

Spring 2003

## Information Media News, Vol. 32, No. 2

St. Cloud State University

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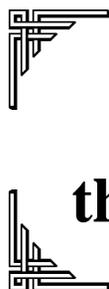
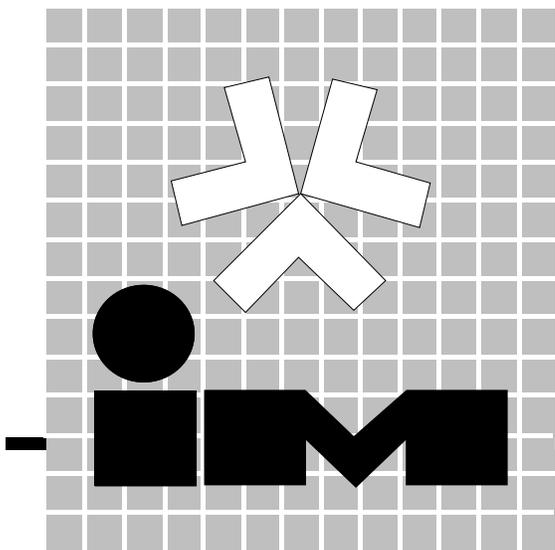
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**We're here,  
through thick and thin.**

## **information media news**

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Spring 2003

### **Dean's Corner**

The theme of this issue of Information Media News is "We're here, through thick and thin." As I write these remarks, the State of Minnesota is in the throes of budget cutting discussions, so it certainly feels like we are closer to the thin side of things than the thick. But that doesn't mean that we don't have some "thick" activities underway. I would like to briefly call your attention to some of the projects in which the Center for Information Media faculty and staff are currently involved, including:

- investigating the possibility of American Library Association accreditation,
- increasing the marketing of our Track III program,
- reinitiating the CIM advisory group,
- applying for grant funding to develop an online e-learning certificate,
- applying for grant funding to expand technologies for distance education, and
- applying for grant funding to expand our information literacy offerings.

In the same way that going on a diet often results in the dieter eating more healthily than when s/he didn't have the imposed restrictions, so too can "thin" times give us the needed impetus to fine tune and focus our priorities. The uncertainty in the state funding situation has given us the opportunity to reexamine how we can best meet the needs of our current and future CIM students and our alumni.

I would also like to take this opportunity to express my sincere thanks to Dennis Fields and Harlan Jensen, two long time LR&TS/CIM faculty. They are both retiring this academic year after a combined total of over sixty-four years with SCSU. We all have been the beneficiaries of their wisdom and expertise! We are fortunate to have the vision for service and instruction that they have established to lead us as we enter the "thin" times ahead. Best wishes to both of them as they transition into this new stage of their lives.



**Dr. Kristi Tornquist**

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# CIM News

## by Mert Thompson

It seems like the major topic of discussion right now is the state budget and how it might affect K-12 and higher education, libraries and other government services. It is easy to get caught up in all of this and feel the future is looking very gloomy. How far down do we have to fall to hit the bottom? Just a few months ago it seemed like there was no limit to the upswing in the economy. One does not have to be an especially strong student of history to recognize that there are continual ups and downs to life, at the personal and professional levels as well as with business, educational and governmental organizations. As professionals in the media field, we constantly deal with change. Was this past Monday like your Monday of the previous week? Will it be the same next week? My guess is no. This continual change is what attracts many of us to this field.



**Dr. Mert Thompson**

The theme of this newsletter is "We're here, through thick and thin." Will CIM be the same in 2004 as it is in 2003? That answer is quite easy, "No, it will not be the same." We are already aware of some of the changes that will take place by next year. Some are on the "thick" side and some on the "thin."

On the "thin" side is the retirement of Dennis Fields at the end of Spring Semester, 2003. Replacing Dennis after approximately 30 years will be very difficult. On the "thick" side, we hope to hire a person with skills and knowledge in the instructional design and training areas that will continue to move our program into the future.

Also on the "thick" side is the fact that we were able to successfully establish an ITV (interactive television) connection with China in late December. How will that affect our program? Stay tuned as we explore the possibilities.

On the "thin" side our budget has certainly taken a hit this year, and the two-week British Literature, Landscape and Photography program in Alnwick, England, which was scheduled for this summer, has been canceled. Given the current political conditions around the world, people are nervous about traveling. But Chris Gordon and I may try it again in a future summer.

The name of our Track III program has now been officially changed from Human Resources Development/Training to Instructional Design and Training. We believe this name more accurately reflects the language of the field and will reduce confusion about the purpose of the program.

