

Palmer School of Library and Information Science

The Palmer School offers a wide variety of its courses and programs at four campuses in the Metropolitan New York area. At the C.W. Post Campus, the Palmer School offers a full range of registered graduate courses through a Master of Science in Library and Information Science and a Doctor of Philosophy in Information Studies. The M.S. program is accredited by the American Library Association. In addition, there are advanced certificate programs in Archives and Records Management and Public Library Administration. The Archives and Records Management certificate can be taken post-masters or concurrently as part of the M.S. degree.

The accredited M.S. in Library and Information Science program is also offered in Manhattan at New York University's Bobst Library on Washington Square. Selected master's level courses are offered in Westchester County at the State University of New York (SUNY) Purchase campus and on eastern Long Island at the Brentwood Campus of C.W. Post. Students at these sites must fulfill a three credit residency at either the C.W. Post or Manhattan Campus.

The Doctor of Philosophy program in Information Studies has a strong inter-disciplinary focus in order to prepare individuals who can do research and teach in new and existing fields and integrate information studies into and with related disciplines. Doctoral courses are offered only at C.W. Post Campus of Long Island University. New students may only begin in the fall semester and a maximum of twenty are admitted each year.

The program for School Media Specialists is approved and registered with the New York State Education Department, as is the 18-credit Certificate program in Archives and Records Management. In addition, the School offers a concentration in Rare Books and Special Collections and a Public Library Administrator's Certificate program for those already holding a masters degree in library science.

The School's offerings are accepted for public library certification and for school library media certification in New York State.

Palmer School of Library and Information Science Graduate Bulletin

Table of Contents

Making Contact	3	Unsatisfactory Performance	16
		Leave of Absence	16
Faculty	4	Violations of Academic Policy	16
		Institutes	17
General Information	5	Archives & Records Management Certificate	17
History	5	Admission	18
School Mission	5	Program Requirements	18
Values	6	Public Library Administrator's Certificate	18
School Goals	6	Admission	19
		Program Requirements	19
Doctor of Philosophy in Information Studies	6	School Library Media Specialist Program	19
Program Mission	6	Certification	19
Admission Criteria & Procedures	6	Rare Books and Special Collections	20
Curriculum	7	Concentration	
Required Courses	8	Dual-Degree Program with NYU	21
Elective Courses	8	WISE Consortium	23
Residency and Registration Requirements	8	Course Listings	24
Academic Policies	9	M.S. Courses	24
		Required	24
Master of Science in Library		Electives	25
& Information Science	9	Public Library Administrators	36
Program Mission	9	Doctoral Courses	37
Program Objectives	9	Long Island University	40
Curriculum	10	C.W. Post Campus	40
M.S. Admission Requirements & Procedures	10	Manhattan Program	40
Conditional Admission	11	Westchester Program	40
Application Forms	11	Financial Aid	41
Certificate Program Admission	11	Student Associations	41
Personal Enrichment	12	Directions/Maps	
International Students	12	New York University	42
Visiting Students	13	C.W. Post Campus	43
Advanced Graduate Courses	13	Westchester - SUNY/Purchase	45
M.S. Academic Status	14		
M.S. Academic Requirements & Policies	14		
Residency	14		
Transfer of Credits	14		
Transfer Limitations	15		
Cognate Courses	15		
Academic Performance	15		
Maintenance of Matriculation	16		
Academic Conduct	16		

Making Contact

C.W. Post

Long Island University
C.W. Post Campus
720 Northern Blvd.
Brookville, NY 11548-1300

Telephone: (516) 299-2866
FAX: (516) 299-4168

Manhattan

Palmer School in Manhattan
Bobst Library, RM 707
New York University
70 Washington Square South
New York, NY 10012

Telephone: (212) 998-2680
FAX: (212) 995-4072

Westchester

Palmer School
SUNY/Purchase
735 Anderson Hill Road
Purchase, NY 10577

Telephone: (914) 831-2712
FAX: (914) 251-5959

E-mail Addresses:

General: palmer@cwpost.liu.edu

URL: <http://www.liu.edu/palmer>

Key Contact People:

Bea Baaden – Director, School Media Program – bea.baaden@liu.edu

Trudy Duschaneck— Coordinator, Westchester Program — trudy.duschaneck@liu.edu

Alice Flynn – Director, Manhattan Program – alice.flynn@liu.edu

Gregory Hunter – Director, Doctoral Program – ghunter@liu.edu

Geraldine Kopczynski – Academic Counselor, C.W. Post Program Coordinator – kopski@liu.edu

Gerald Nichols – Palmer Institute for Public Library Organization & Management –
gerald.nichols@liu.edu

Linda Ryan—Director, Palmer School of Library & Information Science—linda.ryan@liu.edu

Mary Westermann – Coordinator of Student Affairs – westerma@liu.edu

Palmer School Faculty

Michael Byrne

Professor
B.A. University of Notre Dame
M.A., Ph.D. Michigan State University

Heting Chu

Professor
B.A. Peking University
M.L.I.S. McGill University
Ph.D. Drexel University

Jody Howard

Assistant Professor
B.A., Metropolitan State College
M.S., University of Colorado
M.L.S., University of Denver
Ph.D., Emporia State University

Gregory Hunter

Professor
B.A. St. John's University
M.A., M.Phil, Ph.D. New York University

David Jank

Assistant Professor
B.A., Northeastern University
M.L.S., Simmons College
M.S., CUNY—Baruch College
Ph.D. Long Island University

Michael E.D. Koenig

Professor
B.A. Yale University
M.A., M.B.A. University of Chicago
Ph.D. Drexel University

Thomas Krichel

Associate Professor
D.E.U.G. Université des Sciences Sociales
de Toulouse
Magistère d'Economie, Université de Paris I
Panthéon-Sorbonne, Ecole Normale
Supérieure de la rue d'Ulm and Ecole des
Hautes Etudes en Sciences Sociales
M.A. University of Exeter
Ph.D. University of Surrey

Lucienne Maillet

Professor
B.S. Bates College
M.A. George Washington University
M.S. Catholic University of America
D.L.S. Columbia University

John Regazzi

Professor
B.A. St. John's University
M.S.L.S. Columbia University
M.A. University of Iowa
Ph.D. Rutgers University

William Saffady

Professor
B.A. Central Michigan University
M.A., M.S.L.S., Ph.D.
Wayne State University

Bette Schneiderman

Associate Professor
B.A., M.S. Syracuse University
Ph.D. Hofstra University

Amy E. Spaulding

Professor
B.A. Willamette University
M.L.S. University of Pittsburgh
D.L.S. Columbia University

Deirdre Stam

Associate Professor
B.A. Radcliff College
M.A. New York University
M. Education, Johns Hopkins University
M.L.S. Catholic University
D.L.S. Columbia University

Mary L. Westermann-Cicio

Associate Professor
B.A., M.S.L.S., M.P.A.
Long Island University
M.A. SUNY - Stony Brook
Ph.D. SUNY - Stony Brook

Qiping Zhang

Assistant Professor
B.A., M.S. Peking University
M.S., Ph.D. University of Michigan

Administrators

Beatrice Baaden

School Media Program Director
B.S. St. John's University
MA. Adelphi University
M.S. Long Island University
C.A.S.; P.D. Hofstra University
Ed.D Hofstra University

Gerald Nichols

Director, Palmer Institute for Public Library
Organization & Management
B.A. Springfield College
M.S.L.S. Long Island University

Linda Ryan

Director, Palmer School of Library and
Information Science

Professors Emeriti

Ralph Folcarelli

B.S. Kutztown State College
M.L.S. Rutgers University
Ph.D. New York University

John Gillespie

A.B. British Columbia
M.S. Columbia University
Ph.D. New York University

M. Bruce Maxian

B.A. Tulane University
M.S.L.S. Long Island University

Diana L. Spirt

B.S. Cornell University
M.S.L.S., M.S. Long Island University
Ph.D. New York University

Myron Sywak

B.A., M.S.L.S. Long Island University
Ph.D. New York University

General Information

HISTORY

The Palmer School of Library and Information Science was established in 1959 on the C.W. Post Campus of Long Island University. The Master of Science in Library Science was first accredited by the American Library Association in 1971. In 1992, the M.S. in Library Science was merged with the M.S. in Information Science and subsequently the name of the degree was changed to the M.S. in Library and Information Science. The program has been accredited continuously since 1971. In 1995, the School began to offer the full accredited M.S. in Library and Information Science in Manhattan. In 1997, the first class of students registered for the Doctor of Philosophy in Information Studies program.

