students become familiar with the Registrar's website and cycle of deadlines for applying for degrees so that they are prepared to apply for graduation as soon as the deadline is posted.
- The deadlines for submitting a Degree Application for graduation are posted on the Registrar's website at <http://www.southernct.edu/registrar/>
  - <http://www.southernct.edu/registrar/apply-undergraduatedegree/> for undergraduate degrees
  - <http://www.southernct.edu/registrar/applyforgraduatedegree/> for graduate degrees
- The degree will not be posted until the Degree Application is properly filed and the degree audit passed. If the degree is not posted, the student has not been granted and does not hold the expected degree.
- Graduate courses are valid toward a degree for six years. Any course that has become invalid (six years have lapsed since the course was taken) must be

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revalidated through examination or re-taken otherwise it may not count toward a degree.

- Commencement is held each Spring: an Undergraduate Commencement and a Graduate Commencement. Students must petition to participate in commencement. For information about Commencement check the University's website at <http://www.southernct.edu/commencement/>

Academic regalia (cap, gown, hood, stole) may be ordered through the university bookstore. Master's hoods are ordered in the color designated for the discipline (e.g. lemon yellow for library science; light blue for education).

### Log Date: Being an Active Alumni

- Register/update your contact information  
<http://southernct.edu/alumni/southernmag/tellUsAboutIt.html>
- Share your good news with Southern friends and classmates by sending it to the Southern Alumni News  
<http://southernct.edu/alumni/southernmag/tellUsAboutIt.html>
- Being active in the SCSU Alumni Association  
<http://www.southernct.edu/alumni/scsualumniassociation/>
- Read about Upcoming Events, Alumni News, Alumni E-Newsletters, Southern Magazine, and more <http://www.southernct.edu/alumni/>
- Giving <http://www.southernct.edu/alumni/onlinegiving/>

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**APPENDIX A****Additional forms for Connecticut certification applicants**

**Application to the School of Education** (applicants to the Connecticut certification or MLS with Connecticut certification program should also submit this form to ILS)

**School of Education Recommendation Form** (applicants to the Connecticut certification or MLS with Connecticut certification program should use this form for the required letters of recommendations)

**Student Teaching Application** (submit at the beginning of the semester prior to the semester in which you plan to student teach; )

**Personal and Professional Data Form** (submit with Student Teaching Application)

*See <http://www.southernct.edu/education/studentteaching/> on the School of Education website for the link to the current Student Teaching Handbook.*

**APPLICATION TO THE SCHOOL OF EDUCATION**

Department Information and Library Science Date \_\_\_\_\_

Name \_\_\_\_\_ Banner ID # \_\_\_\_\_

Current Address \_\_\_\_\_ Phone \_\_\_\_\_

Permanent Address \_\_\_\_\_ Phone \_\_\_\_\_

E-mail \_\_\_\_\_

Undergraduate: # of credits at SCSU \_\_\_\_\_ QPR \_\_\_\_\_

Transfer Student: # of credits at other colleges and QPR (list other colleges below):

	Credits	QPR	Quality Points (For Office Use Only)
College (s) _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Graduate: Bachelor's degree granted (date) \_\_\_\_\_ College or University \_\_\_\_\_

Other undergraduate colleges or universities attended	Credits	QPR	Quality Points (For Office Use Only)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Additional Degree (s) \_\_\_\_\_ Date \_\_\_\_\_

College or University \_\_\_\_\_

**PRAXIS I PPST**

Passed \_\_\_\_\_ Failed \_\_\_\_\_ Waived \_\_\_\_\_ On basis of SAT \_\_\_\_\_ ACT \_\_\_\_\_ Applied for waiver \_\_\_\_\_  
 (date) (date) (date) (date) (date)

PRAXIS II – CONTENT/ACTF: Passed (date) \_\_\_\_\_ To be taken (date) \_\_\_\_\_

**Information needed prior to admission**

1. Two letters of Recommendation (names of people) a. \_\_\_\_\_  
 b. \_\_\_\_\_
2. Essay (250-500 words)
3. Copy of Planned Program or Cumulative Program Record (signed by advisor or Grad Dean)
4. Interview and Portfolio (by whom and when) \_\_\_\_\_

(please circle one for each of the following questions)

