INFORMATION AND LIBRARY SCIENCE

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Post-Baccalaureate School Library Media K-12 Educator Preparation Program
The Post-Baccalaureate School Library Media K-12 Educator Preparation Program is accredited by the Council for Accreditation of Educator Preparation (CAEP).

Master of Library and Information Science
POST-BACCALAUREATE SCHOOL LIBRARY MEDIA K-12 EDUCATOR PREPARATION PROGRAM

For further information: LibraryScienceGrad@southernct.edu

Dr. Gayle Bogel, Coordinator of School Media Program. Email: bogelg1@southernct.edu

Application Deadline

Rolling admissions.

OVERVIEW

The CAEP accredited program at SCSU offers preparation for teachers seeking cross endorsement as school library media specialists, as well as preparation for those seeking initial teaching licenses in Connecticut. Both programs are offered as stand-alone specializations, and well as a concentration within our Master of Library and Information Science (MLIS) program.

The application process to the ILS department programs are the same for all options, please see the Admissions document on the ILS site for admission requirements to the University and the School of Education.

ADMISSIONS PROCEDURE

The procedure for admission into the program includes several steps, with the first two taken by the applicant to initiate the process.

a) Preparation and submission of the Online Graduate Application

The Online Graduate Application can be found at:

http://www.southernct.edu/academics/graduate/graduate-admissions/graduate-application.html

b) Submission of the required documentation

Complete applications must include the following materials:

1. Graduate School Application
2. $50.00 non-refundable application fee
3. Official academic transcripts for all college-level programs the applicants has ever attempted and/or completed, with at least one transcript showing an undergraduate degree from an institution accredited by a recognized regional accrediting agency in the United States. For students with degrees obtained outside the United States, equivalence must be established by the World Education Services, Josef Silny &
Associates Evaluators, Inc., Global Credential Evaluators, Inc., or Educational Credential Evaluators, Inc. These are independent evaluation services recognized by the National Association of Credential Evaluation Services (NACES).

4. For applicants whose native language is not English, TOEFL scores. The Graduate School sets the minimum score needed on the TOEFL exam.

5. Two letters of recommendation written by individuals in a position to describe and evaluate the applicant’s commitment and potential for academic success at the graduate level. The letters should also address the applicant’s potential ability to make meaningful professional contributions.

6. A written statement (400-500 words) describing why the applicant is interested in the chosen program of study, expected contributions, and anticipated areas of professional practice.

7. A current resume.

c) Review of the application file by the Department’s Graduate Admissions Committee

Complete application files will be reviewed by the Coordinator of the School Library Program and an admissions interview will be scheduled. The file will then be reviewed by the Dept. Graduate Admissions Committee. The Committee’s membership consists of three full-time faculty.

d) The determination of the applicant’s qualifications and dispositional suitability for admission into the program

In making its determination and subsequent recommendation, the Dept. Graduate Admissions Committee will give consideration to the applicant’s entire record. Please see section on requirements for information on conditional acceptance.

e) The Department’s recommendation to the Office of Graduate Admissions

Once the Dept. Graduate Admissions Committee makes a determination on the applicant’s suitability for the intended program of studies, a recommendation will be made to the Office of Graduate Admissions for its review.

f) Final determination by the Office of Graduate Admissions

Admission decisions rest exclusively with the Office of Graduate Admissions and they are communicated by the School. For applicants accepted into the program, the School’s decision concludes the process of matriculation.

CONTINUOUS ENROLLMENT, SATISFACTORY PROGRESSION AND PERFORMANCE ASSESSMENT

Continuous Enrollment requires that every graduate student maintain at least six credits toward his or her degree program every calendar year (a minimum of three credits in the fall and spring terms respectively) from the time of acceptance by the Office of Graduate Admissions until completion of all requirements for the graduate degree. Students must register for a course each semester or register for a continuation course.

Continuation in any of the department's graduate programs is contingent upon ongoing positive faculty evaluation of a graduate student's grades, professional or scholarly
attributes, performance in real or simulated professional situations, and subjective appraisal of the student's progress and potential. A student may be suspended or dismissed from a graduate program for deficiencies in any of these areas. If, in the professional judgment of the faculty, a student demonstrates practices that are harmful to patrons, unethical, or behaves unprofessionally, he or she will be placed on probation or requested to withdraw from the program.