SCHOOL MISSION

The mission of the Palmer School is to contribute to knowledge in information studies through education and scholarship; and, to instill in the information professions a commitment to the free flow of information, to service excellence, and to socially responsible and innovative uses of technology. This is achieved through a comprehensive set of programs from a masters through to the doctoral level, namely:

- a Master of Science in Library and Information Science
- a Doctor of Philosophy in Information Studies
- Advanced certificate programs

The mission of the school is reflective of the mission of Long Island University: “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 C.W. Post Campus of Long Island University which follows:

“At its core a liberal arts institution, the C.W. Post Campus of Long Island University 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 C.W. 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. C.W. Post students developed strong critical and expressive abilities, a sense of civic responsibility and a mature understanding of the ideas, events and forces shaping the modern world.”

VALUES

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.

SCHOOL GOALS

The goals towards which the Palmer School strives constantly are:

- 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.

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 practice 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 & PROCEDURES

Applicants must hold a master's degree which can be in any discipline. Work experience is an asset but is not required. Admission decisions will be 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 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 from the Graduate Admissions office at the C.W. Post Campus), applicants must submit the following materials by March 15 if they wish to begin classes in the fall semester:

- A completed application form.
- A full curriculum vitae.
- A statement that explains 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.
- Two 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 600 unless the application has a degree from a university at which English was the teaching language.

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. In addition, students must successfully pass a comprehensive examination, a dissertation proposal defense and a dissertation defense. The statutory limit for completion of all degree requirements is five years after a student passes the qualifying examination. Normal progression through the program will be as follows:

1. Required doctoral level courses (12 credits)
2. Elective course work (36 credits)
 - a. Elective doctoral level courses (18 credits minimum)
 - b. Elective related master's level courses (0-9 credits) or Independent study
 - c. Elective co-related courses (9 credits)
3. Comprehensive examination
4. Dissertation proposal preparation
5. Dissertation proposal defense
6. Dissertation research
7. Dissertation defense
8. Graduation

REQUIRED COURSES (12 credits)

There are:

- 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)

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

DIS 810 Seminar in 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 & Society
DIS 826 Organizational Information Management

There are no distribution requirements between these main areas of study. Doctoral students may take any of the above as doctoral level electives but will be reminded by advisors that they must pass the comprehensive examinations in both areas, since one of the objectives of the program is to produce individuals with a broad understanding of the field. It is expected that people will take electives that complement their own strengths and experience.

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

The distribution of electives between related courses and co-related courses is flexible and will be determined by students in conjunction with the Major Advisors and possibly the External Advisors. 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.

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 MM1: Maintenance of Matriculation. This status is available to those doctoral students who have completed their class work, but are still working on a dissertation proposal or dissertation, or any student who needs to take a leave of absence for a semester, but who would still like to retain their matriculated status. Students may maintain their matriculation for up to one academic year (two semesters).

This status allows 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 impacted. In addition, students should know that maintenance of matriculation does not extend the time limits specified under “Academic Requirements and Policies” in this bulletin.

ACADEMIC POLICIES

The academic policies that govern doctoral students are outlined in a handbook that is given to each student after they have been admitted to the program.

Master of Science in Library and Information Science

PROGRAM MISSION

The mission of the master’s program is to prepare information professionals who understand the nature, structure and utilization of information and the role of librarians and other information professionals in the design and delivery of information in a rapidly changing technological and highly diversified global society.

PROGRAM OBJECTIVES

To fulfill this mission, the master’s curriculum objectives are for students to have the following competencies upon graduation:

- Articulate the mission of information professionals; Demonstrate an understanding of the changing nature of the field;
- Apply appropriate methods of research, evaluation, and measurement for problem solving and decision-making;
- Apply the principles of organization, selection, and evaluation of information resources;
- Understand and apply the digital information technologies in libraries and other information agencies;
- Understand the interrelationships among the varied missions, services and clients in libraries and information agencies;
- Demonstrate effective communication skills;
- Articulate the ethics, ideals and values of the profession;

PROGRAM OBJECTIVES . . .