One other change is that I will be stepping aside as Coordinator of Information Media at the end of this semester to return to a position teaching full-time in IM. When I first considered the coordinator role I created a list of goals for CIM. As a unit we have accomplished some of those goals, others have become a lower priority because of changing conditions and others have not yet been reached, but we are still trying. I have enjoyed much of my time as Coordinator and have learned a great deal from the experience. These last three years have certainly been interesting and rewarding. However, a few months ago I came to the realization that I had not taught on a full-time basis for six years, and I feel a need to spend more time in the classroom. Jeanne Hites has agreed to accept the role of Coordinator. I believe she will do an excellent job in ensuring that CIM continues to meet the needs of our students. See you in class!

## Information Media Scholarships

The **Luther Brown Scholarship** provides scholarships for graduate students enrolled in the Information Media program. There are multiple scholarships available in the amount of \$500 or more per semester. This year's scholarship winners are Jacqueline Meyer, Laura Nordby, Stephanie Olson, and Marlene Peterson.

The **Carl and Marilyn Savage Scholarship** provides summer term funding for prospective or current graduate assistants in Information Media who show leadership potential. There are multiple scholarships available in the amount of \$500 or more for summer session. This year's scholarship winners are Laura Nordby and Marlene Peterson.

The **Doreen Keable Scholarship** is targeted to assist undergraduate students majoring in Information Media.

Application forms are available in the Center for Information Media and the Dean's offices. For more information contact J.C. Turner, Ph.D., Associate Dean at 320-255-4750, or e-mail [jcturner@stcloudstate.edu](mailto:jcturner@stcloudstate.edu), <http://lrts.stcloudstate.edu>.

# Associate Professor Harlan Jensen Retires

by Rich Josephson

Harlan Jensen retired in December after 32 plus years of services as a faculty member in Learning Resources & Technology Services. During his tenure at SCSU, he worked in three different “Libraries” and under three deans. If you want a historical perspective of Learning Resources, Harlan’s the man to see.

Harlan started at SCSU as a graduate assistant, working for Dr. Luther Brown, Dean of the Bureau of Learning Resources, in the Kiehle Library. One of his first jobs was to move books to make room for more shelving. As an eager, energetic young man, I was told his speed and enthusiasm was more developed than his accuracy in keeping the call numbers in sequence. His second “moving” experience was helping move the library to the newly build Centennial Hall. He also told about his “orders” to move everything from Kiehle to Centennial that wasn’t nailed down (and maybe a few more items that were).

Probably the highlight of Harlan’s career at SCSU was his management of “Distribution Services” in Centennial Hall. In this area, he was responsible for acquiring, coordinating and delivering “AV equipment.” If you stopped by that area on any given morning, he and his crew were busy organizing and delivering slide projectors, 16 mm projectors, televisions, vcr’s, and a host of other equipment all over the campus. How they kept everything organized, working, delivered on time, and retrieved was always amazing. And even if there were problems, Harlan had a knack for talking with the patrons and “smoothing” any problems out. By this time, the service was called the “Learning Resources Services” and the Dean was Dr. John Berling.

An additional responsibility Harlan had was to work with the campus to purchase AV equipment for departments. One of Harlan’s real skills was to “make deals” with departments where they would put some money into the project and Harlan, working with John Berling, would make up the difference. This is one way a lot of classrooms and departments were equipped with AV equipment.

Back in the 70’s and 80’s, there was strategic planning every day in Learning Resources. It was also know as coffee at the Valhalla, and it occurred precisely at 8:30 every morning. Harlan, the Dean, most faculty, and a lot of the staff, would have coffee with people from many other departments across campus every morning. If you wanted to meet with Harlan at 8:30 a.m., you would head over to the Valhalla. Many of the better “deals” that were made or “new initiatives” that were developed could be traced back to coffee at the Valhalla. It was a place where everyone could “get their two cents worth in” or “shoot a little fur off the rabbit.” In other words, everyone had a place to introduce ideas and comment on other’s ideas. Not a bad way to do business. A new faculty member, like me, could learn a lot just sitting and listening to these discussions. It didn’t take long before you would become comfortable sharing in the discussions.

One of the big projects Harlan coordinated was the development of an ITV system on campus. Harlan did a lot of the coordination with faculty on-campus and off-campus schools to ensure this new technology and concept flourished during the 80’s and 90’s. Having an individual enthused and willing to help faculty whenever they asked and to make sure they were happy with the service was certainly an asset to LR&TS.

