LIU Post

Palmer School of Library and Information Science

Program Guide

(formerly Palmer School Bulletin)

2015-2016

Palmer School of
Library and Information Science

The Palmer School offers courses and programs at three locations in the metropolitan New York area. Palmer offers a Master of Science in Library and Information Science (MSLIS) and the School Library Media certification, a Doctor of Philosophy in Information Studies programs and a Certificate of Advanced Study in Archives and Records Management and in Public Library Administration and various areas of study, including Rare Books and Special Collections, Public Libraries, Academic Libraries, Digital Libraries, Youth Services, and Technical Services. The Certificate of Advanced Study in Archives and Records Management can be taken post-Master's or concurrently as part of the MSLIS program. The Certificate of Archives and Records Management and the School Library Media Program are available as online programs.

The full Master's degree, including the Certificate of Advanced Study in Archives and Records Management, the Rare Books Area of Study, and the Dual Degree program with NYU are offered in Manhattan at New York University's Bobst Library in Washington Square. Selected Master's level courses are offered on eastern Long Island at the Brentwood campus of LIU Post.

The MSLIS program for School Librarians is approved and registered with the New York State Education Department. The School Library curriculum is accepted for public library certification and for school library certification in New York State. It is also offered in an online format.

The MSLIS program is accredited by the American Library Association.

The Doctor of Philosophy program in Information Studies has a strong inter-disciplinary focus. Its goal is to prepare individuals who can conduct research and teach in new and existing fields and integrate information studies into and with related disciplines. Doctoral courses are offered only at the LIU Post campus. New students can enroll only in the fall semester and a maximum of twenty students is admitted each year.

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General Information

HISTORY

The Palmer School of Library and Information Science was established in 1959 on the Post Campus of LIU. The Master of Science in Library Science was first accredited by the American Library Association in 1971. In 1992, the MSLIS in Library Science was merged with the in Information Science and subsequently the name of the degree was changed to the MSLIS in Library and Information Science. In 1995, the School began to offer the full accredited MSLIS in Library and Information Science in Manhattan, and in 1997, the first class of students was admitted for the Doctor of Philosophy in Information Studies program.

SCHOOL MISSION

The mission of the Palmer School is to empower information professionals through education, research and achievement. The mission of the School is reflective of the mission of LIU, "to provide excellence and access in private higher education to people from all backgrounds who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for services to their communities and the world."

The mission of the Palmer School is consistent with the mission of the Post campus of LIU:

At its core a liberal arts institution, the LIU Post Campus of LIU is dedicated to meeting the needs and expanding the horizons of all its students, whether in the arts and sciences or in our professional schools. At LIU Post, we are committed to providing highly individualized education experiences in every department and program from the freshman year through advanced doctoral research in selected areas. The emphasis on the student learner is evident in our faculty's devotion to excellence in teaching, our intensive advisement system, and our encouragement of experiential learning through cooperative education, internships, practice, community service, study abroad, research projects, and artistic performance. Our students benefit as well from the Campus' participation in one of the nation's largest private university systems, and from our ability to draw on the unparalleled cultural and professional resources of New York City and Long Island. LIU Post students developed strong critical and expressive abilities, a sense of civic responsibility, a mature understanding of the ideas, events and forces shaping the modern world.

In all aspects of the School's operations, the faculty and staff place value on:
- Providing leadership in the profession through research and service;
- Maintaining a multiplicity of professions and subject areas within the school;
- Maintaining a commitment to effective teaching and an integrated curricular philosophy with respect to information technologies;
- Ensuring that basic human values are reflected in every aspect of the School and that there are interactions, partnerships and collaboration among faculty and with students;
- Building collegiality, good manners and respect into all activities;
- Sustaining dedication and pride in the School, the institution and our students

The Palmer School strives to:

- Provide education programs for an increasingly technology-based society;
- Educate students who will be knowledgeable, skilled, and committed members of the information professions;
- Maintain an exemplary faculty of dedicated teachers and researchers;
- Sustain a learning environment that supports the educational and research objectives of the school's faculty and students;
- Establish a reputation for providing vision, leadership, service and value.

PALMER PROGRAM GOALS

Graduates of the Master of Science in Library and Information Science program will:

I. Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities;

Aligned with ALA Standards I.2.1, I.2.2, I.2.3 and I.2.10

II. Utilize a broad range of approaches, systems and technologies to manage and deliver information;

Aligned with ALA Standards I.2.1

III. Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations;

Aligned with ALA Standards I.2.1, I.2.4, 1.2.8, I.2.9

IV. Staff, manage and lead libraries and information organizations of all types;

Aligned with ALA Standard 1.2.1

V. Contribute to the profession through service, research and advocacy.

Aligned with ALA Standards I.2.4, I.2.5, I.2.6, I.2.7

STUDENT LEARNING OUTCOMES

I. In achieving Palmer Program Goal I, students will:

   a. Explain and apply the foundations and principles of the library and information science professions;
   b. Analyze policies and trends affecting libraries and information organizations and the profession;
   c. Compare and contrast different types of collections and information centers;
   d. Communicate effectively with diverse audiences.

Aligned with ALA Core Competencies 1A, 1B, 1C, 1D, I E, 1F, 1G

II. In achieving Palmer Program Goal II, students will:

    a. Use professional standards to manage and deliver information resources in a variety of formats;
    b. Use systems for organizing and structuring information and knowledge;
    c. Search, retrieve and synthesize information from a variety of systems and sources;
    d. Evaluate information systems and technologies.

Aligned with ALA Core Competencies 2A through 2D, 3A through 3C, 5B

III. In achieving Palmer Program Goal III, students will:
    a. Evaluate and use information resources and services to meet the needs of diverse populations;
    b. Develop and deliver information programs designed to meet the needs of specific users and communities;
    c. Integrate technology into programs and services.

Aligned with ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G, 7B, 7C, 7D

IV. In achieving Palmer Program Goal IV, students will:
    a. Put theory to practice within an information organization;
    b. Explain and apply principles and practices of management and leadership;
    c. Explain and meet certification and/or licensure requirements for specialized areas of the profession as appropriate.

Aligned with ALA Core Competencies 1K, 4A, 4B, 8A through 8E

V. In achieving Palmer Program Goal V, students will:
    a. Understand the importance of service to the profession and continuing professional development;
    b. Understand the importance of advocacy on behalf of information organizations and the profession;
    c. Understand the fundamentals of qualitative and quantitative research methods.

Aligned with ALA Core Competencies 1H, 6A through 6C, 7A

Master of Science in Library and Information Science (MSLIS)

ADMISSION REQUIREMENTS AND PROCEDURES

Applications are accepted on a rolling basis; there is no application deadline. Students who apply after the start of a semester will be considered for admission for the following semester. In addition to the online graduate application applicants for admission to the Master of Science in Library and Information Science program must submit the following documents:

- Copies of all official transcripts. Applicants who have not received their undergraduate degree prior to applying should submit a transcript without the final semester's grades. Such applicants may be accepted pending receipt of their final transcripts.
- Applicants whose undergraduate GPA is below 3.0 may be required to submit the results of the Graduate Record Exam (GRE), Miller's Analogy Test (MAT) or other suitable exam taken within the last five years. The following GRE scores are required: prior to August 1, 2011, a combined verbal/quantitative score of 1000 is required; after August 1, 2011, a combined verbal/quantitative score of 300 or above is required using the revised scale. A MAT score of 412 or above is required.
- Two professional and/or academic letters of recommendation that addresses the applicant's potential in the profession and ability to complete a graduate program.
- A current résumé.
- A written statement that describes the applicant's motivation for seeking the degree, special areas of interest, and career objectives in the profession (250-300 words).
- In the case of students for whom English is a second language, Palmer requires the TOEFL exam with a minimum score of 100 on the internet-based test; or 550 on the-paper based test; or 6.5 on the IELTS.
- In rare instances, and at the discretion of the Palmer School Admissions Committee, an applicant who does not meet the minimum GPA or GRE requirements, but whose application otherwise evidences the potential to succeed in the program, may be accepted on a limited matriculation basis. Evidence to succeed may be demonstrated by relevant work experience or educational background in a related field.

Applicants to the program should have general capabilities in technology. Students should be comfortable with the following skills:

- Can perform basic functions of e-mail: compose, send, receive, delete, manage addresses, folders, etc.
- Are comfortable with the various functions of Microsoft Office Suite
- Can perform basic calendar operations and task management
- Can understand and use basic computer hardware (function of monitor, keyboard, etc.; can recognize removable storage devices like USB drives; can operate printer)
- Can understand and use the internet (understand basic structure of WWW; can use browsers; can use navigation buttons, scroll, add favorites, etc.; can download and save files including image, audio and video)
- Can use basic software features (menus, toolbars, taskbar, help menu; can open/close, maximize, scroll, print)
- Can create, open, save or delete files; can select, cut, copy, paste or delete text; can format and spell check documents; can use multiple windows simultaneously; run virus checks; empty trash or restore files from trash

- Can identify available printers, including local vs. networked; can adjust the set-up, preview print jobs and print

CERTIFICATE PROGRAM ADMISSION

Students who wish to obtain the *Certificate of Advanced Study in Archives and Records Management* concurrent with the MSLIS degree must comply with admission criteria and deadlines for the Master's degree program. Applicants who wish to receive a post-Master's Certificate of Advanced Study in Archives and Records Management *only* must submit:

- Graduate application.
- Official transcript indicating completion of a Master's degree.
- Two letters of recommendation.

The *Public Library Administrator's Certificate* is only offered as a post-MSLIS (or equivalent) program. Students must complete five specific courses (LIS 700-LIS 704). These courses are offered as full three credit graduate courses. For admission to the Program applicants must submit:

- Graduate application form.
- Copies of official transcripts from an ALA accredited library science program.
- Two letters of recommendation.