- a. Have you ever been convicted of any crime, excluding minor traffic violation? YES NO
- b. Have you ever been dismissed for cause from a position in a public or nonpublic school or child-care facility? YES NO
- c. Have you ever had a teaching credential revoked, suspended or annulled in any state, territory or foreign country? YES NO
- d. Have you ever surrendered a teaching credential in any state, territory or foreign country? YES NO

Please refer to catalog under "Admission To Teacher Education Programs" for continuation in programs

Applicant's Signature \_\_\_\_\_

*Note: For Student Teaching placements, all State Entry Standards must be met at least a year before you student teach. The Praxis II Exam must be met prior to the start of or before the completion of student teaching.*

**School of Education  
Recommendation Form**

The following named student is applying for acceptance into the School of Education at Southern Connecticut State University. This requires the applicant to submit two (2) letters of recommendation along with this completed rating form from professionals able to testify to the individual's suitability as a prospective candidate.

Please complete this rating form and attach it to your letter of recommendation, which should more fully elaborate upon your ratings of this applicant and any other relevant matters.

Mail your letter and form to: *Department of Information and Library Science*  
**501 Crescent Street**  
**New Haven, CT 06515**

Applicant: \_\_\_\_\_ Certification Area: School Library Media

I hereby waive my right of access under the Family Education Rights and Privacy Act of 1974 to specific and composite letters of recommendation:

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

How long and in what capacity have you know the applicant? \_\_\_\_\_

Please rate the above named applicant relative to other students/employees whom you have known in a similar capacity

Excellent      Good      Poor      No Information

- Intellectual curiosity
- If unable to report, calls supervisor promptly
- Works and relates well to others
- Performs assignments effectively
- Ability to analyze a problem and formulate a solution
- Asks questions when in doubt
- Approaches assignment with seriousness
- Exhibits interest and enthusiasm
- Accepts supervision in positive fashion
- Learns from every experience
- Express opinions and disagreements in mature manner
- Is flexible with changes
- Seeks opportunities to improve
- Demonstrates sensitivity to diversity of individuals
- Maintains confidentiality when required
- Accepts responsibility with commitment
- Demonstrates attitudes and dispositions relevant to pursuit of teaching
- Communicates effectively: oral
- Communicates effectively: written

Please write your comments on the above topics and other areas, which indicate the suitability of the candidate for admission to the department and School of Education on the back of this form. Thank you.

Date \_\_\_\_\_

Applicant: \_\_\_\_\_ Certification Area: School Library Media

\_\_\_\_\_  
Recommender's Signature / Also, Print Name Legibly

\_\_\_\_\_  
Recommender's Address City State /Zip Code

\_\_\_\_\_  
Phone Title or Position

**SOUTHERN CONNECTICUT STATE UNIVERSITY  
STUDENT TEACHING APPLICATION**

[Please print or type]

Name: \_\_\_\_\_ Senior: \_\_\_ Graduate: X

ID Number: \_\_\_\_\_

School Address: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_

Permanent Address: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_ E-Mail \_\_\_\_\_

Major: School Library Media

Praxis I: Passed : Yes \_\_\_\_\_ No \_\_\_\_\_ To be Taken \_\_\_\_\_  
Waived \_\_\_\_\_ Date when applied for waiver \_\_\_\_\_

Praxis II: Passed: Date: \_\_\_\_\_ To be Taken: Date: \_\_\_\_\_

Selection of Student Teaching Period: Fall 200 \_\_\_\_\_ Spring 200 \_\_\_\_\_

Town[s] where you attended school:

Elementary \_\_\_\_\_ Secondary \_\_\_\_\_  
[indicate if public or private school ]

Transportation: Auto: \_\_\_\_\_ Public: \_\_\_\_\_ Other: \_\_\_\_\_

[Check 3 choices – These choices merely indicate a general area preference. Please indicate choices by #1, #2 and # 3. There may not be a BEST-trained teacher in this location for your area.]