In the late 90’s Harlan got another chance to plan for a new building and help in the moving as Miller Center was built and the organization became Learning Resources & Technology Services. When we moved into the Miller Center, Harlan started on phased retirement and started coordinating the NASA collection and the MEMO AV equipment archives.

With the start of Harlan’s retirement, SCSU loses a real asset. Not many have the people skills and knack to develop services like Harlan did during his tenure at SCSU. We will miss him (as a colleague), wish him the best, and invite him back (as a good friend) to get his “two cents worth” on what’s going on now in Learning Resources & Technology Services.



# Professor Dennis Fields Retires

by Luther Rotto

It's my great honor to jot a few words about Dennis Fields for this newsletter edition. In his thoughtfully affable way, he has probably affected my professional life more profoundly than just about anyone I can think of. I'm sure there are many readers of this newsletter, graduates of IM's Track 3 Training and Development Master's Degree, who are nodding in agreement right now. But I'm getting ahead of myself.



**Dr. Dennis Fields**

I first knew Dennis as one of the two skinny, bespectacled, scruffily bearded guys from LRS's Production Services Dept. As a bewildered IM graduate student in the mid-70's, both Dennis and Mike Nelson were just a couple of geeks from the basement of Centennial Hall that I couldn't tell apart--I swear they both sported pocket protectors! Anyway, it didn't take me long to get to know the difference between those two! Dennis was THE instructional designer and Mike was THE photo artist. Mike taught me everything I know about photography, and Dennis everything I know about instructional design. That I consider myself an instructional designer today gives you some idea of Dennis' continuing effect on my life.

Dennis describes the impact Robert Gagne's approach to designing effective instruction had on him. Well, Dennis' teaching of those principles had the same impact on me. I still remember the rigor of his instructional design course and how TOUGH he was on my work. I also remember with pride the product of that course, a training program for the library's circulation student assistants, still being used with students in the 80's, some ten years later. Not a bad return on investment. Something about Dennis' approach to that relatively new discipline "took" with this particular student and its effects are still apparent today. He has also continued to contribute to the field of instructional design nationally and internationally. Recently he wrote a chapter in a book commemorating Robert Gagne's contributions to the field. He was also deeply involved in writing the competencies for trainers promulgated by the International Board of Standards for Training, Performance and Instruction. At least I THINK that's what all those trips gadding about the world were for!

When Dennis moved to the Dean's Office to help in the administration of LRS, he continued to play a central role in the development of CIM. Under his guidance, a new Master's program came into being: Track 3, Human Resources Development and Training. He was (and still is) the hub around which that program rotates. Those of you who took his intro and design courses and who went off to an internship he arranged, can look back now on those times and smile. I'm sure the stories are legion.

One aspect of Track 3 brought immense benefit to CIM. Early on, students from China became a regular presence in the program. All of these great people benefited from Dennis (and Anne's!) immense friendship and hospitality. And we in CIM benefited equally from having this trans-Pacific people pipeline in place.

I would be remiss if I didn't also mention Dennis' determined efforts through the years at remaining the lean, mean, Naval fighting machine he was as a young man. One doesn't get to know Dennis well without finding out about his fitness avocations: running, cycling (on- and off-road), skiing (on snow and rollers), hiking, canoeing and wilderness camping. Makes me tired just getting it all down! I've had the pleasure of having a few adventures with him 'exercising' this pastime and he brings as much determination to cycling and running as to his work here in CIM.

We in CIM and LR&TS are going to miss Dennis' work with us. He tried to ease out by doing a "phased" retirement. But we were still used to seeing him around most days and will have some serious adjusting to do. Who can I go to to hear about the good ol' days in CIM and LRS over coffee? Who's going to dress up and run around the library like a 5th grader on Halloween? Who's left who can tie his Mac in knots and need my help? And who's going to drive Lucy crazy trying to arrange things 'his' way for weekend classes? We'll miss ya, Denny!



# Reflections

by **Dennis Fields**

I was asked to write a few comments on my upcoming retirement for this issue of the CIM Newsletter, and of course, I said “yes.” I love to write, however, this may well be one of my most difficult writing assignments I’ve had for some time. The first challenge is how and where does one start? I guess the most logical place is at the beginning, but where is the beginning?

My 3rd grade teacher sent me home with a note telling my Mom that I couldn’t read. After Mom and I had a “conversation,” she finally said, “OK, prove to me that you can read!” That year, I read 85 books. (Mom still says it was only 65!) Whatever! My third grade teacher thought I couldn’t read, or do anything else, unless she had evidence, in this case, a written book report. I learned a lesson about schools, teachers, teaching and learning that year that I never forgot. Teaching, learning, and performance are much more complex than most of us ever imagined. I continue to struggle with those issues in my classes and training today!