- Articulate the ideals of intellectual freedom and adopt a commitment to them;
- Participate successfully in professional practices and activities in an operating library or other information environment; and;
- Understand the need for life-long professional learning and for contributing to development of the field.

CURRICULUM

The master's program requires students to complete 36 credits, 30 of which must be in library and information science. There are 15 credits of required courses, which includes an internship.

Under the guidance of a Faculty Advisor, students plan a course of study which develops competency in a particular area, such as information access and retrieval, information science, corporate information center management, bibliographic control, children's and young adult services, and public librarianship, to name a few. The School's Faculty Advisors and Academic Counselor have copies of sample plans of study in a wide range of areas to help students develop individualized plans of study that suit their career interests.

An additional 21 credits of electives can be taken from a broad array of courses that are tailored to suit individual career objectives.

Courses required (15 credits) for the Master of Science in Library and Information Science degree are:

- LIS 510 Introduction to Library & Information Science
- LIS 511 Information Sources & Services
- LIS 512 Introduction to Knowledge Organization
- LIS 514 Introduction to Research in Library & Information Science
- LIS 690 Internship

M.S. Admission Requirements & Procedures

In addition to the graduate application form, applicants for admission to the Master of Science in Library Science program in the Palmer School must submit the following documents to the appropriate campus:

- Two copies of an undergraduate transcript with a GPA of 3.0, or equivalent, in a bachelor's program or in the last two years of such a program. Applicants who will not have completed their degrees prior to admission deadlines should submit a transcript without the final semester's grades. Such applicants may be accepted pending receipt of their final transcripts.
- Two copies of official transcripts from all other institutions attended, including other graduate programs.

- Applicants whose undergraduate average 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 in the last five years. Students with an undergraduate GPA of 3.0 or higher, those already holding a Master's degree or those who can show completion of substantial previous graduate course work with grades of B or above will not be required to submit these test scores.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- A current resume including, your e-mail address.
- 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).
- Students for whom English is a second language must submit results of a TOEFL test on which a score of over 550 has been achieved.

CONDITIONAL ADMISSION

Applicants who do not meet the above minimum criteria may be considered for admission as limited matriculants if potential for success in the program and the field can be confirmed by an unusually high GRE or MAT score, extensive and successful experience in the field, outstanding letters of recommendation from professionals in the field, or a personal interview that will demonstrate that the applicant has attained the level of maturity and dedication necessary to pursue study at the master's level.

APPLICATION FORMS

Graduate application forms can be obtained from the Long Island University, Graduate Admissions Office, C.W. Post Campus, 720 Northern Blvd., Brookville, NY 11548-1300, (516) 299-2900 or on-line at www.cwpost.liu.edu.

International students should request an international application form.

CERTIFICATE PROGRAM ADMISSION

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

- A graduate application;
- Two copies of an official transcript indicating completion of a Master's degree;
- Two letters of recommendation.

Although not required, applicants may be asked to come for an interview.

The **Public Library's Administrator's Certificate** is only offered as a post-MLS 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 the following:

- A graduate application form;
- Two copies of official transcripts from a recognized MLS program;
- Two letters of recommendation

Although not required, applicants may be asked to come in for an interview.

PERSONAL ENRICHMENT

Master's level courses may be taken for personal enrichment purposes by applicants with a bachelor's degree or higher, with permission of the Dean. To take courses on this basis, students must:

- Send a "Personal Enrichment/Visiting Student" application form to the Palmer School along with a \$30 application fee;
- Send a copy of a transcript or other proof that their degree has been completed satisfactory.

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 courses after six credits, a regular graduate application must be completed and accepted according to policies established by Long Island University and as outlined in the Graduate Bulletin. Credits taken for personal enrichment are not automatically applied to subsequent degree or certificate programs in which a student may register, but may be taken into consideration by the School.

INTERNATIONAL STUDENTS

In addition to completing the application form for international students, the following documents must be submitted to the International Office of Admissions (516) 299-2900, and (516) 299-2137 (FAX).

1. Original official records of university work including degrees received. Official certified translations are required if the records are in a language other than English.
2. A TOEFL (Test of English as a Foreign Language) results with a minimum score of 550.
3. Applicants whose undergraduate average is below 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. Students with an undergraduate GPA of 3.0 or higher, those already holding a master's degree or those who can show completion of substantial previous graduate course work with grades of B or above will not be required to submit these test scores.