School Media students must maintain good standing in the program in order to qualify for student teaching and a recommendation from Southern Connecticut State University for State of Connecticut teacher certification. They also must demonstrate the following: personal attitudes and attributes that affect her or his performance as a teacher positively; professional behavior appropriate to the context which shows a realization that actions reflect directly upon the status and substance of the profession; confidentiality of all information concerning colleagues and students obtained in the educational process; and integrity and honesty in written and verbal communication, documentation, and coursework related to the professional program for teacher certification.

SCHOOL LIBRARY MEDIA PROGRAM OPTIONS

• Cross Endorsement
• Initial Educator
• Cross Endorsement or Initial Educator with MLIS Degree

The school library media specialist certification program is accredited, through the School of Education, by the Council for Accreditation of Educator Preparation (CAEP).

School Library Media Cross-Endorsement - 30 Credits

This program option is designed for teachers who have current elementary or secondary certification in Connecticut. Thirty (30) credits in ILS courses are preparation for the endorsement (062). All courses are offered online.

The ILS 582 Internship is scheduled to accommodate individual student schedules and offers opportunities to gain hands on experience in school, public or university libraries.

ILS 502 - Fundamentals of Library and Information Science - 3 credits
ILS 505 - Information Resources Organization and Management - 3 credits
ILS 507 - Information Science and Technology - 3 credits
ILS 508 - User Services - 3 credits
ILS 582 – Library Science Internship - 3 credits
ILS 516 – Literacy, Literature and Reading for School and Public Libraries - 3 credits
ILS 545 - Administration and Design of School Library Media Centers - 3 credits
ILS 547 – Integrating Technology and Media in K-12 Curriculum - 3 credits
ILS 575 – Instructional Design Principles - 3 credits
ILS ___ – Elective (with Academic Advisor Approval) - 3 credits

School Library Media Initial Educator - 30 Credits

This option is designed for those not currently certified in Connecticut who wish to qualify for Connecticut Initial Educator Certification as a School Library Media
Specialist. Thirty (30) credits in ILS courses are required: additional courses in professional education and field experiences including a semester of student teaching are required. Must meet admission requirements for school of education initial educators, as well as ILS department.

All ILS content courses are offered online, professional education courses may be offered online or on ground.

The ILS 582 Internship is scheduled to accommodate individual student schedules and offers opportunities to gain hands on experience in school, public or university libraries. ILS 581 School Media Practice is a 15 week, semester long student teaching sequence in a placement determined by the School of Education Office of Educational Services.

ILS 502 - Fundamentals of Library and Information Science - 3 credits
ILS 505 - Information Resources Organization and Management - 3 credits
ILS 507 - Information Science and Technology - 3 credits
ILS 508 - User Services - 3 credits
ILS 582 - Library Science Internship - 3 credits
ILS 516 - Literacy, Literature and Reading for School and Public Libraries - 3 credits
ILS 545 - Administration and Design of School Library Media Centers - 3 credits
ILS 547 - Integrating Technology and Media in K-12 Curriculum - 3 credits
ILS 571 - Methods for School Library Media Centers - 3 credits
ILS 575 - Instructional Design Principles - 3 credits
EDF 520 - Child in American Culture* - 3 credits
PSY 370 - Educational Psychology* - 3 credits
SED 481/482 - Teaching Exceptional Children: Elementary/Secondary* - 3 credits
ILS 581 - School Media Practice - 6 credits

*approved courses meeting this requirement are available at many of Connecticut's community colleges as well as other four-year colleges and universities in the state.

Additional 6 credits of coursework to complete MLIS degree and Capstone Requirements

with 062 Cross Endorsement or Initial Certification

ILS 699 - Thesis - 3-6 credits
Or
ILS 590 - Research in Library and Information Science (Special Project) - 3 credits
ILS 660 - Independent Study (Special Project) - 3 credits
Or
ILS Comprehensive Exam and 2 additional electives

Southern Connecticut State University Graduate Catalog 2016 - 2017
MASTER OF LIBRARY AND INFORMATION SCIENCE

Application Deadline

Rolling Admissions

Announcement

November 25, 2015

The Master of Library and Information Science (MLIS) program at Southern Connecticut State University (SCSU) has been granted Precandidacy status by the Committee on Accreditation of the American Library Association. Precandidacy status is an indication that SCSU’s MLIS program has voluntarily committed to participate in the ALA accreditation process and is actively seeking accreditation. Precandidacy does not indicate that the program is accredited nor does it guarantee eventual accreditation of the program by ALA.