I think my first inkling that I might want to be a teacher hit me when I was in the Navy and was exposed to their instructors and instructional materials. Many years later in graduate school, I learned that Robert Gagne, the famous learning psychologist, had advised the armed forces on how to create instructional materials. These materials were presented in a logical way, brought about results and focused on performance. During subsequent years, I concluded that creating and teaching from instructional materials based on Gagne’s work was what I could devote my life to, and “the rest is history.”

Subsequent to that “defining moment” which really took about five years, I taught grades 5-8 for 4 years in public and private schools in Wisconsin and college undergraduates in Wisconsin and Texas. For the last 33 years, I’ve worked at St. Cloud State in various positions including 20 years in the Dean’s office in personnel and program development while teaching at least one course each term.

It’s been a great ride, and I have never had a regret through it all! I still get the same thrill when I explain a complex concept or procedure to students, or anyone else, and I watch their eyes light up with understanding. May of 2003, I’ll begin a new ride. Stay in touch, and I’ll stay in touch, perhaps we can ride together sometime in the future.

## National Aeronautics and Space Administration

by **Robert Hauptman**

St. Cloud State University is one of about 70 centers that NASA sponsors around the country where it provides support, guidance, and materials to educators. All brochures, booklets, photographs, posters, videotapes, slides, and CDs are provided free of charge. It is possible for an SCSU NASA representative to visit your institution. NASA gears its materials to all grades, from primary school to high school and university students.

NASA provides instructional products for science, mathematics, geography, and technology. Current and historical perspectives are available. NASA is interested in biology, physics, earth science, exploration, and space science. To find out more about this resource, visit <http://education.nasa.gov>, or e-mail Robert Hauptman at [hauptman@stcloudstate.edu](mailto:hauptman@stcloudstate.edu).

## University Archives

by **Pat Schenk**

The University Archives was established in 1977. The major portion of this collection consists of records from all the departments and offices connected to the University. A few of the largest collections are the President’s Office Records, Academic Affairs Records, and Faculty/Staff Publications. University Archives also functions as a repository for the archives of the Inter Faculty Organization, the Minnesota Educational Media Organization, and the Minnesota Business Educators.

Another of the functions of the Archives is to collect all the historical material that can be found relating to the University. The University Archives also maintains a collection of Minnesota authors’ papers. Some of the authors represented are Jon Hassler, LaVyrle Spencer, and the Sinclair Lewis Family. The University Archives maintains, publicizes, and makes available the Don Boros Theatre Collection, the William Lindgren Asian Art Collection, Rare Books, and other such special collections.



# Demand for E-Learning

by Jeanne Hites

## Who is using e-learning?

E-learning is being used by almost every size of institution from the smallest to the largest. The types of organizations include educational institutions, governmental organizations, the military, business and industry. ASTD defines e-learning as “the delivery of content via the Internet, intranet-extranet, audio and videotape, satellite broadcast, interactive TV, and CD-ROM” (Ellis, 2002). The 2002 annual survey of e-learning conducted for ASTD (American Society for Training and Development) found:

In 2002, all respondents said that they are using or are planning to use e-learning. For example, some five percent of respondents to the 2001 survey said that they weren't employing e-learning, but that number dropped to zero in 2002. Twenty-two percent of respondents were beginning to implement e-learning initiatives this year, which is an increase of eight percent. Most important, 34% of readers said that they were already using e-learning, compared to only 26% in last year's report. (Ellis, 2002)

In the first half of 2002, the ASTD survey found that most companies used a portion of their training budget on either e-learning or blended learning (learning sessions that combine online and face-to-face instruction). Some of the e-learning products were purchased off the shelf, but most were custom designed in-house or through contractors (Ellis, 2002). In 2000, training and development specialists held 204,000 jobs (Bureau of Labor Statistics, n.d.). Because of the cost savings with computer or web-based training, many of these people are now being called upon to design and develop e-learning, purchase or contract for the design and development of e-learning products. At this time, 24% of the companies across all industries surveyed by Training Magazine said they had a separate technology-based budget (Training Magazine, October 2002, p. 34). As a result people in these positions are in need of additional skills and knowledge.