Although not required, applicants may be asked to submit to a personal interview.

PERSONAL ENRICHMENT AND CONTINUING EDUCATION

Master's level courses may be taken for personal enrichment by individuals with a Bachelor's degree or higher and with permission of the Director. To take courses on this basis students must:

- Submit a *Personal Enrichment/Visiting Student* form to the Palmer School

Acceptance as a personal enrichment student does not constitute acceptance into a degree or certificate program. Enrollment is limited to a maximum of six credits. To take more than six credits, a regular graduate application must be completed and accepted according to policies outlined in this Graduate Bulletin. Credits taken for personal enrichment are not automatically applied to subsequent degree or certificate programs in which a student may register.

VISITING STUDENTS

Students enrolled in other graduate library science programs may take courses in the Palmer School provided they:

- Complete and submit a *Personal Enrichment/Visiting Student* form to the Palmer School along with a $30 application fee.
- Provide proof that (a) they are a student in good standing in another Master's program in library science or a related field; and (b) their faculty advisor/dean approves of the courses if they are to be used as transfer credits.

Acceptance as a visiting student does not constitute acceptance into a degree or certificate program. Enrollment is limited to a maximum of six credits. Once a visiting student has earned six credits, in order to continue in the program, s/he must apply for admission following the policies outlined in this Graduate Bulletin. Credits taken by visiting students are not automatically applied to subsequent degree or certificate programs in which a student registers but will be taken into consideration.

INTERNATIONAL STUDENTS

In addition to completing the application form for international students, the following documents must be submitted to the International Office of Admissions:

- Original official records of university work including degrees received. Official certified translations are required if the records are in a language other than English.
- A TOEFL exam with a minimum score of 100 on the internet-based test; or 550 on the paper-based test; or 6.5 on the IELTS.
- Applicants whose undergraduate GPA is below the equivalent of 3.0 may be required to submit the results of the Graduate Record Exam (GRE), Miller's Analogy Test (MAT) or suitable exam taken in the last five years.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession.
- A current résumé.
- A written statement that demonstrates the applicant's motivation for seeking the degree, special areas of interest, and career objectives in the profession (250-300 words).
- A statement from a sponsor who will be financially responsible for all expenses (tuition, room and board, and personal expenses).

MSLIS Academic Policies

RESIDENCY

The MSLIS must be completed in five years from the date of matriculation. It is expected that students will have continuous registration over successive semesters, excluding the summer session.

All students enrolled in the MSLIS program in Brentwood are required to register for at least three credits of coursework at LIU Post or Palmer Manhattan.

TRANSFER CREDITS

Graduate courses taken elsewhere may be credited toward the MSLIS offered by the Palmer School. Permission to transfer credits from another institution must be requested at the ti me of admission. Courses must have been completed within the past five years and must be graduate-level courses in which the student achieved a grade of B or better. Transfer is normally limited to six credits. The courses may not have been applied toward another degree. Transfer credits for courses in cognate disciplines will be considered but must be equivalent to a course in the Palmer School curriculum.

Students can apply for transfer credits by filling out a request for transfer credit form and attaching copies of the course syllabus, catalog description, and proof of successful completion of the course(s) along with a letter of justification.

Transfer credits are not recorded on the transcript until a student has successfully completed 15credit hours at LIU.

Once registered, a matriculated student may not take a course at another school of library and information studies and use it as a substitute for a required course within the Palmer School's program unless proper approval is granted by the Director.

TRANSFER LIMITATIONS

Students who wish to meet certification requirements for a School Librarian certificate in New York State may have additional limitations on transfer of credits and should consult the Academic Advisor or the Director of the School Library program before applying for transfer of credits.

For certificate programs, students may apply for transfer of a maximum of three credits.

The Director reserves the right to deny transfer of credits for cognate courses if they put at risk a student's ability to achieve those competencies required to complete the Palmer School's MSLIS program.

COGNATE COURSES

Students have the option of taking up to six credits in other disciplines. These elective courses may not have been used toward another degree, must fit with the student's plan of study, and must be graduate-level courses. Cross-listed courses (LIS and another program) count as LIS courses, not as cognate electives. The approval of the Director must be obtained prior to registration in courses outside of the Palmer School.

ACADEMIC PERFORMANCE

A grade of B or better is necessary to receive credit for the course. Grading is according to the letter grades used for all graduate programs at LIU are as follows:

A   Exceptionally fine comprehension of the subject. (4.0)
A-   Excellent comprehension of the subject beyond the competencies set for the course. (3.667)
B+   Competencies have been achieved with above average comprehension. (3.3333)
B   Competencies set for the courses have been achieved. (3.0)
B-   Most course competencies have been met. (2.667)
C+   Better than passable but all competencies have not been met. (2.333)
C   Minimal achievement of all competencies. (2.0)
F   Failure to achieve minimal competencies. (0)
W   Withdrawal from course without penalty.
UW   Unofficial withdrawn from the course.
I   Incomplete. Granted only in cases of emergency or hardship. (Incomplete work must be finished before the end of the next semester (excluding summers) or the student may not be permitted to register for further courses.) All students must complete the Incomplete Grade Agreement form and all requests must be approved by the Dean of the College of Education, Information and Technology.

UNSATISFACTORY PERFORMANCE

In the MSLIS program, a student whose GPA falls below 3.0 at any time may lose matriculation status and be dismissed from the program. An "F" grade in any course may result in immediate dismissal from the program. Students with two "C" or "C+" grades will be referred to the Director for review. In a certificate program, one grade of "C" or "C+" will result in a review.

Students who wish to challenge a final grade in a course may do so by first appealing to the instructor for a review. If the matter is not resolved, the student, in accordance with University procedures, may appeal in writing to the Director of the Palmer School for a hearing on the matter. The hearing may be with the Director or a committee of the faculty or both.

MAINTENANCE OF MATRICULATION

Graduate students who would like to maintain their matriculation for up to two semesters without taking classes may register for Maintenance of Matriculation. This status is available to those graduate students who have completed their class work but are still working on a Master's thesis or project, or any student who needs to take a leave of absence for a semester but who would still like to retain their matriculated status and have access to the library, etc. This status allows student to continue under the requirements in effect when admitted and prevents the need to reactivate through the Admissions Department. Students must be aware that their financial aid status may be impacted if they choose to maintain matriculation and should contact the financial aid office. In addition, students should know that Maintenance of Matriculation does not extend the time limits specified under "Academic Requirements and Policies" in this Graduate Bulletin.

LEAVE OF ABSENCE

Students unable to attend classes for one or two semesters and who wish to continue their studies under the requirements in effect when first admitted must request a leave of absence in writing from the Palmer School Director prior to the start of the semester for which leave is sought. Students with this status will not have access to University resources while on leave.

ACADEMIC CONDUCT POLICY STANDARDS

The following LIU Post standards, or sets of responsibilities, regarding academic conduct are designed to foster the highest ideals of academic integrity and are intended to clarify expectations. Listed after each one is a description of activities that violate the standard.

Academic Respect for the Work of Others
Plagiarism: representing in any academic activity the words or ideas of another as one's own (whether knowingly or in ignorance) without proper acknowledgement. This principle applies to texts published in print or on-line, to manuscripts, to your own work, and to the work of other students. Acts of plagiarism include but are not limited to:

1. Paraphrasing ideas, data, or writing (for instance, from web or online databases, books, periodicals, monographs, maps, charts, pamphlets, and other electronic sources), even if it makes up only part of your written assignment, without properly acknowledging the source; or
2. Using someone's words or phrases and embedding them in your own writing without using quotation marks and citing the source; or
3. Quoting material directly from a source, citing the source on the bibliography page, but failing to mark properly the author's text or materials with quotation marks and a citation; or
4. Submitting as your own part of or an entire work produced by someone else; or
5. Transferring and using another person's computer file as your own; or
6. Obtaining papers, tests, and other assessment material from organizations or individuals who make a practice of collecting papers for resubmission; or
7. Using visual images, dance performances, musical compositions, theatrical performances, and other digital resources (PowerPoint presentations, etc.) as your own without proper acknowledgement.

Academic Self-Respect
Facilitating Academic Dishonesty: assisting another to cheat, fabricate, or plagiarize, including but not limited to:

1. Allowing another student to copy from you; or
2. Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other sections of the same course); or
3. Taking a quiz, exam, or similar evaluation in place of another person; or
4. Signing on the attendance sheet the name of a student who is not present.

Academic Honesty
Cheating: Improper application of unauthorized materials, information, or study aids, including but not limited to:

1. Obtaining unauthorized prior knowledge of an examination or part of an examination; or
2. Using resources or instruments on academic tasks not explicitly permitted by the supervising instructor (e.g., textbook, notes, formula list, calculator, etc.); or
3. Using any electronic device in an academic exercise or examination that is not explicitly authorized by the supervising faculty. This includes but is not limited to the Internet, cell phones, beepers, iPods, headphones, PDAs, and other wireless handheld devices; or
4. Altering a graded exam or assignment and then requesting that it be re-graded; or
5. Collaborating by sharing information or requesting assistance, when such collaboration has been explicitly prohibited by the instructor; or

6. Making use of another person's data or work without proper citation in an assignment; or

7. Allowing another person to take a quiz, exam, or similar evaluation for you; or

8. Submitting work with identical or similar content in concurrent courses without permission of the instructors; or

9. Resubmitting a work that has already received credit with identical or substantially similar content in another course without consent of the present instructor.

Academic Originality

Fabrication: falsification or invention of any information or citation in an academic activity, including but not limited to:

1. Crediting source material that was not used for research; or
2. Presenting results from research that was not performed; or
3. Altering data to support research; or
4. Inventing excuses for missed assignments, exams, or classes; or
5. Altering or falsifying University documents or records related to academic matters.

Academic Fairness

Sabotage: this is understood as stealing, concealing, destroying or inappropriately modifying classroom or other instructional material, such as posted exams, library materials, laboratory supplies, or computer programs.