- |                    |                                  |                      |                   |
|--------------------|----------------------------------|----------------------|-------------------|
| Ansonia _____      | East Haven _____                 | New Haven _____      | Southington _____ |
| Beacon Falls _____ | Fairfield _____                  | North Branford _____ | Stratford _____   |
| Bethany _____      | Guilford _____                   | North Haven _____    | Trumbull _____    |
| Branford _____     | Hamden _____                     | Orange _____         | Wallingford _____ |
| Bridgeport _____   | Madison _____                    | Oxford _____         | Waterbury _____   |
| Cheshire _____     | Meriden _____                    | Portland _____       | West Haven _____  |
| Clinton _____      | Middletown _____                 | Prospect _____       | Westbrook _____   |
| Derby _____        | Milford _____                    | Seymour _____        | Wolcott _____     |
| Deep River _____   | Naugatuck _____                  | Shelton _____        | Woodbridge _____  |
| Durham/Mdlfd _____ | Regional School District # _____ |                      |                   |

If you have been working at a school and the teacher or the Principal has indicated they would like you to student teach there with a BEST trained teacher, Please indicate the teacher's name and the town and school.

\_\_\_\_\_

THIS FORM MUST BE COMPLETED BY EVERY STUDENT REQUESTING STUDENT TEACHING PLACEMENT.

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**SOUTHERN CONNECTICUT STATE UNIVERSITY**  
**Personal and Professional Data Form**

*Instructions: Complete three copies. Must be typed or word processed. Rev. 8/2007*

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Area of Specialization:** School Library Media \_\_\_\_\_

**School Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

\_\_\_\_\_

**Permanent Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

\_\_\_\_\_ **E-mail:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**1. Professional courses taken (both course title and number). If not taken at SCSU, indicate where courses were taken.**

**2. Courses taken in academic concentration (both course title and number).**

*over*

**3. Experience in working with children and youth**

**4. Previous work experience**

**5. Participation in extra-curricular activities**

**6. Talents, skills or interests which may be assets in teaching**

**7. Travel experiences**

**8. Reasons you want to be a teacher**

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APPENDIX B  
**Annual Student Progress Report**

All ILS students, undergraduate and graduate, are to file an Annual Student Progress Report with their advisor or program coordinator each May.

Please name your file lastname-firstname\_20##-Progress.doc For example: Smith-John\_2012-Progress.docx. Please submit annual reports as Word documents.

[*Note:* The *Annual Student Progress Report* may be placed in *Tk20*; therefore, be sure to check *Tk20* prior to the May 2012 filing date.]

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## 2011-2012 Annual Progress Report

### PART A. TO BE COMPLETED BY THE STUDENT

**To the student:** The purpose of this report is to make sure we have current information on file and to monitor your progress through your graduate program. Please fill out this form (Part A only). Please return the completed form by **May 30, 2012** to your advisor. Thank you.

#### CURRENT CONTACT INFORMATION

Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
 StudentID# \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Email Address \_\_\_\_\_

#### PROGRAM INFORMATION

Degree: \_\_\_BS \_\_\_MLS \_\_\_MLS + Certification \_\_\_Sixth Year Diploma  
 Current advisor: \_\_\_\_\_

Program start (term/year): \_\_\_\_\_ Program expires (term/year): \_\_\_\_\_  
 Career goals: \_\_\_\_\_

**If you are in the MLS program, Have you identified an area of interest for the Special Project?** \_\_\_Yes \_\_\_No

**If yes, working title:** \_\_\_\_\_

**If yes, working research problem:** \_\_\_\_\_

**Have you had a leave** (not enrolled for courses during a term) **in the past 12 months?**  
 \_\_\_Yes (\_\_\_Summer 2011 \_\_\_Fall 2011 \_\_\_Spring 2012) \_\_\_No

**Have you had a program extension in the past 12 months?** \_\_\_Yes \_\_\_No

**Expected date of completion** (if known, mm/yy): \_\_\_\_\_

**Please summarize the progress you made since May 2011** (or since entering the program if this is your first report) **toward completing degree requirements:**

#### COURSEWORK PLANS FOR COMING YEAR

**Please list the specific courses or types of course you intend to take between May 2012 and May 2013. If coursework is completed, please leave blank.**

*Course Prefix & Number      Course Title (or topic)*

**AWARDS/SCHOLARSHIPS/GRANTS**

**Please list any awards, scholarships or grants applied for or received between May 2011 (or since entering the program if this is your first report) If pending, mark “P” for date received.**

**Date applied for** (mmddyy): \_\_\_\_\_

**Title:** \_\_\_\_\_

**Term** (term/year): \_\_\_\_\_

**Date received** (mmddyy): \_\_\_\_\_

**Amount:** \_\_\_\_\_

**Remarks:**

**PUBLICATIONS/ASSISTANTSHIPS/CONFERENCE PRESENTATION**

**Please describe any publication you have produced, teaching or research assistantships you have undertaken or conference presentation made since May 2011 (or since entering the program if this is your first report)**

**OTHER COMMENTS ABOUT YOUR PROGRESS OR PLANS FOR THE COMING YEAR:**

**PART B. TO BE COMPLETED BY THE ADVISOR**

**To the advisor:** Please review the information provided in Part A, then complete Part B. Please return the completed form to the Department office and send a copy to the student at the email address in Part A. Thank you.