OVERVIEW

The recently introduced Master of Library and Information Science (MLIS) is a 36-credit program offered by the Department of Information and Library Science in the School of Education. The program is intended for those seeking to develop or advance in careers in the information professions giving students two options to pursue their interests. These include School Library Media and the Individualized Program. All programs share the core courses, but with flexibility in the choice of electives deemed appropriate for professional practice in public, academic libraries, and digital information management.

The Master of Library and Information Science is currently in pre-candidacy status for accreditation by the American Library Association (ALA).

The School of Education at Southern Connecticut State University is accredited by the Council for Accreditation of Educator Preparation (CAEP), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers the initial certification preparation program in school media in the State of Connecticut (Connecticut School Media is a K12 certification). CAEP is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

Please refer to the home page on admissions from the Office of Graduate Admissions for information on general requirements and the Online Graduate Application.

APPLICATION DEADLINE
The Master of Library and Information Science program has rolling admissions. Please consult the sections that follow for an overview of the program and guidance on the requirements and the admissions procedure.

**REQUIREMENTS**

Consideration for admission into the MLIS program is based on applicants meeting the minimum requirements for admission to the Graduate School as described in the Graduate Catalog under *Minimum Acceptance Standards*. The standard is defined as:

A bachelor's degree from a regionally accredited college or university (or equivalent for students with degrees obtained in other countries) with an undergraduate cumulative grade point average of at least 3.0 (scale A = 4.0) and the recommendation of the graduate program.

As of January 26, 2016, GRE scores are no longer required for admission into the MLIS program.

A candidate whose academic record is not sufficiently competitive may be recommended by the Dept. Graduate Admissions Committee to the Office of Graduate Admissions for Conditional Admission but only if the applicant has demonstrated considerable promise as a result of work experiences and/or contributions to the community.

Students from outside the United States should consult the section *Admission of International Students* in the Graduate Catalog for information on expected language proficiency, etc.

Based on current graduate admission policies, applicants may register as part-time non-matriculated students in graduate courses. However, non-matriculated students may earn no more than nine credits toward a degree program.

**SCHOOL LIBRARY MEDIA**

Applicants interested in School Library Media should refer to program page in this catalog and the section entitled “Admission to Teacher Certification Programs” in the Graduate Catalog under *Application and Admission* for information on the following requirements:

Praxis® Core scores are required for applicants who do not hold current Connecticut Initial Educator Certification in another area. Students who do not achieve a passing score on Praxis® Core will be required to participate in remediation that conforms to forthcoming guidelines from the CSDE.

Students applying to the Connecticut Initial Educator or Cross Endorsement Certification program will also need to submit a certificate of fingerprinting and background check once admitted to the program. See http://www.aces.org/. Also see School of Education website at:

http://www.southernct.edu/education/fingerprintingandbackgroundcheck/
All students seeking admissions to the Connecticut Initial Educator or Cross Endorsement Certification program must arrange a personal interview with the ILS Graduate Admissions Committee and/or School Media Coordinator.

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Complete applications must include the following materials:

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4) For applicants whose native language is not English, TOEFL scores. The School of Graduate Studies, Research, and Innovation sets the minimum score needed on the TOEFL exam.
5) Two letters of recommendation written by individuals in a position to describe and evaluate the applicant’s commitment and potential for academic success at the graduate level. The letters should also address the applicant’s potential ability to make meaningful professional contributions.
6) A written statement (400-500 words) describing why the applicant is interested in the chosen program of study, expected contributions, and anticipated areas of professional practice.
   a) A current resume.

c) Review of the application file by the Department’s Graduate Admissions Committee

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In making its determination and subsequent recommendation, the Department’s Graduate Admissions Committee will give consideration to the applicant’s entire record. Please see section on requirements for information on conditional acceptance.

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f) Final determination by the Office of Graduate Admissions

Admission decisions rest exclusively with the School of Graduate Studies, Research, and Innovation and they are communicated by the School. For applicants accepted into the program, the School’s decision concludes the process of matriculation.