VIOLATIONS OF ACADEMIC INTEGRITY

Violations of academic integrity such as cheating and plagiarism are a serious matter that relate to professional ethics. The following process explains how violations of academic policy are handled within the Palmer School:

- Allegations of violation of academic policies will be referred to a special committee of the faculty. Anonymous allegations will not be considered. Within 10 days of receipt of an alleged violation, the committee will review the matter.
- The student accused of violating academic policies must be advised in writing by the Director and invited to a meeting of the committee. The letter must indicate the purpose of the meeting and procedures followed in investigating the alleged violation.
- The student must have the opportunity to question the person who brought the allegation to the committee. The Director may not be present at this meeting since he or she is part of the subsequent appeal process.
- The committee will forward its conclusion and recommendation in writing to the Director within 10 days of the conclusion of its investigation. The recommendation will be one of the following: expulsion, suspension (for a specified period), placement of a memorandum in the student's file, or no action.
- The Director will convey the recommendation to the student and advise the student that he or she has 30 days in which to appeal before the decision becomes final.
- If the student chooses to appeal, he or she must do so in writing to the Director within the 30 day period.
- In the case of an appeal, the committee and the student will forward all relevant information to the Director. The Director may consult with the entire faculty before making a decision.
- The Director will make a decision and send it to the student, in writing, within 30 days of receipt of all relevant information from the student and committee.

USE OF HUMAN SUBJECTS IN RESEARCH

It is University policy to ensure that the rights and welfare of human subjects are adequately protected in research conducted under its auspices. In order for the University to fulfill its responsibility, all human subjects' research conducted under University auspices must receive appropriate review and approval by the Institutional Review Board (IRB). Such research review applies to all University faculty, staff and students using University facilities, the facilities of another institution, or any other off-campus site. Your Professor may have received a "class exemption" for the assignments s/he has given you to carry out. It is your responsibility to determine that your project falls within the parameters of such an exemption or to obtain the required IRB approval.

MSLIS Requirements

The MSLIS program requires students to complete 36 credits, 30 of which must be in library and information science. There are 18 credits of required courses, which include an Internship and a management elective. Students complete their program by taking 18 credits of electives towards a general MSLIS degree or in fulfillment of requirements within the Palmer School's certificate programs, concentrations or specializations.

Students are also required to complete and upload assignments to their e-Portfolio. The e-Portfolio will be used as a means of assessing student progress in the Palmer School, and it will showcase the student's talents and interests. In every course, specific assignments related to Palmer School learning goals and student learning outcomes (SLOs) will be identified, and students will upload these to their e-Portfolios. Directions and assistance with this requirement are available through the Palmer School.

Under the guidance of a faculty advisor, students plan a course of study that develops competency in a particular area. The School's faculty advisors and academic advisors are available to help students develop individualized plans of study that suit their interests and eventual career paths.

Required MSLIS core courses are:
LIS 510   Introduction to Library and Information Science
LIS 511   Information Sources and Services
LIS 512   Introduction to Knowledge Organization
LIS 514   Introduction to Research in Library and Information Science
LIS 690   Internship *or*
LIS 691   Internship (for School Libraries)

<u>One</u> of the following management electives is also required:
LIS 513   Management of Libraries and Information Centers
LIS 622   Management of the School Media Center
LIS 713   Rare Books and Special Collections Librarianship
LIS 714   Archives and Manuscripts
LIS 741   Public Libraries
LIS 744   Academic and Special Libraries

Courses in the 500 series are open to upper level undergraduates provided prerequisites are met or instructor's permission is granted. Upper-level 700 series LIS courses are open to Master and Doctoral students. Courses in the 800 series are open only to Doctoral students.

Palmer School e-Portfolio Requirement

Beginning with the Fall 2013 semester, students entering the Palmer School have been required to complete a Blackboard e-portfolio as part of the Palmer MSLIS program. The e-Portfolio demonstrates professional, academic, and personal progress toward a Master's degree in Library and Information Science.   Professors will identify assignments which must be uploaded into the e-Portfolio.

The content of the e-Portfolio focuses on the professional skills and knowledge developed through your coursework at Palmer.   During your last semester at the Palmer School, you will upload five short reflection essays in which you discuss the artifacts (materials) you have uploaded and your experiences through your Palmer education. These reflection essays will be a self-narrative, demonstrating how you were introduced to your learning outcomes and how your newly acquired skills were developed and mastered through your coursework. The e-portfolio showcases your achievements. It is important to reference specific artifacts for the Palmer Student Learning Outcomes; to demonstrate your understanding of the SLO's and Palmer Program Goals; and to highlight your best work pieces. To view the e-Portfolio Milestone Rubric used to assess your reflection essays please visit the Palmer Blog at http://palmerblog.liu.edu/wp-content/uploads/2014/09/Rubric-for-Milestone-Reflective-Essays.pdf.

The e-portfolio assignments from each semester's courses are uploaded at the end of each term. Failure to upload the appropriate assignments will result in your account being placed on Academic Review, which prohibits you from registering for any classes until your e-portfolio is up-to-date. Since this is a requirement for obtaining your MSLIS degree, your degree will not be conferred until your e-Portfolio is complete. Once your e-Portfolio is complete, faculty will review your reflection essays. If you wish to receive feedback on your e-Portfolio please contact Heather.Ranieri@liu.edu.

Directions and updates for your e-Portfolio will be sent to your MyLIU email account. **Please make sure you check this account regularly.** We will also post information to Kiosk, so please make sure you subscribe to Kiosk by going to: https://lists-1.liu.edu/mailman/listinfo/cwp-kiosk. Adobe Connect sessions will be scheduled throughout the academic year to review e-portfolio requirements.

For questions regarding Blackboard e-Portfolios, please contact Heather Ranieri at: heather.ranieri@liu.edu or 516-299-4110.

Please see http://palmerblog.liu.edu/palmer-e-portfolio-8/ for more specific details.

Master-Level Required Core Courses

LIS 510 Introduction to Library and Information Science
An overview of the field. Introduction to the history, purpose, functions, and processes of the field, its place in society, practice of the profession in various types of settings, and current issues and trends.
3 credits

LIS 511 Information Sources and Services
Philosophy, process, and techniques of information services. Overview of information access and delivery, types of resources and formats used in information services, evaluation and measurement of sources and services, and information seeking processes and behaviors
3 credits

LIS 512 Introduction to Knowledge Organization
Basic principles of bibliographic control and knowledge organization systems. Emphasizes an understanding of catalogs and cataloging, discovery systems and databases, and the organizational structures that underlie them. Introduction to bibliographic utilities, web site organization, RDA, FRBR, descriptive standards, classification systems, tagging, and metadata schemas such as controlled vocabularies, subject headings, authorities, thesauri, and taxonomies.
Pre- or co- requisites: LIS 510
3 credits

LIS 513 Management of Libraries and Information Centers
Principles and techniques of management applicable to libraries and information service organizations. Focuses management theory on organizing for library and information services, collections, facilities management, and measurement and evaluation of services.
(NOTE: For the Palmer School management requirement, students must choose this course or one from among the following approved management-focused courses: LIS 622, LIS 713, LIS 714, LIS 741, LIS 745, LIS 747, or LIS 749. Descriptions for these courses appear under "Master-Level Electives" below.)
3 credits

LIS 514 Introduction to Research in Library and Information Science
Overview of both quantitative and qualitative research conducted in the field with a focus on gaining the ability to comprehend, evaluate and use the research literature. The scientific approach, from research design to major techniques for data collection and analysis, is discussed from the perspective of library and information science. Students learn and practice research proposal preparation.
Pre- or co- requisites: LIS 510
3 credits

LIS 690 Internship
120 hours during a semester at an approved site, working under supervision of a professional in the field. Guided by a Learning Contract jointly approved by faculty and the site supervisor, students augment what they have been taught in formal courses, further their career objectives, and enhance their skills, competencies, and abilities. For students with extensive library experience, LIS 695 (Masters Project) is available as an alternative to the internship, with permission from the student's advisor and Director.
Prerequisites: Students should have completed all core requirements and most electives before enrolling; students should have completed at least 27 credits.
3 credits

LIS 691 Internship/Student Teaching (for School Library certification candidates)
240 hours or 40 days is the required time for student teaching. This must be split between elementary school (120 hours or 20 days) and secondary school (120 hours or 20 days). Secondary school is defined as either a middle school or a high school. It is the student's responsibility to choose the sites, with the guidance of the Director of the School Library program. Sites must be approved by the Director. Students will develop a learning contract which will govern this experience and must have a formal teaching observation. Students will be expected to put the theory or principles they have learned during their coursework into practice.
Prerequisites: LIS 510, LIS 511, LIS 620, LIS 622, LIS 626, LIS 627, LIS 629, and LIS 712 or permission of the Director of the School Library program; students should have completed at least 27 credits.
3 credits

Master-Level Electives

LIS 508 Technology for Information Management
A comprehensive introduction to digital and communications technologies as the underpinnings for information storage and retrieval systems. These include the theory of digital representation of information (text, graphical images, and sound), the inter-relationship of hardware, operating system software and applications software in stand-alone systems, and extensions of these in networked environments.
3 credits

LIS 516 Collection Development
Students will examine the principles, issues and best practices related to the development of a library collection serving an academic or research community in a college, university, public or special library environment. This course will consider methods for identifying the needs of a user community, designing a collection policy, selecting and acquiring library materials in all formats, making decisions related to a collection's management and preservation, and evaluating the quality and appropriateness of an existing collection.
3 credits