**Student’s Last Name:** \_\_\_\_\_ **First Name:** \_\_\_\_\_

**StudentID#** \_\_\_\_\_

**Advisor’s Last Name:** \_\_\_\_\_ **First Name:** \_\_\_\_\_

**Is this student making satisfactory progress toward degree completion?**

\_\_\_Yes      \_\_\_No      \_\_\_Concerned

**If “no” or “concerned” please explain:**

**Other comments:**

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APPENDIX C  
Typical Progression of ILS Courses

Undergraduate  
Graduate MLS  
Graduate School Media  
Graduate Sixth Year Diploma

*A typical ILS course sequence for undergraduate majors*

<b>FRESHMAN YEAR</b>	<b>Credits</b>
ILS 244 Use of Information Sources	3
CSC 200 Information Management and Productivity Software	3
SOC 203 Social Organizations	3
MAT 107 Elementary Statistics	3
CSC 200 Information Management and Productivity Software	3
<b>SOPHOMORE YEAR</b>	<b>Credits</b>
ILS 302 Information Service	3
ILS 320 Technical Services	3
ILS 330 User Services	3
CSC elective from list	3
CSC elective from list	3
Cognate elective from list	3
<b>JUNIOR YEAR</b>	<b>Credits</b>
ILS 421 Organization of the Information Center	3
ILS 425 Information Sources	3
ILS 440 Information Service Technology	3
CSC elective from list	3
CSC elective from list	3
Cognate elective from list	3
<b>SENIOR YEAR</b>	<b>Credits</b>
ILS 490 Senior Capstone	3

*A typical ILS course sequence for Master of Library Science majors*

<b>FIRST YEAR or TERM</b>	<b>Credits</b>
ILS 501 Introduction to Information Science and Technology	3
ILS 503 Foundations of Librarianship	3
ILS 504 Reference and Information Resources and Services	3
ILS 506 Information Analysis and Organization	3
<b>SECOND YEAR or TERM</b>	<b>Credits</b>
ILS 565 Library Management	3
ILS 580 Research in Information and Library Science	3
ILS elective	3
ILS elective	3
<b>THIRD YEAR or TERM</b>	<b>Credits</b>
ILS elective	3
ILS elective	3
ILS elective	3
ILS elective	3

*A typical ILS course sequence for graduate School Media certification majors*

<b>FIRST YEAR or TERM</b>	<b>Credits</b>
ILS 501 Introduction to Information Science and Technology	3
ILS 503 Foundations of Librarianship	3
ILS 504 Reference and Information Resources and Services	3
ILS 506 Information Analysis and Organization	3
PSY 370 or PSY 371 Educational Psychology (or CLEP)	3
HIS 110 or HIS 112 United States History (or CLEP)	3
<b>SECOND YEAR or TERM</b>	<b>Credits</b>
ILS 565 Library Management	3
ILS 580 Research in Information and Library Science	3
ILS 562 School Library Media Centers	3
ILS 511 Materials for Children	3
EDF 520 Child in American Culture	3
<b>THIRD YEAR or TERM</b>	<b>Credits</b>
ILS 512 Materials for Young Adults	3
EDU 566 Media Utilization and Curriculum	3
ILS 575 Instructional Design Principles	3
ILS 534 Technology and Libraries	3
SED 481/482 Teaching Exceptional Children in the Elem/Sec School	3
<b>FOURTH YEAR or TERM</b>	<b>Credits</b>
ILS 581 School Media Practice	6

*A typical ILS course sequence for graduate Sixth Year Diploma majors*

<b>FIRST YEAR or TERM</b>	<b>Credits</b>
ILS elective	3
ILS elective	3
ILS elective	3
Cognate elective	3
<b>SECOND YEAR or TERM</b>	<b>Credits</b>
ILS 600 Independent Study	3
ILS elective	3
Cognate elective	3
Cognate elective	3
<b>THIRD YEAR or TERM</b>	<b>Credits</b>
ILS 686 Field Project	3
Cognate elective	3

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APPENDIX D  
Learning Tools

Self-Management  
Reading to Learn  
Making Useful Notes  
Studying with Others  
Taking Tests

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## LEARNING TOOLS

You, the student, are the center of the learning process. While your professor can provide you with the guidance and materials that you need to succeed, it is your responsibility to set goals, plan your work, make notes from readings, lectures and discussions, and schedule the time you will need to complete assignments.