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Continuation in any of the department's graduate programs is contingent upon ongoing positive faculty evaluation of a graduate student's grades, professional or scholarly attributes, performance in real or simulated professional situations, and subjective appraisal of the student's progress and potential. A student may be suspended or dismissed from a graduate program for deficiencies in any of these areas. If, in the professional judgment of the faculty, a student demonstrates practices that are harmful to patrons, unethical, or behaves unprofessionally, he or she will be placed on probation or requested to withdraw from the program.

School Media students must maintain good standing in the program in order to qualify for student teaching and a recommendation from Southern Connecticut State University for State of Connecticut teacher certification. They also must demonstrate the following: personal attitudes and attributes that affect her or his performance as a teacher positively; professional behavior appropriate to the context which shows a realization that actions reflect directly upon the status and substance of the profession; confidentiality of all information concerning colleagues and students obtained in the educational process; and integrity and honesty in written and verbal communication, documentation, and coursework related to the professional program for teacher certification.

DEADLINES FOR GRADUATION APPLICATION AND CAPSTONE EXPERIENCE AND PORTFOLIO REVIEWS

Capstone Experience and Portfolio Reviews:
A complete review of the Portfolio/Capstone Experience is required at least two weeks before the end of the semester in which the student expects to graduate.

The student must pass both the Capstone Experience review and the Tk20 portfolio review in order to qualify for the MLIS degree. Both reviews will be managed by the student's Capstone Experience Committee consisting of at least the capstone experience adviser and second reader.

**Program Requirements - 36 Credits**

**Required Core Courses**

- ILS 502 - Fundamentals of Library and Information Science - 3 credits
- ILS 505 - Information Resources Organization and Management - 3 credits
- ILS 507 - Information Science and technology - 3 credits
- ILS 508 - User Services - 3 credits
- ILS 509 - Management of Library and Information Agencies - 3 credits
- ILS 582 - Library Science Internship - 3 credits

**Concentration**

Students choose electives according to their specific areas of interest. Students choose courses as electives with advisor approval.

**Capstone (choose one)**

- ILS 590 - Research in Library and Information Science (Special Project) - 3 credits
- ILS 660 - Special Project in Library and Information Science (Special Project) - 3 credits

**Thesis 6 credits**

**Comprehensive Examination**

Student must choose 2 electives (6 credits). These must be ILS and at the graduate level.
COURSES

**ILS 501 - Introduction to Information Science and Technology**
Principles and applications of computers and information technologies in libraries and information centers. Scheduled fall and spring semesters.
Last Offered: Spring 2015
3 credits

**ILS 502 - Fundamentals of Library and Information Science**
Principles of library information science including core values of the profession and intellectual freedom. An overview of the history, philosophy, purpose, function and structure of library/information agencies. Core course.
Last Offered: Summer 2018
3 credits

**ILS 503 - Foundations of Librarianship**
Principles of librarianship including core values of the profession and intellectual freedom. Structure and function of library/information agencies.
Last Offered: Spring 2015
3 credits

**ILS 504 - Reference and Information Resources and Services**
General reference sources; their content, evaluation and use. The reference process and the organization of reference and information services as they relate to different types of libraries. Scheduled fall and spring semesters.
Prerequisite(s)/Corequisite(s): ILS 501 and ILS 503.
Last Offered: Summer 2015
3 credits

**ILS 505 - Information Resources Organization and Management**
The description and organization of information resources; metadata, bibliographic records, databases, and catalogs. Access points, subject analysis, controlled vocabularies, authorities, and classification. Current developments in shared cataloging and universal bibliographic control. Core course.
Last Offered: Summer 2018
3 credits

**ILS 506 - Information Analysis and Organization**
Theoretical foundations and practices of classification and cataloging. National standards for cataloging, classification systems, MARC, metadata, FRBR (Functional Requirements for Bibliographic Records), and RDA (Resource Description and Access).
Last Offered: Summer 2015
3 credits

**ILS 507 - Information Science and Technology**
Introduction to information Science and Technology on a theoretical and practical level. Principles and applications of computers, information systems, and communication technologies in libraries and information centers. Core course.
Last Offered: Summer 2018
3 credits

**ILS 508 - User Services**
Planning, programming, implementation and evaluation of library and information services for a variety of users. Core course.
Last Offered: Spring 2018
3 credits
ILS 509 - Management of Library and Information Agencies