LIS 517 Emerging Web Technologies
With the advent of new web technologies, an explosion of new social software tools has emerged enabling users to create, organize, share, and collaborate in an online space. Today's Web users are organizing their favorite bookmarks, collaborating on shared documents, cataloging their personal collections, and sharing their information with others. This course will explore the features and functionality of emerging web technologies such as blogs, wikis, RSS, social bookmarking, media sharing, tagging, folksonomies and more. This course will look at how libraries are implementing these various tools as well as their potential uses.
3 credits

LIS 519 Great Collections of New York City
Introduces students to issues surrounding the management and curation of special collections libraries through guided visits to significant cultural institutions in New York City. Students meet with the institutions' curators and librarians, examine and discuss examples of unique materials in these collections, and develop an understanding and appreciation of the diversity of approaches to collection care, preservation, and services in rare book and special collections settings.
Prerequisite: LIS 510
3 credits

LIS 520 Records Management
An introduction to the systematic management of business records. Topics include: inventorying records, preparation of retention schedules, space management for inactive records, micrographics and digital imaging systems, protection of vital records, and file organization concepts.
3 credits

LIS 529 Map Collections
Exposes students to current issues in managing map and cartographic collections. Students learn about the history and use of maps, atlases, globes, and other current cartographic tools, including geographic information systems (GIS); cartographic information services and related reference sources; and issues in

map librarianship, including reference services, storage and handling, conservation, and collection development.
3 credits

LIS 602 Children's Literature and Emotional Intelligence
Students will explore different literary genres and story formats in their relation to emotional IQ and character. A thematic approach will address issues such as: violence, conflict resolution, cooperation, and tolerance as well as specific character traits such as: courage, integrity, e, playfulness, empathy, generosity, honesty, and responsibility. Students will develop their own criteria and strategies for evaluating material and will be encouraged to concentrate on themes and issue that interest them.
3 credits

LIS 606 Information Literacy and Library Instruction
This course will introduce information literacy and library instruction methods used in a variety of information systems including libraries, archives, and electronic environments. It will include an overview of theoretical and applied research and discusses relevant issues and concepts. The focus of the course is on the process of designing, implementing, and assessing instructional programming.
3 credits

LIS 610 Readers' Advisory
This course teaches both traditional reader's advisory skills and the use of print and electronic reader's advisory tools. The course will enhance the skills needed to match the book with the reader. Databases such as EBSCO's Novelist, social cataloging tools such as Goodreads and social media e.g., Facebook and Pinterest will be evaluated.
3 credits

LIS 611 Film and Media Collections
An introduction to building and maintaining collections and services related to visual media, primarily moving image, sound and ephemera. Topics include: the history of film and media in library collections, collection development, access, equipment, copyright, emerging technologies and management of non-print formats.
3 credits

LIS 612 Art Librarianship
Students will be introduced to all aspects of art librarianship, with an emphasis on reference and collection development issues. Field trips will supplement in-class lectures, exercises, and hands-on practice with print sources and databases for art, architecture, and design research.
3 credits

LIS 616 Contemporary Artists' Books
Investigates the world of artists' books and what it means to build a collection in this genre. Historical precedents and contexts in the art world are explored, as well as unique issues in collecting artists' books and collection stewardship, including the marketplace, business ethics, housing, preservation cataloging, promotion and access.
3 credits

LIS 618 Online Information Retrieval Techniques
A survey of the design and use of computerized information retrieval systems and services, including online catalogs, commercial database searches, and Internet-based search services and electronic resources. Emphasis on acquiring a practical understanding of these systems and services to aid in the

development of advanced search, selection, and evaluation competencies. Course includes the application of search strategies and techniques to all types of formats of electronic resources, including bibliographic, full-text, and multimedia resources.
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 620 Instructional Design and Leadership
Examines the curriculum consultant and instructional leadership roles of the school media specialist. Opportunities are provided for students to blend recent developments in curriculum and instruction with information literacy objectives and staff development strategies. Collaborative, interdisciplinary approaches to learning are emphasized.
(NOTE: There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21(b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.)
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 622 Management of the School Media Center
An examination of developments in the principles and strategies for managing information and school library media centers. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations, and facilities planning including discussion of school library facilities for children with disabilities and special needs.
(NOTE: There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21(b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.)
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 624 Introduction to Online Teaching
Students will learn about historical and current trends and learning theories in online learning. Students will explore the online learning environment through applying instructional design, planning online activities, copyright and intellectual property, assessment of online learners, understanding social learning, collaboration tools, and classroom management.
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 626 Teaching Methodologies for K-16 Librarians
This course will present teaching strategies important for school media specialists in school library information center "classrooms" as well as instructional librarians in K-16 settings. Students will learn and practice techniques for using the library as a vital part of instruction occurring within the school or library setting. Lesson planning, questioning strategies, and hands-on practice with important educational trends are integral components of this course.
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 627 Special Needs Students in K-12 Libraries
This course will instruct the student on assisting students with disabilities and other special learning needs. The students will gain knowledge about the Dignity for all Students Act (DASA) and the Education for all Students tests (EAS).
3 credits

LIS 628 Collection Development for K-12
Survey of nonfiction resources in support of the subject content areas in the modern school curriculum including non-fiction materials. Attention is given to new developments in the curriculum, with emphasis on policies related to collection with selection of library materials.
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 629 Integrating Technology into the K-12 Curriculum
Students will examine software, hardware, Internet applications, and web sites to see how technology can facilitate learning in K-12 libraries; they will also explore ways that hardware and software applications can be integrated in the curriculum, including examination of age-appropriate technologies for children with disabilities and the use of adaptive technology.
(NOTE: There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21(b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.)
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 650 Basic Web Design and Content Management Systems
The course introduces the development of content for web sites by using major content management system (CMS) applications. Student will learn using current CMS applications to instantly and dynamically update web pages and properties as new content becomes available so that every visit to a website is engaging, informative, and meaningful. Students explore the fundamentals of CMS database management, planning dynamic websites, developing CSS-controlled site templates, and creating database-driven websites through the planning and creation of their own topic-based sites.
3 credits

LIS 652 Exhibitions and Catalogs: Library Meets Museum
Considers theoretical issues of conceptualization and criticism and provides practical, hands-on experience with the steps necessary to create a successful exhibition of rare books and special collections material. Major topics include exhibition planning, implementation, evaluation, and documentation. The course is appropriate for students preparing for careers in rare books and special collections libraries.
Prerequisites: LIS 510
3 credits

LIS 654 Building Digital Libraries
Designed especially for students intending to work with original research materials of cultural interest such as photographs, manuscripts, and printed ephemera, this course introduces the processes of digitizing these materials for wider public access. Topics include: definitions of digital libraries in theory and practice, materials selection criteria, digitization and related technical issues, standards and best practices, copyright, and project management. Students will create fully functioning digital libraries.
Prerequisite: LIS 512
3 credits

LIS 657 Introduction to Preservation
An introduction to the principles and practices of library and archives preservation. Topics include: the composition of paper, books, and non-book materials; current preservation methods; disaster planning and recovery; reformatting and digitization; collection maintenance and re-housing; management of preservation efforts; and standards and professional ethics.
3 credits

LIS 658 History of the Book

Exposes students to current theoretical and historical approaches to understanding the impact of printing and the book in western culture. Students gain first-hand experience with the intellectual tools of the book historian's trade, including vocabulary, bibliography in its various manifestations, sources, and major collections and related bibliographic institutions.

Prerequisite: LIS 510

3 credits

LIS 662 Library Public Relations

Examines the principles and practice of public relations; the library image; the news media; special events and programs; exhibits and displays; library publications; publicity, marketing techniques; and discussion of public relations as it applies to all types of libraries.

Prerequisite: LIS 510 or instructor approval

3 credits

LIS 669 Government Information Resources

Study and evaluation of information products, services, and sources available at all levels of government. Topics include: the Depository Library Program, the Government Printing Office, Superintendent of Documents, and the operations of these services. Government information access at the federal, state, regional, and local levels will be examined, with discussion focusing on access protocol, privacy, and public policy. Intensive practice in searching, retrieving, organizing, and analyzing government documents will be provided.

Prerequisite: LIS 510 or instructor approval

3 credits

LIS 695 Master's Project

Available for students with extensive library experience as an alternative to LIS 690 (Internship). Independent research, design, or development that may include one of the following: a research paper of publishable quality; an instructional or informational design program; a creative performance program. The student will be required to present a proposal for approval as well as the completed results of the selected paper or program project to the faculty advisor, project supervisor, and the Director.

Prerequisite: LIS 510 and LIS 512 and LIS 514 and Palmer School Director's approval

3 credits

LIS 697 Master's Thesis

Independent research for the preparation, development, and presentation of a master's thesis under a faculty member's advisement and supervision. The completed thesis must be approved by the thesis advisor and the Director.

Prerequisites: LIS 510 and LIS 512 and LIS 514 and Palmer School Director's approval

3 credits

LIS 699 Independent Study

Through independent study, students may explore in depth areas in the field that are of particular interest. A student will be limited to two independent studies during their course of study. For further information contact the Academic Advisor.