Developing good study skills can not only save you time and energy, but can also help you learn better, independently, and with less guess work.

This section outlines the effective study skills that will promote learning.

### Self-management

- Set learning goals
- Plan and organize a schedule with ample time for reading, studying, reviewing, and preparing (studying) for tests
- Adjust your schedule as the course progresses
- Break down work into manageable units
- Pace the course workload evenly
- Use a study location free of distractions
- Review periodically
- Set incentives or rewards for the completion of a section

### Reading to learn

- Determine the purpose for reading (general ideas, structure an argument, scrutiny of detail, inference, applications); adjust speed and process accordingly.
- Preview for the text (titles, subheadings, maps, photos, summaries, intro) to help you understand and organize the concepts you will be reading.
- Question the text (formulate questions about the text by changing headings into questions; after reading the section, answer the formulated question; what new questions are raised).
- First reading: concentrate on major ideas, underline, highlight, or outline them; do not focus on details.
- Reread to check understanding; summarize main ideas of each section by restating the concepts in your own words. If you are confused, go back and reread the part you don't fully understand. Make notes, margin notes, or underline key phrases. Visualize the information as you read it, relating it to something you already know; read out loud or think aloud, and discuss the reading with someone else.
- Review the information in the text by rereading your notes, questions, and any exercises that have been assigned; use index cards to review key terms, recite the information out loud, and explain the information to someone else.

---

## Making useful notes

- Prior to class complete assigned readings and make an organized set of notes; include questions raised by the readings
- During class take notes from the lecture selectively
- After class rewrite notes to include new insights and questions raised
- Periodically review and rewrite notes to clarify issues

### Useful Notes:

#### *Summarizing*

After reading a section, it is helpful to summarize what you have just read in your own words. The act of writing this information helps you to remember it. Of course, the notes will be valuable later in reviewing for tests. Aside from writing paraphrased notes, you can also create graphic organizers like outlines, flowcharts, and trees (hierarchical and metaphorical).

#### *Concept Maps*

Start by placing the central idea in the middle of a piece of paper. Add related ideas and draw lines to them from the central idea. Each idea can be further subdivided. The lines represent the relationship between and among each of the ideas, so you can draw any number of lines and the map can have any shape.

#### *Underlining*

Underline the main ideas; this is the process of deciding which information in the reading is worth underlining. Avoid the common pitfall of underlining everything and anything. Be selective and underline only relevant information in short segments.

## Studying with others

One of the best ways of learning is to study with someone else. Get to know one or more students enrolled in this course and work together. After a reading assignment, review the answers to any questions you have been given and discuss what you believe were the major points. Test each other on specific knowledge. Or try explaining what you are trying to learn to a friend who has never studied the subject. Your understanding of the material is clarified when you must present ideas so that others can understand them. Studying with others has been shown to be one of the most effective ways to study and learn.

## Taking tests

- Get a good night's sleep before the test.
- Have at least two pens or pencils ready for the test.
- Try not to be nervous. RELAX.
- When you get the test, read the directions carefully.

- 
- Read quickly through the test to get an idea of what kinds of questions are included.
  - Number all your answers clearly, and write your name on each page.
  - Make sure you follow directions. If you are asked to choose between several essay questions, take the time to select those that you are most prepared for and are interested in.

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APPENDIX E  
Citations and References

The purpose of a citation is to allow the reader to locate the document or resources cited or referred to by the author. For each source you should record:

- Name(s) author(s), editor(s), compilers(s), translator(s) or the institution responsible
- Date of publication
- Title of the item (article, chapter, book)
- Title and subtitle if any of the periodical or book in which it is located if an article or chapter
- Volume and issue number and page numbers if an article; page numbers if a chapter; edition if a book and other than the first
- Publisher and nearest place of publication if a book

For example (book):

- Walter Pauk and Ross J. Q. Owens
- January 2010
- How to Study in College
- n/a
- 10th edition
- Wadsworth Publishing, Boston MA

For example (article):

- Yegane Guven and Omer Uysal
- May 2011
- The importance of student research project in dental education
- European Journal of Dental Education
- Vol. 15, Issue 2, pp 90-97
- n/a

Various styles have been set for recording this information in a consistent manner. Some of these are APA (American Psychological Association), CMS (Chicago Manual of Style), MLA (Modern Language Association), and Harvard (AGPS) Style. Let's look at how these two references would look in each of these four styles.