General principles of management theory and practice applicable to various types of information agencies. Decision-making, planning and employment practices are emphasized.
Last Offered: Spring 2018
3 credits

ILS 511 - Materials and Services for Children PK–6

Evaluation and selection of print, non-print, and digital resources to meet the curricular and personal needs of students in grades PK–6 with an emphasis on alignment with Common Core State Standards. Strategies to promote reading and literacy. Learning styles, stages of human growth and development with a focus on ages 4–12, and cultural influences on learning.
Last Offered: Fall 2016
3 credits

ILS 512 - Materials and Services for Young Adults 7–12

Evaluation and selection of print, non-print, and digital resources to meet the curricular and personal needs of students in grades 7–12 with an emphasis on alignment with Common Core State Standards. Strategies to promote reading and literacy. Learning styles, stages of human growth and development and cultural influences on learning are also explored with a focus on ages 12–18.
Last Offered: Spring 2016
3 credits

ILS 516 - Literacy, Literature and Reading for School and Public Libraries

Examination of the roles of reading professionals in school, classroom and public libraries. Includes overview of Pre K – 12 literature, analysis of approaches to reading instruction and examination of collaborative opportunities.
Last Offered: Summer 2018
3 credits

ILS 517 - History of Children's Literature

Study of materials that have lasted over the years and examination of periodic trends and social patterns that produced them. Emerging types of children's writing and major authors are considered. Scheduled fall semesters of odd years.
Last Offered: Summer 2014
3 credits

ILS 519 - Collection Development

Prerequisite(s): ILS 501, ILS 504 and ILS 506.
Last Offered: Fall 2015
3 credits

ILS 521 - Children's Services in the Public Library

Planning, implementation and evaluation of public library services for infant to age 12, with emphasis on program planning.
Last Offered: Fall 2015
3 credits

ILS 523 - Technical Services and Information Management

Technical services operations in information management acquisitions, serials, bibliographic records, databases, catalogs, and metadata. Current and future developments.
Last Offered: not yet offered
3 credits

ILS 525 - Collection Development and Management

Selection and management of information resources, including collection analysis and evaluation, processes and practices of collection building and maintenance in all forms.
Last Offered: Summer 2017
3 credits
**ILS 527 - Reference Services**

The reference process and the organization of reference and information services as they relate to different types of libraries.

Last Offered: not yet offered

3 credits

**ILS 531 - Indexing and Abstracting**

Explores theoretical and practical aspects of the organization of information in documentation systems, and covers traditional and computerized approaches to indexing, abstracting and thesaurus construction and maintenance. Scheduled spring semesters.

Prerequisite(s)/Corequisite(s): ILS 501, ILS 503, ILS 506.

Last Offered: Summer 2015

3 credits

**ILS 534 - Technology in Libraries**

An overview of automation with emphasis on computer assisted library processes: subsystems in technical services, user services, administrative services. Scheduled fall semesters.

Prerequisite(s)/Corequisite(s): ILS 501 and ILS 503.

Last Offered: Spring 2015

3 credits

**ILS 535 - Resource Sharing and Library Networks**

An examination of the impact of cooperation, consortia, and networks on the library/information field: developments, network characteristics, problems, and issues. Converging technologies and implications for emerging trends for information professionals are examined. Scheduled spring semesters.

Prerequisite(s)/Corequisite(s): ILS 501 and ILS 503.

Last Offered: Spring 2015

3 credits

**ILS 537 - Information-Seeking Behavior**

How people acquire, store and use information they receive from their environment. Topics include behavioral, cognitive, and affective aspects of information-seeking. Applications to information systems and user instruction. Scheduled spring semesters.

Prerequisite(s): ILS 501, ILS 504, ILS 506 or departmental permission.

Last Offered: Fall 2015

3 credits

**ILS 539 - Multimedia Hub For Smart Services**

An introduction of fundamental concepts, terminology, practice and application of multimedia production in various computerized and Internet based system designs for smart library services.

Prerequisite(s): basic knowledge of computers.

Last Offered: Spring 2015

3 credits

**ILS 541 - Leadership and Advocacy for Information Professionals**

Examines the areas of strategic planning, policy writing, ethical information access, community outreach and advocacy. Investigation of political and social issues affecting libraries and information agencies on local, state and national levels.

Fieldwork option.