Prerequisites: LIS 510 and LIS 512 and Palmer School Director's approval

3 credits

LIS 705 Principles and Practices in Archival Description: DACS/EAD
Explores the principles of archival description as expressed in Describing Archives: A Content Standard and implementation of those principles through Encoded Archival Description (EAD) and MARC structures. Topics include: the history and development of archival description, authority and subject analysis, related standards, and description for special formats.
Prerequisite: LIS 512 or instructor approval
3 credits

LIS 706 Digital Preservation
An introduction to the theoretical and practical aspects of the preservation of digital records. Topics include: issues facing institutions trying to preserve digital records, storage media and file formats, preservation initiatives underway worldwide, and practical considerations in implementing a digital preservation program.
3 credits

LIS 707 Human-Computer Interaction (HCI)
Overview of foundations, interaction design and evaluation techniques in Human-Computer Interaction (HCI), a discipline concerned with understanding user needs, designing and evaluating an interactive system from a user-centered perspective. Topics include: the psychological and social aspects of users, the impact of user characteristics on design decisions, user requirements, design approaches, usability evaluation methods, and interface paradigms and architectures for user interface implementation. Focusing on library systems and services as examples for evaluation, students acquire practical skills in collecting patron/user needs, prototype design, and evaluating website/system.
3 credits

LIS 709 Principles and Practices of Rare Book Cataloging and Descriptive Bibliography
Explores the principles of rare book cataloging as expressed in current rare book cataloging guidelines and related cataloging descriptive standards, thesauri, and controlled vocabularies. Other practices will include authority control, subject analysis, and form/genre headings relevant to rare books and related special collections material. Emphasis will be placed on the fundamentals of descriptive bibliography as it relates to rare book cataloging, to the history and development of bibliographic description, and to the mastery of technical vocabulary for describing printed books. Whenever possible, efforts are made to teach this course within special collections libraries in the New York City area to give students hands-on experience in working with printed books and original materials.
Prerequisites: LIS 512; LIS 713 highly recommended; or instructor approval.
3 credits

LIS 710 Rare Book School
Intensive week-long courses taught by internationally renowned experts at the University of Virginia's Rare Book School (RBS). Students may take up to two (2) courses towards their MSLIS degree and the Palmer Rare Books Concentration, and option must be approved before the student enrolls in the RBS course. See the RBS website (http://www.rarebookschool.org/) for current course selections.
Permission required by Director of Rare Books Program
3 credits

LIS 712 Literacy for K-12 Environments
This course will develop understanding of the complexity of literacy for K-12 learners. Linguistic aspects (vocabulary, grammar, genre and text structure), cognitive and metacognitive behaviors (reading strategies), and socio-cultural context (beliefs and attitudes of non-English learners) will be examined as influences on a learner's development of literacy. This course will provide school and children's librarians

with background knowledge of the various issues relevant to literacy instruction. Special emphasis will be given to strategies to use for students with disabilities. Reading motivation and strategies to incorporate technology into literacy learning will be discussed.
3 credits

LIS 713 Rare Books and Special Collections Librarianship
Examines the current issues, standards, and best practices in managing collections of rare books and other unique printed material. Topics covered include: the unique research value of printed materials, definitions of rarity, collection development, description and access, preservation and conservation, security, and outreach and promotion.
Prerequisites: LIS 510 or LIS 512
3 credits

LIS 714 Archives and Manuscripts
An introduction to the identification, preservation, and use of archival materials. Topics include: surveys and starting an archive; appraisal and accessioning; arrangement and description; reference and access; security and disaster protection; and audiovisual and digital records.
3 credits

LIS 716 Audio Preservation
An exploration of the issues related to the preservation of audio materials, both in legacy formats and in current and future digital formats. Students will be able to identify audio formats found in a library or archives. They will be knowledgeable about the fragility and obsolescence issues pertaining to preservation and access of audio formats.
3 credits

LIS 718 Facilitating Online Learning
Students will learn about concepts, strategies, and research for developing and facilitating an online learning community. Students will explore both asynchronous and synchronous tools while designing online activities based on best practices. Topics include understanding the role of the online facilitator, designing online coursework while creating a sense of presence, engaging learners in an online environment, constructing activities to engage online learners, and assessing online engaged learning.
3 credits

LIS 721 Appraisal of Archives and Manuscripts
An in-depth examination of appraisal, which has been called the archivist's "first responsibility." Topics include: classic archival appraisal theory, recent refinements to appraisal theory, international perspectives on appraisal, collecting manuscripts, and appraisal of audiovisual and digital records.
Prerequisite: LIS 714 or instructor approval
3 credits

LIS 722 Digital Records
An in-depth examination of digital records management implications and applications. Topics include: document imaging systems, document management systems, inventorying and retention of digital records, preservation of digital records, and protection of vital digital records.
Prerequisite: LIS 520 or instructor permission
3 credits

LIS 727 Corporate Informatics and Knowledge Portals
Examines the structure and operation of business knowledge portals and knowledge management systems in the support of competitive business operations. Strategic information sharing and collaborative social networks are examined in terms of their roles in corporate development.
3 credits

LIS 728 K-12 Literature
A survey course covering various genres, styles, authors, illustrators and trends with emphasis on the role of literature in the school or K-12 library. Students will consider methods of selecting and evaluating children's and young adult literature in terms of readability and interest level and several ways in which the titles can be integrated as the content and vehicle to master the Core Curriculum. Through class discussions and constructing lessons, students will explore a range of topics related to literature, including book talks, author studies, read-aloud techniques and book discussion groups.
3 credits

LIS 729 Young Adults Sources and Services
A survey of adolescents and their reading with special emphasis on books written especially for this age group of 12-18 years old. The readings will include material emphasizing multi-cultural characters and settings, and bibliotherapy including stories of persons with disabilities and special needs. Topics include: programming, applying new technology advocacy, working with professional staff and administration, partnering with parents and community, school and public library cooperative projects, publicity, evaluation of literature and techniques for introducing literature to the adolescent population. Students will attain skills in providing library services for the young adult population, including information and referral.
Prerequisite: LIS 510
3 credits

LIS 731 Materials and Services for Early Childhood
Materials and services for the young child, viewed from a library perspective. Discussion of underlying theories such as services and development of appropriate programs including presentation of age appropriate material for children with disabilities and special needs, use of adaptive toys and equipment and material. Emphasis on books-their selection, analysis, and presentation, with attention to other materials, e.g., oral tradition, recorded materials, toys and puppets.
Prerequisite: LIS 510 and LIS 511
3 credits

LIS 733 Children's Sources and Services
A survey of literature for children of preschool through elementary school age (pre-K to 11 years) with emphasis on the literary quality and characteristics of fictional and biographical materials. The survey will include materials emphasizing multicultural characters and settings and bibliotherapy including stories of persons with disabilities and special needs. Issues and problems of bringing books to children are also discussed.
Prerequisite: LIS 510
3 credits

LIS 735 Storytelling and Folk Literature
Analysis and evaluation of folk literature and epic tales as revelation of the culture of various people. This course emphasizes the art, techniques, and practices of oral presentation as a medium of communication and appreciation of literature.
Prerequisite: LIS 510 or instructor approval
3 credits

LIS 737 Serving Diverse Populations
A seminar on services for multi-cultural populations and groups with special interests or needs: Sensory or mobility-impaired; learning disabilities; adult beginning readers; English as a second-language; gifted and talented; latchkey children; homeless, aging, etc. Covers Federal Regulations, materials, professional attitudes, techniques, equipment and programs, at all levels and settings.
Prerequisite: LIS 510
3 credits

LIS 739 Myth and the Age of Information
A seminar on the role of myth and storytelling in modern settings within diverse contexts such as management, marketing, psychology, politics, anthropology, literature, broadcast media and popular culture, multi-cultural education and religion. Covers the benefits and pitfalls of using story in different types of settings and the role of the information-based institution.
3 credits

LIS 740 Copyright Law and Information Policy
Explores copyright law relevant to information professionals, and gives students a legal framework to analyze and take action on the copyright issues faced by librarians and cultural institutions. Topics include: copyright issues raised by the digitization of collections, electronic reference services and collecting born-digital material, fair use and the library exceptions, and recent copyright developments, including newly-filed lawsuits and proposed legislation.
Prerequisite: At least one of the following: LIS 510, LIS 511, LIS 512, LIS 514 or instructor approval.
3 credits

LIS 741 Public Libraries
A study of the philosophy, background, function, and place of public libraries in contemporary society. Examines the principles and techniques of public library organization, planning, operation, resources, services and facilities, as well as how to identify and serve groups and organizations in a community. Study of present condition, trends, and issues. Emphasis on public service orientation.
Prerequisites: LIS 510 and LIS 512 or instructor approval
3 credits

LIS 744 Academic and Special Libraries
Overview of the working, organization, operation, and management of both academic and special libraries, with an emphasis on their unique characteristics. Comparative analysis of these library settings in all areas, including public services, technical services, systems, regulations, and scholarship. Organizational needs, services, personnel management, and budgeting will be examined within the context of such information functions as research and reference, teaching, and collection development.
Prerequisites: LIS 510 and LIS 511 and LIS 512 or instructor approval
3 credits

LIS 749 Health Sciences Libraries
An overview of the services and programs of health sciences libraries. The principles and techniques of administration and management will be discussed with emphasis on the selection and organization of collections, budgeting, facilities, staffing, and evaluation.
Prerequisites: LIS 510 and LIS 512 or instructor approval
3 credits

LIS 755 Information Technologies and Society
A study of information technologies and their impact on society. Topics include: the historical development of information technologies; the perspectives of different disciplines; and the social, economic, political and cultural effects of contemporary information technologies.
Prerequisite: LIS 510 or instructor approval
3 credits

LIS 763 Metadata for Digital Libraries
Application of standards and rules for construction of cataloging and classification tools and records, especially in digital environments. Overview of the concepts of knowledge organization, with special focus on challenging online environments, such as archival and special collections, and digital collections on the Internet. Additional topics include: metadata formats, descriptive detail for different forms of materials, entry and access points, and authority control functions.
Prerequisites: LIS 510 and LIS 512
3 credits

LIS 765 Knowledge Representation
Theoretical examination of the systems of both knowledge organization and classification. Examination and comparison of schemas for information organization, classification, taxonomy, and ontology. Detailed examination of such systems as LC, Dewey, LCSH, Sears, MESH, SuDocs, UDC, PRECIS, and the underlying structures of controlled vocabularies and authority control. Students will become conversant with the context and rationale of knowledge organization systems in a variety of library and information service centers.
Prerequisites: LIS 510 and LIS 512
3 credits