## What competencies are required to design e-learning?

While many people are involved in the delivery of e-learning, instructional designers are the single largest category. Designers with knowledge and skills in learning design, multimedia production skills, and creative abilities, together with project management and implementation skills, are key to its success. Instructional designers also need technical and tool skills for authoring, creating interactions, animations (such as Flash or Director), use of LMS (Learning Management System) applications, and use of web tools (Forman, 2002). In addition the International Board of Standards for Training, Performance and Instruction (IBSTPI) has identified design competencies in addition to those listed above required for successful e-learning, including facilitation of synchronous and asynchronous interaction, design of content structure and tasks, use of on-line techniques for assessment and evaluation, and administration, to name a few (D. Fields, personal communication, February 14, 2002).

## Where are e-learning jobs found?

E-learning jobs are found in traditional training departments as well as IT departments, e-learning companies, colleges and universities, and computer software and hardware companies (Forman, 2002 Training Magazine, October 2002, p. 34) and school districts reaching out to home-schooled children. There is a growing trend toward contract positions on project teams: nearly 40% of training projects now specify contract status for some design team members (Forman, 2002).

## An e-learning opportunity.

Are you ready to meet the demand for effective e-learning? The Center for Information Media is offering the first course in the new e-learning certificate this summer via e-learning. The seminar, Facilitation and Administration of E-learning (IM 686), will be taught 3 - 5PM Monday through Thursday during first summer session (June 9 through July 11).



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## CIM's Adjunct Faculty — Our “Unsung Heroes”

by **Karen Thoms**

The adjunct faculty member is often called the “unsung hero” of academia. These are faculty who come out (frequently at night) to teach some of the university classes. They may be teaching because of an unexpected need, a specific topic in which they have expertise, or an increase in the number of students needing a particular course. These usually are the people who bring current real-world expertise to the classroom, the people who are living their disciplines daily by virtue of their full-time jobs and who teach to share their experience and expertise with students. They may be just starting their academic career, or they may be “wrapping it up” and teaching on an adjunct basis following retirement. Adjuncts are dedicated individuals who find the adjunct experience personally rewarding. They enjoy imparting knowledge, watching people grow, promoting intellectual interchange, and undergoing the continuous learning that teaching involves. Bottom line is that our adjunct faculty represent the model to students and the outside world as a full-time professor. Often students have no idea of the “classification” of an instructor—adjunct, fixed-term, or probationary/tenured; or instructor, assistant, associate, or full professor. More and more institutions at all levels of higher education have turned to respected resources within their communities to staff increasing numbers of their courses. CIM would like to recognize its roster of adjunct faculty in recent years. If you happen to know or meet any of these “unsung heroes” to CIM, please give them your own thanks for providing students with current, up-to-the-minute information from people working in the field. Recent years’ adjunct faculty include:

Nina Battistini	Kristin Clark	Dave Leitzman	John Theis
Rob Beyer	Gary Ganje	Sara Martini (Falk)	Kathryn Theisen (McGowan)
Greg Bruestle	Bob Kochmann	Susan Meyer	Marcia Thompson

We would be remiss if we did not take this opportunity to extend our thanks to the many adjuncts who over the past number of years were “unsung heroes.” Most of these individuals are now enjoying their next phase—retirements.

## Copyright News

**TEACH Act** - The Technology, Education, and Copyright Harmonization Act was signed into law on November 2, 2002, as part of the Department of Justice Authorization bill, H.R. 2215. According to the American Library Association, “The TEACH Act is a clear signal that Congress recognizes the importance of distance education, the significant of digital media, and the need to resolve copyright clashes.” The act attempts to extend to distance education some of the same rights as on-site classes have enjoyed. For more information, visit <http://www.copyright.gov/legislation/p1107-273.html>.

**Supreme Court** - In the case of *Golan v. Ashcroft*, an action to challenge the constitutionality of Congress’s attempt to remove and radically deplete the supply of literary and artistic works from the public domain, the Supreme Court said that Congress has the power to extend to duration of copyrights to allow repeated delays to when copyrighted works would enter the public domain. Over the last 40 years, Congress has lengthened copyright durations 11 times. The Copyright Term Extension Act (CTEA) extends copyrights 70 years after the death of the artist, and for those copyrights held by corporations, a total of 95 years in duration. For more information, visit <http://news.com.com/2100-1023-980792.html>.



## New Faces

**Elizabeth Bruestle** is a new adjunct working as a part of the Reference Team. She will be serving on the Reference Desk, presenting library instruction sessions, and working on special projects within the department. Beth recently graduated in December with a Master's degree in Information Media: Educational Media from SCSU.