Last Offered: Fall 2017

3 credits

**ILS 545 - Administration and Design of the School Library Media Center**

Overall administration of the school library media center including policy development, budgeting, personnel, organization, facilities, technology, and instruction.

Last Offered: Summer 2018

3 credits
ILS 547 - Integrating Technology and Media in K-12 Curriculum
Analysis and implementation of best practices in technology and media integration in content areas. Exploration of collaborative applications for classrooms at all grade levels. Information/media literacy as an essential component of standards based inquiry learning.
Last Offered: Summer 2018
3 credits

ILS 554 - Data Analysis and Visualization
Fundamental concepts and knowledge of data administration and presentation, including data treatment and analytical skills, critically assess and interpret presentation, and deploy digital media for scholarly practice.
Last Offered: not yet offered
3 credits

ILS 556 - Data Curation
An overview of data curation as a lifecycle management strategy to manage, evaluate, collect, organize, preserve, share, and support the use and re-use of digital objects.
Last Offered: Summer 2018
3 credits

ILS 558 - Digital Preservation and Archives
The fundamentals of materials preservation and conservation in libraries and archival institutions. Focuses on best practices for the creation, provision, and long-term preservation of digital entities.
Last Offered: not yet offered
3 credits

ILS 560 - College and University Libraries
Organization and administration of academic libraries. The role of libraries in research and the relationship of academic libraries to curricula, students, faculty, and administration. Scheduled fall and spring semesters.
Prerequisite(s)/Corequisite(s): ILS 501 and ILS 503.
Last Offered: Spring 2015
3 credits

ILS 561 - Community Information Centers
Public Libraries Re-imagined Organization, administration and services of public libraries: policies budgeting, personnel, organization, facilities and technology. Emerging trends and the role of public libraries as centers for lifelong learning are examined.
Prerequisite(s)/Corequisite(s): ILS 502
Last Offered: Spring 2015
3 credits

ILS 562 - Management of School Library Media Centers
Best practices related to strategic planning and assessment, budgeting, and evaluating human, information, and physical resources. Organization of facilities to enhance the use of resources and services and to ensure equitable access. Methods for educating on the ethical use of information and ideas. Advocating for and marketing of information programs, resources, and services. Ongoing professional growth through library associations and professional publications.
Last Offered: Fall 2016
3 credits

ILS 565 - Library Management
An examination of the general principles and practices of library management. Scheduled fall and spring semesters.
Prerequisite(s)/Corequisite(s): ILS 501 and ILS 503.
Last Offered: Fall 2015
3 credits

ILS 566 - Library Personnel Management
An examination of general management concerned with manpower resources: recruitment, selection, placement, training, and development of human resources within the organization. Scheduled irregularly.
Prerequisite(s)/Corequisite(s): ILS 501 and ILS 503.
Last Offered: Summer 2015
3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite(s)/Corequisite(s)</th>
<th>Last Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 568</td>
<td>Library Public Relations</td>
<td>A study of library public relations and its concomitant activities. The design of a public relations program for a specified agency. Scheduled irregularly.</td>
<td>Prerequisite(s)/Corequisite(s): ILS 501 and ILS 503.</td>
<td>Summer 2015</td>
<td>3</td>
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<tr>
<td>ILS 571</td>
<td>Methods for School Library Media Centers</td>
<td>Students will examine strategies for teaching in multimedia environments, organizing information and support for k-12 classrooms, and managing the responsibilities as teacher and instructional partner by integrating current research and actualizing best practices in the field.</td>
<td></td>
<td>Summer 2018</td>
<td>3</td>
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<tr>
<td>ILS 575</td>
<td>Instructional Design Principles</td>
<td>Introduction to the principles of the systematic application of instructional design. Critique of current and alternative instructional design models. Scheduled fall and spring semesters.</td>
<td></td>
<td>Spring 2018</td>
<td>3</td>
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<tr>
<td>ILS 580</td>
<td>Research in Information and Library Science</td>
<td>Fundamentals of quantitative and qualitative research methods will be studied. Central research findings and research literature of the field are considered.</td>
<td>Prerequisite(s): 9 credits in Library Science.</td>
<td>Summer 2015</td>
<td>3</td>
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<td>ILS 581</td>
<td>School Media Specialist Practice (Student Teaching)</td>
<td>Guided observation and supervised student teaching in a school library media center with a cooperating teacher who has received Teacher Education and Mentoring (T.E.A.M.) training and holds a Master’s degree in the subject matter. Must meet all School of Education student reaching requirements and departmental permission is required.</td>
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<td>Spring 2018</td>
<td>6</td>
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<tr>
<td>ILS 572</td>
<td>Library Science Internship</td>
<td>A Professional work experience in an academic, public, special or school library. By arrangement.</td>
<td>Prerequisite(s): 15 credits in library science.</td>
<td>Summer 2018</td>
<td>3</td>
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<tr>
<td>ILS 590</td>
<td>Research in Library and Information Science</td>
<td>Quantitative and qualitative research methods in professional practice in academic and research-oriented environments. Research and its use in the information, management, policy, and decision-making process.</td>
<td></td>
<td>Spring 2018</td>
<td>3</td>
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<tr>
<td>ILS 593</td>
<td>Reader's Advisory Services</td>
<td>An overview of the methods and resources for implementing programs geared to patrons seeking help in selecting materials relevant to their reading interests. Scheduled irregularly.</td>
<td>Prerequisite(s): ILS 501, ILS 503, and ILS 504.</td>
<td>Spring 2015</td>
<td>3</td>
</tr>
<tr>
<td>ILS 597</td>
<td>Introduction to Archival and Museum Work</td>
<td>An introduction to work in archives and museums including basic theories and methodologies and to the application of archival and museum theory in the digital world.</td>
<td></td>
<td>Winter Session 2014</td>
<td>3</td>
</tr>
</tbody>
</table>
ILS 599 - Special Topics
Scheduled any semester as needed to explore new course topics. Scheduled irregularly.
Last Offered: Spring 2018
1 to 6 credits