LIS 768 Digital Information Representation
Principles and concepts of abstracting and indexing methods in the context of manual and computer based information retrieval systems. Includes preparation of abstracts, subject analysis and vocabulary control, thesaurus construction, and computer assisted indexing. Evaluation of indexing and retrieval systems.
Prerequisites: LIS 510 and LIS 512
3 credits

LIS 770 Information Systems and Retrieval
Fundamentals of information retrieval systems, including structures, design and implementation, are covered. Also discussed are language, information and query representation, techniques, approaches, the human dimension, and evaluation in information retrieval along with a brief survey of advances and research in the field.
Prerequisite: LIS 510 or instructor approval
3 credits

LIS 773 Bibliography and Publishing
An introduction to the preparation, acquisition, and distribution of artifacts of recorded knowledge, including a survey of the techniques of enumerative, descriptive and analytical bibliography and bibliometric analysis. Included will be a study of the manifestation of formats of works, featuring examination of their publishing history. Students will construct analytical bibliographies of information products specific to their chosen fields, and will study the publishing history of those information products and artifacts.
Prerequisites: LIS 510, LIS 511 and LIS 512
3 credits

LIS 774 Information Seeking Behavior
An examination of the psychological factors influencing people and their use of information. Students will study the social, behavioral, and interaction components that exist between people and the information systems and services they access and use. Students will analyze established theory in the field via scholarly reading and case studies, and will examine empirical data on information seeking behavior. Students will also have the opportunity to observe information use in the field to develop a better understanding of the factors influencing information seeking.
3 credits

LIS 775 Technical Services Operations and Systems
An examination of library systems in terms of their strategic support of both public and technical services. Topics include: acquisition systems, online collection building, bibliographic control, serials management, vendor contracts and licenses, and integrated library systems. Students will have the opportunity to examine "back end" aspects of library information systems from both a management and implementation perspective.
3 credits

LIS 781 WISE Consortium
WISE (Web-based Information Science Education), of which the Palmer School is a member, are online courses taught by faculty from WISE Consortium host schools using course management systems specific to their environment and academic calendar. WISE courses afford students the opportunity to take electives of interest at other WISE schools, exposing them to a wide array of faculty and students without having to transfer credits. Students should note the varying delivery methods and academic calendars among WISE schools. For more information visit the WISE website (http://www.wiseeducation.org).

LIS 785 Mentoring Experience
Mentees are assigned a mentor from the NYU Libraries as soon as they are accepted into the dual- degree program. Mentors and mentees will then work together to develop an initial learning contract which is reviewed each semester. On occasion, part of the mentorship may be completed at an off-site library approved by the Mentor and members of the Mentoring Committee. The mentorship of 160 hours may be completed at any time before graduation from both Masters programs.
Open only to Dual-Degree Students
4 credits

LIS 901 Special Topics
A special topic not covered in the regular curriculum is explored in depth.
Students are limited to 6 credits of 901 courses, absent permission of the Palmer School Director.
3 credits

Certificate of Advanced Study
in Archives and Records Management

The Certificate of Advanced Study in Archives and Records Management is an 18 credit program offered as part of the MSLIS or as a separate post-Master's certificate. Because all types of institutions create and maintain records, there are career opportunities for both archivists and records managers in a variety of settings, including corporations, government agencies, libraries of all types, museums, historical societies, and non-profit organizations and associations. The Certificate program covers content areas included in certification examinations administered by the Academy of Certified Archivists (ACA) and the Institute of Certified Management (ICRM). This certificate is available both face-to-face and online.

ADMISSION

Students who wish to obtain a certificate concurrent with the MSLIS degree must comply with admission criteria and deadlines for the Master's program. For admission to the Archives and Records Management certificate program only, applicants must submit:

- Graduate application.
- A copy of an official transcript indicating completion of a Master's degree program.
- Two letters of recommendation.

PROGRAM REQUIREMENTS

The Certificate of Advanced Study in Archives and Records Management requires 18 credits. The following three courses (9 credits) are required:

LIS 520	Records Management
LIS 714	Archives and Manuscripts
LIS 690	Internship (with an archives focus)

Students may choose an additional three courses (9 credits) from a variety of electives that are tailored to suit individual career objectives, including:

LIS 529	Map Collections
LIS 611	Film and Media Collections
LIS 657	Introduction to Preservation
LIS 705	Principles and Practices in Archival Description: EAD/DACS
LIS 706	Digital Preservation
LIS 713	Rare Books and Special Collections Librarianship
LIS 716	Audio Preservation
LIS 721	Appraisal of Archives and Manuscripts
LIS 722	Digital Records
LIS 755	Information Technologies and Society
LIS 763	Metadata for Digital Libraries

Public Library Administrator's Certificate Program

The Public Library Administrator's Certificate Program consists of five courses that carry graduate academic credit and culminate in an Advanced Certificate in Public Library Administration, recognized by the New York State Education Department. The program is designed to:

- Provide a solid management education program for public library administrators;
- Update librarians on new management principles and organizational structures;
- Integrate these concepts and illustrate their practical application within the public library setting;
- Explore current issues and trends in public library management and improve leadership skills within the workplace;
- Provide a forum where important management issues germane to public librarians can be discussed in light of the theoretical constructs covered with this program.

ADMISSION

Entrance to the Certificate of Advanced Studies in Public Library Administration is limited to working professionals who either hold, or aspire to, executive management positions in the public libraries. All applicants should hold a relevant master's degree (the Master of Science in Library and Information Science (MSLIS) or equivalent) and a minimum of two years' experience in public libraries. The Public Library Administrator's Certificate is designed as a post-MSLIS "cohort" program, where students register with the intent to complete all five courses as a group (LIS 700-LIS 704). The program is often coordinated with regional public library organizations acting as partners with the Palmer School to assure a focused and meaningful educational experience for the participants. For more information on admission to the program contact: Gerald Nichols at (516) 299-2867 or via email at gerald.nichols@liu.edu.

PROGRAM REQUIREMENTS

The certificate in Public Library Administration encompasses five required courses. The same level of effort is required; however, only three-credit courses are eligible for transfer to other graduate-level programs:

LIS 700   Principles of Public Library Organization and Management
LIS 701   Legal Issues in Public Library Administration
LIS 702   Human Resources Administration in the Public Library
LIS 703   Financial Management of Public Libraries
LIS 704   Administration of Public Library Facilities and Technology

Public Library Administrator's Certificate Program Courses
(NOTE: Not open to MSLIS students)

LIS 700 Principles of Public Library Organization and Management
This seminar explores public organization and management. Topics include principles of management and organization; the planning process, policy decision making, and leadership principles. Issues such as assessing community needs, public and governmental relations, cooperative ventures, leadership and management systems, professional ethics, and censorship are also addressed.
3 credits

LIS 701 Legal Issues in Public Library Administration
This seminar focuses on the legal basis for the public library, sources of the public library's authority and the organizational framework that enables the library to function in society. Attention is given to the laws, rules and regulations on the local, state, national level that affect public libraries. Other topics include the roles of the board of trustees and the library director; regulatory agencies and reporting requirements; insurance risk management and liability; library policies and their enforcement and the relationship of the public library to other agencies.
3 credits

LIS 702 Human Resources Administration in the Public Library
This seminar deals with issues involved in developing and implementing a human resources program in the public library. Topics include performance evaluation; job descriptions; salary administration; fringe benefits; human resources policies; contract and collective bargaining negotiations; recruitment and interviewing techniques; civil service issues; and all legal aspects of personnel supervision and administration.
3 credits

LIS 703 Financial Management of Public Libraries
This course is designed to provide library managers with an understanding of public finance and economic theory. Specific topics such as basic economic theory, public finance, community assessment, budget process and preparation, the audit function, taxation and capital funding are covered.
3 credits

LIS 704 Administration of Public Library Facilities and Technology
This seminar is designed to prepare the public library administrator to deal with the process and problems of planning, managing and evaluating library facilities. Emphasis is placed on maintenance and operation of public facilities, including space planning and utilization; building and grounds maintenance; security; and branch library issues. The process of defining, specifying, evaluating and selecting automation and telecommunication systems, furniture and other equipment is covered in depth. Other topics include the basics of writing a facilities program, selection of an architectural firm, project manager and building contractor.
3 credits

School Library Media Program

A candidate for admission to the Palmer School seeking New York State certification as a school librarian (certification title: Library Media Specialist) must have a baccalaureate degree from an accredited institution of higher education. Undergraduate or graduate preparation for entry to the program must include a concentration of at least 36 credits in one of the liberal arts and sciences, as well as at least 3 credits in each of the following: English, social studies, mathematics, science, and a language other than English. Candidates for school library certification may make up any deficiency during the course of their program. All students entering the school library program will be subject to a transcript evaluation to determine whether they have the requisite courses.

CERTIFICATION

The School Library specialization has the following required courses, in addition to the Palmer MSLIS core courses, for students entering the program:

LIS 620	Instructional Design and Leadership
LIS 622	Management of the School Media Center
LIS 626	Teaching Methodologies for K-16 Libraries
LIS 627	Special Needs Students in K-12 Libraries
LIS 629	Integrating Technology into the K-12 Curriculum
LIS 712	Literacy for a K-12 Environment
LIS 691	Internship/Student Teaching

And one of the following:

LIS 728	K-12 Literature
LIS 729	Young Adult Sources and Services
LIS 733	Children's Sources and Services

Students entering the program with New York State Teacher Certification will undergo a transcript evaluation to determine which education courses might be equivalent to the above courses. In such a case the student will be informed and electives to substitute for a required course will be suggested.

Suggested Electives:

LIS 624	Introduction to Online Teaching
LIS 628	Collection Development for K-12

To qualify for initial New York State Certification as a Library Media Specialist, students must also complete the following:

- Two-hour child abuse seminar (either online or face to face).
- Violence Prevention Workshop (either online or face to face).
- DASA workshop (Dignity for All Students Act) (either online of face to face).
- Fingerprinting according to NYSED requirements: http://www.highered.nysed.gov/tsei/ospra/fpprocess.html
- Qualifying scores on ALST (Academic Literacy Skills Test), EAS (Educating All Students), CST (Content Specialty Test) in Library Media and edTPA (video performance assessment).
- Enrollment in the TEACH system (New York State's online application system for teacher certification).