**Jodi Carlson**, a new adjunct working in Reference, joins us from a public library background. A graduate of College of St. Benedict, she went to the Univ. of South Carolina for an MLS degree. She has worked in public libraries in Tennessee, North Carolina, and most recently Marshfield, WI. She has worked in many areas of libraries, including reference, adult services, circulation, and computer library systems and technology (anything with a plug, she says). She's been working her way back to her native Midwest.

**Julie Kimmes** is working this semester in LR&TS as a graduate intern in Reference and Archives. Julie is a recent graduate of SCSU, where she was an Information Media minor. She is now in the last stages of completing her MLS degree from the University of North Texas, where she has been a student in its online graduate program.

**Eileen Moccia**, the new LR&TS Communication Specialist working with Susan Motin, is relatively new to St. Cloud. Originally from Pittsburgh, PA, Eileen grew up near Kansas City, MO, and has lived in Nebraska, Virginia, and North Carolina. She has a bachelor's degree in mathematics from Lindenwood College (near St. Louis). She and her husband, Tom Hergert (IMS), lived and worked in Blacksburg, VA, for 18 years. There she served as publications manager of the Virginia Tech Alumni Association, earned her master's in instructional technologies, and was special projects manager for Interactive Design & Development, Inc. Eileen has traveled and worked with Tom in the U.S., Mexico, Switzerland, France, and Sénégal. They have one daughter, Sarah, who attends Talahi Community School.

**Laura Nordby** is a first year graduate assistant working for InforMedia Services. She completed her undergraduate degree at Luther College in Decorah, IA, with a major in Management Information Systems and a minor in Communication/Linguistics. After graduating from Luther College, Laura moved to Des Moines, IA, to work for Principal Financial Group as a systems analyst. Laura is a Track III, Human Resources and Training graduate student.

## New Online Library Catalog System

Over the next several months, Learning Resources & Technology Services will join the libraries of the College of St. Benedict, St. John's University, and the Minnesota State Law Library in the initial phase of a move to a new library system. The new library system, serving the University of Minnesota, all MnSCU and state government libraries, and several private college libraries, is part of MnLINK, a statewide initiative to link public, academic, and government libraries across Minnesota. The 112 libraries on WebPals will spend five years moving to the new system. The system was mandated and funded through the state legislature. The new system will improve access to library resources for all faculty, students, and citizens of Minnesota.

## Joan K. Blaska Collection

Retired Department of Child and Family Studies faculty member Joan Blaska has donated the new **Joan K. Blaska Collection of Children's Literature** to SCSU. The approximately 300 picture books with characters who have disabilities or illnesses are written for children in preschool through third grades--a valuable resource for those of you who raise or work with children. The collection is located on the third floor of the Miller Center. When searching the SCSU collection, use "Blaska" as your search term to locate the books in our online catalog.



## Graduate Profile

Hi, my name is Jan Clements. I am 2002 graduate of the master's program for Information Media Track II. I am currently employed as a media specialist at John Clark Elementary and Richmond Elementary in the ROCORI school district.



The students I work with range from kindergarten to sixth grade. My duties include providing prep time, presenting technology tips and explanations of how to use new equipment, as well as ordering books, equipment and supplies.

Our media centers are ever changing, with weeding old books, adding new books, installing a new automated card catalog, and buying new furniture. The look of things is much different than when I first began. When I was taking classes at St. Cloud State I found it so enriching to find out what was happening at other schools in Minnesota. It always seemed like other places had more than we in the ROCORI School District did and a few had less. I still keep in touch with some of my classmates and in comparison I think that our schools are doing just fine in adapting to change, but I really miss the weekly wealth of ideas available when taking a class.

The classes such as Administration of Media (IM 628), Media Selection & Evaluation for Children & Young Adults (IM 622), and Technologies in Libraries/Media Centers (IM 612) really helped me in finding resources to make informed decisions about what was to be purchased for the media centers. The class Access to Information (IM 552) has helped me help others nearly every day.

The other part of my job is the computer lab. That has changed so much it is hard to believe that only four years ago we had only Apple II's. Now we have a complete lab of iMac's at each school.

Today the picture may look grim for someone looking to find a job in the school system with all of the budget cuts and staff layoffs. It takes about two and a half to three years to complete the Information Media degree, and it is well worth pursuing. I would like to encourage anyone interested in working in a school system to consider taking the Track II program. It was very helpful to me, and I am now getting to do exactly what I love to do, work with students and read.

Since February is "I Love to Read Month," this is a perfect time to explore the possibility of becoming a school media specialist. Just visit a local school library and see what is happening.