**APA:**

Pauk, W. & Owens, R. J. Q. (2010). *How to study in college* (10th ed.). Boston: Wadsworth.

Guven, Y., & Uysal, O. (2011). The importance of student research project in dental education. *European Journal of Dental Education*, 15(2), 90-97.

**CMS:**

Pauk, Walter , and Ross J. Q. Owens. *How to Study in College*, 10th ed. Boston: Wadsworth Publishing, 2010.

Güven, Yegane and Omer Uysal. “The importance of student research project in dental education.” *European Journal of Dental Education* 15, no. 2 (2011): 90 – 97.

**MLA:**

Pauk, Walter and Ross J. Q. Owens. *How to Study in College*. 10th ed. Boston: Wadsworth, 2010. Print.

Güven, Yegane and Omer Uysal. “The importance of student research project in dental education.” *European Journal of Dental Education* 15.2 (2011): 90-97. Print.

**Harvard:**

Pauk, W & Owens, RJQ 2010, *How to study in college*, 10th edn, Wadsworth Publishing, Boston, MA.

Güven, Y & Uysal, O 2011, ‘The importance of student research project in dental education’ *European Journal of Dental Education*, vol. 15, no. 2, pp. 90-97.

Let’s look at just the book entries in each style then just the journal article entries in each style. Do you see how they are different? Alike?

**BOOK****APA:**

Pauk, W. & Owens, R. J. Q. (2010). *How to study in college* (10th ed.). Boston: Wadsworth.

**CMS:**

Pauk, Walter , and Ross J. Q. Owens. *How to Study in College*, 10th ed. Boston: Wadsworth Publishing, 2010.

**MLA:**

Pauk, Walter and Ross J. Q. Owens. *How to Study in College*. 10th ed. Boston: Wadsworth, 2010. Print.

**Harvard:**

Pauk, W & Owens, RJQ 2010, *How to study in college*, 10th edn, Wadsworth Publishing, Boston, MA.

**JOURNAL ARTICLE****APA:**

Güven, Y., & Uysal, O. (2011). The importance of student research project in dental education. *European Journal of Dental Education*, 15(2), 90-97.

**CMS:**

Guven, Yegane and Omer Uysal. "The importance of student research project in dental education." *European Journal of Dental Education* 15, no. 2 (2011): 90 – 97.

**MLA:**

Guven, Yegane and Omer Uysal. "The importance of student research project in dental education." *European Journal of Dental Education* 15.2 (2011): 90-97. Print.

**Harvard:**

Guven, Y & Uysal, O 2011, 'The importance of student research project in dental education' *European Journal of Dental Education*, vol. 15, no. 2, pp. 90-97.

## Style Manual for ILS

The department has adopted the *APA Publication Manual* as the style manual for all papers submitted for course work. *APA Publication Manual* (latest ed.) is available from the university bookstore. Following are some examples of APA style references.

Let's look at the most basic guidelines (the ones each student should know by rote). There are four main elements in the bibliographic reference: Author element, Publication Date element, Title element, and Publication information element.

### Author element

- Invert all authors' names, give surnames and initials for only up to and including six authors. Abbreviate the seventh and subsequent authors as et. al.
- If an author's first name is hyphenated, retain the hyphen and include a period after each initial.
- Use commas to separate authors, to separate surnames and initials, and to separate initials and suffixes; with two or more authors, use an ampersand (&) before the last author.
- Spell out the full name of a group author.
- If authors are listed with the word *with*, include them in the reference in parentheses following the author(s).
- For an edited book, place the editors' names in the author position and enclose the abbreviation Ed. Or Eds. in parentheses after the last editor's name.
- If no author, move the title to the author position, before the date of publication.
- Finish the element with a period.

### Publication Date element

- Give in parentheses the year the work was copyrighted (for unpublished works, give the year the work was produced).