Following three (3) years of successful employment and one (1) year of mentorship in a school library media center, a candidate may apply to the NYSED for professional certification. The certification program is reciprocal for most states in the nation.

AREAS OF STUDY

The Palmer School offers many areas of study, ranging from the renowned Rare Books and Special Collections area to Academic, Public, Digital, Technical, Special Libraries and Youth Librarianship. For details, please see links below.

Academic Libraries

Digital Libraries

Public Libraries

Rare Books and Special Collections

Special Libraries

Technical Service

Youth Librarianship (Children's and Young Adult Services)

Dual-Degree Program with New York University

Most research library settings require their librarians to have not only the MLS degree, but a master's degree in a particular subject area as well. LIU Palmer and New York University (NYU) offer qualified students the opportunity of selecting one of hundreds of major programs within NYU's Graduate School of Arts and Science (GSAS), or from the Steinhardt School, students may select the master's degree in either Media, Culture and Communication or Costume Studies. The Food Studies program is currently in the process of applying for dual degree accreditation.

The purpose of this program is to train subject specialists and scholar-librarians for academic and research in institutions and the information industry. Students take approximately 13 fewer credits in the dual-degree program than if they took each master's degree separately. An important part of this program is a specially designed mentorship with NYU Libraries' subject specialists, the component of the dual degree that differentiates it from any other program of its type. The actual four-credit mentorship course (LIS 785) is part of the LIU curriculum and replaces the Internship class (LIS 690). Students are registered for it in their first semester.

New dual degree students are assigned a mentor from the ranks of the NYU librarians and archivists, and occasionally from other cultural institutions. The mentor is selected by the dual degree faculty based upon the student's interests and program. The goal is to give guidance, instruction, and support through a collegial network of professionals. There are specific benchmarks that students must reach to complete the mentorship which is graded as a pass/fail course.

ADMISSION
Students apply separately for admission to each school. A student must be admitted to the Palmer School and to NYU before they can be considered for the dual degree program. The Palmer School, NYU's Graduate School of Arts and Science, and the Steinhardt School at NYU each have individual admissions application requirements and deadlines and only the Palmer School has rolling admission with no set deadline. Please consult http://www.liu.edu and http://www.liu.edu/CWPost/Admissions/Graduate .

All students who apply for the dual degree should complete the following for the Palmer School:
- MSLIS admissions application and accompanying required documents
- Upon admission to both universities, a dual degree supplementary form administered by the Palmer School

While students may take library science courses at any campus of the Palmer School, all NYU courses are taught in NYU's Washington Square Campus in Manhattan. Students are able to complete their degrees for the MSLIS at the Palmer Manhattan location.

Students already enrolled in the MSLIS program may apply for the dual degree program as long as they have completed no more than 6 credits by the time they enter the program. Students already enrolled at NYU who have completed more than 6 credits are still eligible to join the dual degree.

REQUIREMENTS
The Palmer School portion of the Dual-Degree Program comprises 28 credits, of which five courses (16 credits) are required and two courses (6 credits) are strongly suggested. The following are the five required courses:

LIS 510   Introduction to Library and Information Science
LIS 511   Information Sources and Services
LIS 512   Introduction to Knowledge Organization
LIS 514   Introduction to Research in Library and Information Science
LIS 785   Mentoring Experience (includes an internship program) (4 credits) (see https://nyudualdegree.wordpress.com/ for details)

Students are strongly advised to take:
LIS 516   Collection Development
LIS 606   Information Literacy and Library Instruction

NYU's Graduate School of Arts and Science and the Steinhardt School program requirements can be found on the NYU website (http://www.nyu.edu). Students are advised to speak with a Director of Graduate Study in the department where they plan to apply before they complete their NYU application.

After completing 12 credits at NYU and after completing 12 credits at Palmer, students in the Dual-Degree Program will:

- Transfer 8 credits from their NYU program to complete the dual-degree requirements for Palmer.
- Transfer 9 credits from their Palmer program to complete the dual-degree requirements for NYU.

Students are responsible for applying for the transfer of credit and should do so once 12 credits are completed at either institution.

For more information, please see http://palmerblog.liu.edu/student-resources-2/new-dual-degree-students/ and / or contact the Program Director of Palmer Manhattan at (212) 998-2680.

WISE Consortium

The Palmer School belongs to the WISE (Web-based Information Science Education) Consortium of Library and Information Science schools that offer online courses. These online courses are taught by faculty from WISE host schools using course management systems specific to their environment and academic calendar. WISE courses afford students the opportunity to take electives of interest at other WISE schools, exposing them to a wide array of faculty and students, without having to transfer credits. Students should note the varying delivery methods and academic calendars among WISE schools. For more information visit the WISE website (http://www.wiseeducation.org). Palmer School students are permitted to take a total of six (6) WISE credits and apply them to their MSLIS degree.

Doctor of Philosophy in Information Studies

PROGRAM MISSION

The mission of the doctoral program is to prepare individuals to assume leadership positions in research, teaching, and who will contribute to theoretical and operational research in existing and new fields and will fill the need for researchers and faculty members in the broad field of information studies.

ADMISSION CRITERIA AND PROCEDURES

Applicants must hold a Master's degree in any discipline. Work experience is an asset but is not required.

Admission decisions are based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, and potential for completing a rigorous program. After an initial review of applications, some will be invited to an interview. Those who are qualified but cannot be accepted in a given year may be placed on a waiting list or offered a place in the following year's class.

In addition to an application form (available online), applicants must submit the following materials by March 1st if they wish to begin classes in the fall semester:

- A completed application form.
- A full curriculum vitae.
- A statement that explains their reasons for wanting to pursue a doctoral degree and outlines the proposed area of study and research.
- A copy of a publication or a sample of other scholarly writing.
- Official copies of all undergraduate and graduate transcripts.
- Three letters of reference.

In addition, applicants who do not have a master's degree from a U.S. institution must also complete and submit the following:

- An international graduate application form, in addition to the Ph.D. application form.

A TOEFL score of at least 100 on the Internet based test or 250 on the computer-based test is required.

CURRICULUM

The Ph.D. program requires 48 credits of course work beyond a master's degree, plus a minimum of 12 credits at the dissertation stage, for a total of 60 credits. In addition, students must successfully pass a comprehensive examination, a dissertation proposal defense and a dissertation defense. Experience indicates that it takes 4-7 years to complete all requirements for the Ph.D. degree. The statutory limit for completion of all degree requirements is five years after a student passes the comprehensive examination. Normal progression through the program will be as follows:

- Required first -year doctoral level courses (12 credits)
- Elective course work (36 credits)
    - Elective doctoral level courses (18 credits minimum)
    - Elective related master's level courses (0-9 credits) or Independent study
    - Elective co-related courses (9 credits)
- Comprehensive examination
- Dissertation proposal preparation
- Dissertation proposal defense
- Dissertation research

- Dissertation defense
- Graduation

Required First-Year Courses (12 credits total)

a. Two required area/content courses for a total of 6 credits:

DIS 801	Knowledge Organization and Access (3 credits)
DIS 803	Information Studies and Services (3 credits)

b. Two required research methods courses for a total of 6 credits:

DIS 805	Research Methods I (3 credits)
DIS 807	Research Methods II (3 credits)

These four courses must be taken in the first year of study with two courses being required in the first Fall Semester and two courses being required in the first spring semester.

Elective Courses (36 credits total)

Students will choose electives in conjunction with the Major Advisor and possibly the External Advisor. Prior education, experience and research plans will be considered in making decisions about what is to be taken in the field of Information Studies and in co-related areas.

a. Doctoral level electives (a minimum of 18 credits) from the following:

DIS 810	Knowledge Organization
DIS 812	Information Retrieval
DIS 815	Information Systems: Theories, Paradigms, and Methods
DIS 816	Human-Computer Interaction
DIS 820	Information Policy and Services
DIS 822	Information and Society
DIS 824	Information Services
DIS 826	Organizational Information Management

There are no distribution requirements between two major areas of study: Knowledge Organization and Access, and Information Studies and Services. Doctoral students may take any of the above as doctoral level electives but students must pass the comprehensive examinations in both areas, since one of the objectives of the program is to produce individuals with abroad understanding of the field. It is expected that students will take electives that complement their own strengths and experience.

b. Electives from related master's level courses (0-9 credits) or Independent Studies

Advanced master's courses at the 700 level in the Palmer School may be used as electives.

Courses numbered LIS 901 may or may not be used as electives in the Ph.D. Program. Students are required to receive approval from their Faculty Advisor before registering for any of the LIS 901 sections. DIS 899 Independent Study requires an application that is approved by the Major Advisor, the faculty member who will supervise the independent study, the Director of the Doctoral Program, and the Director of the Palmer School. There is no limit on the number of credits that can be taken as Independent Study.

c. Elective from co-related courses (9 credits)

Students must identify a co-related field of study outside of the field of Information Studies. Students will incorporate knowledge from their co-related fields of study in answers to questions on the comprehensive examinations and in the dissertation. These courses must be graduate courses at the doctoral level or master's courses approved as appropriate for doctoral level study. They may be taken at

the LIU Post Campus or at other institutions. The selection of courses in the co- related area must be approved by the Major Advisor prior to registration.

If the courses are taken outside of LIU after a student is admitted to the Information Studies doctoral program, the PERMISSION TO TAKE COURSES AT ANOTHER INSTITUTION form must be completed in advance of registering for the course. It is submitted to the Major Advisor who process through the required levels of approval. When a course is completed at another institution, the student must request that an official transcript be sent to the Palmer School.