ILS 600 - Independent Study
For the advanced student with a background in library science to explore in-depth study in topics outside current courses. By arrangement.
Scheduled fall and spring semesters.
Prerequisite(s): 12 credits in library science and department permission. Up to 3 credits of ILS 600 may be applied to the MLS.
Last Offered: Spring 2017
1 to 3 credits

ILS 614 - Copyright: The Basics and Beyond
Copyright law for students in education, information and library science, journalism, English, art, and those having interest in protecting their creative works and in legally using the copyrighted works of others.
Last Offered: not yet offered
3 credits

ILS 642 - Management of Electronic Resources and Services
Management and operation of electronic information resources and services in library and information centers. Selection and integrating system options; finance and budget; staff and end-user training; search strategies; database publishers and vendors; hardware/software; measurement/evaluation and future planning. Scheduled fall semesters.
Prerequisite(s): ILS 501, ILS 504, ILS 506.
Last Offered: Fall 2015
3 credits

ILS 650 - Preservation of Library Materials
Fundamentals of materials preservation in libraries, museums and archival institutions. Preservation continuing education, disaster recovery and planning, reformatting and digitization projects are explored. Scheduled fall semesters.
Prerequisite(s): ILS 501 and ILS 503.
Last Offered: Fall 2015
3 credits

ILS 655 - Digital Librarianship
A theoretical study of and practice in designing, constructing and evaluating digital libraries for today's digital media curation.
Prerequisite(s): ILS 501.
Last Offered: Fall 2015
3 credits

ILS 660 - Special Project in Library and Information Science
Synthesis of research, theory, and practice in library and information science. Requires three parts: a proposal, a final product, and a written report.
Last Offered: Summer 2018
3 credits

ILS 685 - Field Project
An action research project in which the student investigates a significant problem in an institution and develops a strategy for change. (By arrangement). Scheduled fall and spring semesters.
Prerequisite(s): 12 credits and a course in research methods.
Last Offered: Spring 2015
3 credits
**ILS 693 - Contemporary Issues in School Library Media Centers**

Investigation of political and social issues affecting school libraries on local, state and national levels. Option to complete fieldwork to broaden personal experience and perspective in the management of school libraries. Students may choose options of learning modules or fieldwork to complete requirements for 3 units of credit. Scheduled fall and spring. 

Prerequisite(s): ILS 562 School Library Media Centers or experience as a school library media specialist.  
Last Offered: Spring 2016  
3 credits

**ILS 699 - Thesis**

Research and writing of the thesis in the area of library and information science, under the direction of an ILS department faculty member.  
Last Offered: Fall 2017  
3 or 6 credits