- For magazines, newsletters, and newspapers, give the year followed by the exact date on the publication (2009, May 17).
- Write *in press* in parentheses (in press) for articles that have been accepted for publication but that have not yet been published.
- For papers and posters presented at meetings,, give the year and month of the meeting, separated by a comma and enclosed in parentheses (2010, June).
- If no date is available, write *n.d.* in parentheses (n.d.).
- Finish the element with a period after the closing parenthesis.

#### Title element

- Capitalize only the first word of the title and of the subtitle, if any, and any proper nouns; if an article or chapter title, do not italicize the title or place quotation marks around it. Italicize book titles but not parenthetical information such as edition number.
- Enclose non-routine information that is important for identification and retrieval in brackets immediately after the article title. Brackets indicate a description of form, not a title. For example: [Letter to the editor], [Special issue], [Monograph], [Abstract].
- Finish the element with a period.

#### Publication information element

##### Periodical:

- Give the periodical title in full, in uppercase and lowercase letters.
- Give the volume number of journals, magazines, and newsletters. Do not use *Vol.* before the number. [*If, and only if, each issue of a journal begins on page 1*], give the issue number in parentheses immediately after the volume number: 125(4). [*NOTE: I prefer, for ease of finding either in bound journals or digital access, that the issue always be given.*]
- If a journal or newsletter does not use volume numbers, include the month, season, or other designation with the year: (2011, April), (2010, Spring).
- Italicize the name of the periodical and the volume number, if any.
- Give inclusive page numbers. Use *pp.* before the page numbers in references to newspapers.

##### Book:

- Give the city and, if the city is not well known for publishing or could be confused with another location, the state or province (and/or country) where the publisher is located as noted on the title page of the book. Use U.S. Postal Service abbreviations for states. Use a colon after the location.
- If the publisher is a university and the name of the state or province is included in the name of the university, do not repeat the state or province in the publisher location.
- Give the name of the publisher in as brief a form as is intelligible. Write out the names of associations, corporations, and university presses, but omit superfluous terms, such as *Publishers, Co.*, or *Inc.*, which are not required to identify the publisher. Retain the words *Books* and *Press*.

- If two or more publisher locations are given, give the location listed first in the book or, if specified, the location of the publisher's home office.
- Finish the element with a period.

**APA style: REFERENCE IN TEXT:****SINGLE AUTHOR**

Smith (1993) compared mission statements of ....

In a recent study of library effectiveness, Smith (1993) compared ...

In 1993, Smith compared ...

In a recent study of library effectiveness (Smith, 1993), the mission statement ...

**TWO AUTHORS**

Smith and Jones (1993) compared mission statements of ....

In a recent study of library effectiveness (Smith & Jones, 1993), ...

**MANY AUTHORS****-- FIRST CITATION**

Smith, White, Williams, and Jones (1993) compared mission statements of ....

**-- SUBSEQUENT CITATIONS**

Smith et al. (1993) found that mission statements ....

**PERSONAL COMMUNICATION**

Professor J. Kusack [personal communication, December 12, 2010] found ...

... [John Doe, personal communication, Fall, 2010].

**APA Style: REFERENCE IN BIBLIOGRAPHY:****BOOK**

Single author book:

Kuhlthau, C. C. (1993). *Seeking meaning: A process approach to library and information services*. Norwood, NJ: Ablex.

Edited book; also show multiple authors/editors:

Bengtson, B. G., & Hill, J. S. (Eds.). (1990). *Classification of library materials: Current and future potential for providing access*. New York: Neal-Schuman.

Chapter in a book:

Comaromi, J. P. (1990). Dewey decimal classification: History and continuing development. In B. G. Bengtson & J. S. Hill (Eds.), *Classification of library materials: Current and future potential for providing access* (pp. 52-59). New York: Neal-Schuman.

## Book edition other than first:

Russell, D. L. (1994). *Literature for children: A short introduction* (2nd ed.). New York: Longman.

## SCHOLARLY JOURNAL

Woodruff, A. G., & Plaunt, C. (1994). GIPSY: Automated geographic indexing of text documents. *Journal of the American Society for Information Science*, 45, 645-654.

## TRADE JOURNAL/MAGAZINE

Breeding, M. (2011, April 1). *The new frontier*. *Library Journal*, 136(6), 24-34.

## PERSONAL COMMUNICATION

[Because they do not provide recoverable data, personal communications (letters, memos, phone conversations, in-person conversations) are not included in the list of references.]