## IM Graduate Students Planning Notes

It is not too early to begin planning for Summer 2003. If you plan to graduate this summer, you are encouraged to contact your adviser immediately to ensure that you are on track, and that requirements for graduation are scheduled and/or completed (i.e., final project, comprehensive exams, application for graduation).

First and foremost, be sure that your adviser is on duty the session you plan to complete the necessary requirements. Advisers are typically on duty only one session. Below is the tentative schedule for advisers. First Session: Doris Bolliger, James Caufield, Fred Hill, Jeanne Hites, Chris Inkster, and Judith Rodgers. Second Session: Tom Hergert, Judith Rodgers (until July 24th), Mert Thompson, and Karen Thoms. Robert Hauptman will not be on duty either session. Dennis Fields will be retiring May 9th.

If you plan to do a portfolio, keep in mind summer is considered one semester; therefore, you cannot do both your preliminary and final committee meeting in the summer. **Summer dates to remember:**

March 3.....Summer course schedule available to students  
March 19...Summer registration begins  
May 19.....Intersession begins  
June 9.....1st summer session begins  
June 11.....Last day to drop courses without "W"-SSI  
June 25.....Last day to withdraw courses with "W"-SSI  
July 4.....Holiday  
July 11.....Last day of summer session I

July 14.....2nd summer session begins  
July 16.....Last day to drop without "W"-SSII  
July 30.....Last day to withdraw courses with  
"W"-SSII  
Aug. 14.....Last day of summer session II

**Application deadline for summer graduation is:  
first term—June 13, 2003; second term—July 18, 2003**

**School Library Media Licensure application—  
forms are available from CIM office.**



## Faculty Update

**Roben Beyer** (CIM) made two half-day presentations at the Technology and Information Educational Services (TIES) Conference Nov. 23-26: "Online and Technology Tools for Students and Staff" and "Research Strategies for Students and Staff." Roben also moderates TIES online curriculum projects for K-12 students (UNews, Dec. 9, 2002).

**Doris Bolliger** (IMS) has had, "Strategies for Successful E-Teaching," accepted for publication in the Spring 2003 issue of the *Academic Exchange Quarterly* (UNews, Jan. 14, 2003).

**Robert Hauptman** (Ref) is completing *The Mountain Encyclopedia* (Scarecrow, 2003), and preparing for his 2003-2004 sabbatical project (a book on the ethics of travel literature). He climbed in CO in early January. Bob also published "Dishonesty in the Academy" in a recent issue of *ACADEME*.

**Tom Hergert** (IMS) collaborated with teacher/researchers from the Faribault Public Schools on production of the video used in a presentation by Virginia Lazenby Pierce of the SCSU Teacher Development Program at the National Council of Teachers of English Annual Convention in Atlanta, GA. Part of the presentation was a videotape of clips from the teachers' classrooms (UNews, Dec. 9, 2002).

**Tom Hergert** (IMS) and **James Caufield** (Ref) presented "Complementary Literacies--Visual, Media and Information Literacies: Distinctions and Intersections," at the MnSCU Instruction, Inquiry, and Information Conference in Bemidji in November.

**Plamen Miltenoff** (IMS) is active as a virtual member of the International Relations Committee at the Library and Information Technology Association (LITA), subdivision of the American Library Association (ALA). Being a virtual member is a new experimental concept at ALA. Plamen works with the colleagues from the committee on coming up with a strategy for global networking in the area of technologies and libraries.

**Renee Rude** (Ref) and **Plamen Miltenoff** (IMS) have published "Continuing Diversity: A Column of Periodical Reviews" in *Multicultural Review* (UNews, Dec. 9, 2002).

**Karen Thoms** (CIM/FCTE) served on the MnSCU CTL Planning Committee for its Fall 2002 Instruction, Inquiry and Information Conference held at Bemidji State University. While serving as a "host with the most" at the conference, she found time to give two presentations, "Critical Thinking Requires Critical Questioning" and "Obtaining Permission to Use Copyrighted Materials." In October she attended the POD (Professional and Organizational Development Network in Higher Education) international conference held in Atlanta, served as the conference newsletter editor, and presented "Faculty Development Center Advisory Committees: The Do's and Don'ts, the Yeahs and Nays." In November she presented "Copyright Do's and Don'ts for Faculty" for first- and second-year faculty taking part in the New Faculty Workshops Series at SCSU.

**Kristi Tornquist** (Dean's Office) was an invited speaker at the Minnesota Electronic Resources in the Visual Arts (MINERVA) Symposium at the University of Minnesota in November. The annual symposium focuses on online image collections. Her presentation was, "Report on the Progress of the Minnesota Digital Library" (UNews, Dec. 9, 2002).