Students have the opportunity to select co-related doctoral level courses from the other doctoral programs on the LIU Post Campus (Clinical Psychology and Education), subject to the approval of the Major Advisor and the Director of the other doctoral program.

In addition, there are master's-level courses available in the College of Arts and Science, School of Education, College of Management, School of Health Professions, and the School of Visual and Performing Arts that may be used as co-related electives by doctoral students in Information Studies. While some of these master's level courses have been reviewed by the Palmer School faculty in prior years, approval of actual courses as co-related electives will be done in the semester prior to these courses being taken. Current syllabi for these courses must be obtained and be reviewed by the student's Major Advisor before they can be approved as a co-related course.

RESIDENCY AND REGISTRATION REQUIREMENTS

Students must take six credits of required courses in each of their first two semesters. After the first academic year (fall and spring semesters), continuous registration must be maintained in the program. Summer semesters are excluded. The number of credits that are taken per semester after the first year can vary but may not be less than three until the 48 credits of course-work have been completed.

Doctoral students who would like to maintain their matriculation without taking classes may register for Maintenance of Matriculation. There are two types of maintenance:
- Students not yet at the Dissertation Research stage may register for "MM1: Maintenance of Matriculation, Graduate." For example, students may register for MM1 in a semester in which they are studying for the comprehensive examination. Students may register for MM1 a maximum of 3 times.
- "MM1D: Maintenance of Matriculation, Ph.D." is only for students who already have registered for 12 credits of Dissertation Research. MM1D may be taken up to 12 times.

Maintenance of Matriculation permits students to continue under the requirements in effect when admitted and prevents the need to reactivate through admissions. Students must be aware that their financial aid status may be affected by Maintenance of Matriculation.

Doctoral-Level Courses

DIS 801 Knowledge Organization and Access
Overview of the foundations, topics and issues in information organization and access, including current research in knowledge organization, information retrieval, systems analysis and design, and human-computer interaction.
Fall Semester
3 credits

DIS 803 Information Studies and Services
Overview of the foundations, topics and issues in information studies and services, including current research in information and society, information policy, information services, and organizational information management.
Spring Semester
3 credits

DIS 805 Research Methods I
Survey of principles of scientific inquiry. Emphasis on the overall research process and developing quantitative methodological skills, including the application of descriptive and inferential statistics in data analysis. Design of research projects and preparation of research report. Critical review of empirical research in information studies.
Prerequisite: Master's level research methods course
Fall Semester
3 credits

DIS 807 Research Methods II
Examination of the qualitative paradigm of research. Examination of historical methods for research. Overview of meta-analysis. Critical review of qualitative and historical research in information studies. Design and implementation of qualitative and historical research.
Prerequisite: DIS 805
Spring Semester
3 credits

DIS 810 Knowledge Organization
Identification and study of problems in knowledge organization with close attention to theory building through research. Emphasis on autonomous student investigation, writing, and discussion. Students will conduct original research, with results reported in the class. Includes the historical context for bibliographic control; problems related to descriptive cataloging, classification and subject analysis, vocabulary control, authority control; and, the design of bibliographic retrieval systems.
Prerequisites: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule
3 credits

DIS 812 Information Retrieval
Fundamentals and theories of information retrieval (IR) are examined, including retrieval language, query formation, IR models, approaches, techniques, IR systems, hypertext and multimedia IR, and evaluation. Research in the field with an emphasis on identifying additional topics for further study.
Prerequisites: DIS 801, DIS 803, DIS 805, and DIS 807

Offered on a two-year schedule
3 credits

DIS 815 Information Systems: Theories, Paradigms, and Methods

Conceptual and paradigmatic foundations of information systems research and development throughout history, from Shannon and Weaver's mathematical, objectivist perspective and cybernetics, to today's neo-humanistic, ethnographically-oriented socio-cultural paradigm represented in the works of the proponents of distributed cognition and activity theory. The epistemological and ontological assumptions of these paradigms will be examined. Various information systems development and research methodologies will be reviewed, with an in-depth look at the issues surrounding each of these methodologies.
Prerequisites: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule
3 credits

DIS 816 Human-Computer Interaction

Examination of theoretical and methodological developments in HCI research and the application of research findings to the design and development of information systems. Emphasis will be on various theoretical paradigms and cognitive frameworks assumed in HCI studies, as well as usability design and evaluation studies. Research in the field is discussed with an emphasis on identifying additional topics for further study.
Prerequisites: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule
3 credits

DIS 820 Information Policy and Services

Investigation of historical context and current policy agenda, with attention to social, political, and economic issues, and to policy implications of the electronic environment, in particular, the Internet, World Wide Web, and development of the National Information Infrastructure. Focus on stakeholders in policy development and implementation; economics of information and valuing of information; new information technologies; role of legal system; federal, state, and municipal roles and responsibilities; and international arena for information policy.
Prerequisites: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule
3 credits

DIS 822 Information and Society

Complexity of the inter-relationship between information and information technologies and society. Utilizes the work of several of the classic thinkers of the 1930s, 40s and 50s (Mumford, Ellul and Gideon) and moves to modern approaches such as the social constructivist approach of the Society for the History of Technology. Investigation of the social effects of the use of technology and information, the economics of information, and the social and political aspects of information.
Prerequisites: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule
3 credits

DIS 824 Information Services

Addresses information services from the perspective of institutions dedicated to producing or sharing information, e.g., publishers, schools, libraries, museums, bookstores and research firms. Impact of electronic formats on all of these, in terms of their re-examination of traditional values and the reshaping

of such services as the finding of information, publishing or providing access to it, and the teaching, editing and interpretation of ideas.
Prerequisites: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule
3 credits

DIS 826 Organizational Information Management

Exploration of the ways organizations manage information for decision-making and other purposes. Topics include: organizational structure and culture, archival management, record management, digital records, preservation, knowledge management, data warehousing, and data mining.
Prerequisites: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule
3 credits

DIS 880 Dissertation Research

Pursuit of research as approved upon successful defense of the dissertation proposal. All students must register for one (1) to six (6) credits in each of Fall and Spring semesters in order to maintain their candidacy.
Prerequisites: All course work and qualifying examinations
Fall and Spring Semesters
1-6 credits

DIS 890 Special Topics

A special topic not covered in the regular curriculum is explored in depth.
3 credits

DIS 899 Independent Study

Exploration in depth of a subject that is not covered in the formal curriculum at the doctoral level. In the case that the subject is in the student's co-related area, the study may be conducted under the direction of an approved instructor outside LIU. The study must include a comprehensive and analytical review of the literature.
Prerequisites: DIS 801, DIS 803, DIS 805, DIS 807 and Dean's permission
Each Semester
3 credits

LIU

The University was founded in Brooklyn in 1926 and currently has six campuses, more than 20,000 students, and a complement of more than 600 full-time faculty. LIU is accredited by the Middle States Association of Colleges and Secondary Schools and all of its programs are registered with the New York State Department of Education. LIU is one of the largest independent multi-campus institutions in the U.S.

LIU POST

The LIU Post was established in 1954 on a 305 acre estate and is acknowledged to be one of the most beautiful academic settings in the country. The 260 undergraduate and graduate academic programs are complemented by many cultural, social, intellectual, and recreational activities such as world-class performances at the Tilles Center. The campus is 30 miles east of Manhattan, just north of the Long Island Expressway. The Long Island Rail Road and connecting buses take passengers to a stop on campus.

PALMER MANHATTAN

Master's courses have been offered in Manhattan since 1986 and the Palmer School has been located in the Bobst Library at New York University since the fall of 1993 where we have offices and classes. Students registered for courses in Manhattan are given access cards and borrowing privileges at the Bobst Library. The full MSLIS in Library and Information Science degree, the Certificate of Advanced Study in Archives and Records Management, and the Rare Books and Special Collections area of study are all offered in Manhattan.

BRENTWOOD CAMPUS

The Palmer School offers select Master's courses toward the MSLIS degree at the Brentwood Campus of LIU. Students in the program must take three credits at either the LIU Post or Manhattan to fulfill residency requirements.

Additional Resources

FINANCIAL AID
The Palmer School has a variety of scholarships and financial aid available, including academic assistantships. LIU Post's Office of Financial Aid and the School's Academic Counselor can provide more information and assistance or visit http://liu.edu/Post/Finaid.

To contact the Financial Aid office:
Tel.: (516) 299-2338
Fax: 516-299-3833
E-mail: finaid@cwpost.liu.edu

CENTER FOR STUDENT INFORMATION (CSI)
CSI is located in Hillwood Commons on the LIU Post campus. It is open Monday to Thursday 9AM-6PM and Friday from 9AM-5PM. In addition, you can access the Center through the online Student Center using your My LIU Account. The link for the CSI can be found under the MyLIULinks section of your portal. The Online Student Center provides an outstanding library of information to assist you with all functions of your My LIU Account.

To contact the CSI office:
Tel.: (516) 299-3967
E-mail: studentcenter@liu.edu

Additional contact information for Palmer School-related questions:
- Palmer School main office contact Erin Reilly at (516) 299-2866 or erin.reilly@liu.edu
- Program Advisement contact Christine Prete at (516)299-2857 or christine.prete@liu.edu
- School Library Media Program contact Dr. Bea Baaden at (516)299-3318 or bea.baaden@liu.edu
- Advanced Certificate in Archives and Records Management contact Dr. Gregory Hunter at (516) 299-2171 or greg.hunter@liu.edu
- Rare Books and Special Collections Specialization contact Prof. J. Fernando Peña at (212) 998-2681 or fernando.pena@liu.edu
- Dual-Degree Program: contact Alice Flynn at (212) 998-2680 or alice.flynn@liu.edu
- e-Portfolio requirements: contact Heather Ranieri at (516) 299-4110 or heather.ranieri@liu.edu