**J.C. Turner** (Dean's Office) and **Michael Condon** (Office of the Chancellor) presented "The Times They Are A-Changin': Coping with Changing Technology in Teaching Environments," at the Instruction, Inquiry, and Information Conference sponsored by MnSCU Center for Teaching and Learning in Bemidji in November (LR&TS News, Dec. 6, 2002).

**Sandra William's** (Gov Docs) article "Minnesota Documents for School Library Media Centers," has been accepted for publication in the February 2003 issue of *MN Media*, the journal of the Minnesota Educational Media Organization (MEMO).

**Renee Wittenberg** (IMS) completed an online Distance Education Certificate Program in December through the State University of West Georgia. The six-month course incorporated conceptual knowledge into practical learning experiences exploring the foundations of distance education, course planning, design and implementation, evaluation, faculty and student support, administrative and management issues, and technologies (UNews, Jan. 21, 2003).



# Accreditation Investigation

by Judith Rodgers

As part of CIM's continuing commitment to effectively serve information professionals, faculty and administrators investigate program additions and adjustments. This investigation includes examining and aligning our program offerings with professional, governmental, and other standards and accreditations. For example, CIM programs were reaccredited by NCATE in 2000. St. Cloud State University encourages and sometimes provides small amounts of seed money for such efforts.

In the latest of such investigations, during the Spring Semester of 2003, the Center for Information Media in cooperation with the faculty of Learning Resources & Technology Services is studying the possible benefits of and the demand for a MN-based American Library Association (ALA) accredited program offering library science Master's degrees.

At this time there is no Minnesota public university offering such degrees. Yet for professional employment in libraries outside of school environments, many public, academic, and special libraries list ALA accreditation as an application qualification. A result may be a limited applicant pool for those positions and the elimination of many Minnesota applicants without the ALA-accredited degree.

**CIM's present investigation is only a study of need, cost and benefit.** ALA accreditation is a complex and costly process extending over several years and not to be pursued without solid evidence of its worth. SCSU has made no commitment to seek any additional accreditation after this one-semester investigation.

**You can help.** In gathering information for a report, the opinions of CIM students are vital. Information is needed from those currently in the Center for Information Media programs, and also from those who have finished licensure, graduated and/or are already at work in the field.

1. Is there an unmet demand for an ALA-accredited library and information science Master's program in a Minnesota public university?
2. Would you have enrolled for such a degree, if it had been possible within the state?
3. Do you know others who would in the future?
4. What conditions, if any, would be necessary for such enrollment to occur?
5. Is there any time in your career at which ALA accreditation for an information media degree would have been (or will be) beneficial to you?
6. Based on your experience in CIM and with other institutions, is SCSU an appropriate Minnesota provider for an ALA-accredited Master's program in library and information science?

Please send your thoughts on these questions to [jerodgers@stcloudstate.edu](mailto:jerodgers@stcloudstate.edu). Results of the overall investigation will be provided in a future issue of CIM News. Your assistance is appreciated.

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## ????????????????????Have Questions????????????????????

We know you have questions, and usually you need an immediate answer. Here are some websites where you may find those answers. If you have further questions, the CIM staff and advisors are available to help you.

### **CIM Website**

<http://lrts.stcloudstate.edu/cim>  
<http://www.stcloudstate.edu/cim>

### **School Library Media Licensure FAQ (created by Luther Rotto)**

<http://web.stcloudstate.edu/lrotto/licensure>

### **Upcoming off-campus course options**

[http://condor.stcloudstate.edu/~ccs/courses/2003summer\\_itvcourses.htm](http://condor.stcloudstate.edu/~ccs/courses/2003summer_itvcourses.htm)

### **SCSU Bulletin Information about CIM**

<http://bulletin.stcloudstate.edu/departments/im.asp>



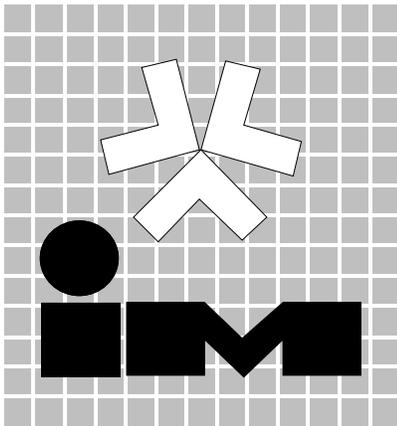
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The Center for Information Media and Learning Resources & Technology Services welcome news of former students. Please remember to keep us updated and that includes a simple change-of-address notification.

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