4. Two professional and/or academic letters of recommendation that address the applicant's potential in the profession. A current resume including your e-mail address. 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).
5. A statement from a sponsor who will be financially responsible for all expenses (tuition, room and board, and personal expenses).

VISITING STUDENTS

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

1. Complete and submit a "Personal Enrichment/Visiting Student" application form to the Palmer School along with a \$30 application fee;
2. Provide proof that (a) they are a student in good standing in another master's program in library and information studies 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 certificate program. Enrollment is limited to a maximum of six credits. To take courses after six credits, a regular graduate application must be completed, and accepted, according to the policies established by Long Island University and as outlined in the Graduate Bulletin. Credits taken by visiting students are not automatically applied to subsequent degree or certificate programs in which a student registers, but may be taken into consideration.

ADVANCED GRADUATE COURSES

Individuals who already have a master's degree in library and information studies or related fields may register to take courses in the Palmer School to update and expand their knowledge, and to undertake in-depth study of a specific subject. Such individuals have no limitations placed on a number of credits they can take. Courses may be taken for credit or audited. To register, students in this category must:

- Complete and submit a regular graduate application form requesting non-matriculated status to the Palmer School along with a \$30 application fee;
- Provide proof (a photocopy is sufficient) that they hold a master's degree as outlined above.

Acceptance into advanced course work does **not** constitute acceptance into a degree or certificate program. There is no limit to the number of credits that can be taken. Should individuals subsequently apply for admission to a degree or certificate program, the credits taken are not automatically applied to subsequent degree or certificate programs. Application for transfer of credits must be made.

M.S. Academic Status

All students admitted to the M.S. program will be classified as follows:

- **Matriculate** – A student who has successfully satisfied all admission requirements and has been officially accepted into the M.S. degree program.
- **Limited Matriculate** – A student who plans to matriculate but has not met all admission requirements. These deficiencies must be removed by the time six (6) credits have been completed. When this is done the student is reclassified as a matriculated student. Students may also be admitted as limited matriculants if there is a question about their ability to do work at the master's level. These are normally reviewed after completion of six credits or the first semester, whichever comes first.
- **Personal Enrichment** – A student who is interested in taking courses to explore the program or a career in the field. Up to six (6) credits may be taken by students with this status. A bachelor's degree is required.

M.S. Academic Requirements & Policies

RESIDENCY

The time limit for completing the M.S. is five years from the date of the matriculation. It is expected that students will have continuous registration over successive semesters, excluding the summer session. See also the Leave of Absence Section below.

All students enrolled in the M.S. program in Westchester and Brentwood are required to register for at least three credits at the C.W. Post Campus or at the Manhattan Campus.

TRANSFER CREDITS

Graduate courses taken elsewhere may be credited toward the M.S. offered by the Palmer School. Permission to transfer credits from another institution should be requested at the time 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 credit hours. The courses may not have been applied toward another degree. Transfer credits for courses in cognate disciplines will be considered but must be relevant to the student's plan of study.

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 15 credit hours at Long Island University.

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.

TRANSFER LIMITATIONS

Students wanting to meet certification requirements for School Media Specialists in New York State may have additional limitations on transfer of credits and should consult the Academic Counselor or their Faculty Advisor before applying for transfer of credits.

For certificate programs, students may apply for transfer of a maximum of three credits. The Faculty 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 School's master degree 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 Faculty Advisor and the Dean must be obtained prior to registration in courses outside of the School.

ACADEMIC PERFORMANCE

A "B" average (or a GPA of 3.0 on a 4.0 scale) or better and continued attendance are required for maintenance of matriculation status. Grading is according to the letter grades used for all graduate programs at LIU as follows:

- **A** Exceptionally fine (4.0) comprehension of the Subject.
- **A-** Excellent comprehension of the subject beyond the competencies set for the course. (3.67)
- **B+** Competencies have been achieved with above average comprehension. (3.3)
- **B** Competencies set for the courses have been achieved. (3.0)
- **B-** Most course competencies have been met. (2.67)
- **C+** Better than passable but all competencies have not been met. (2.33)
- **C** Minimal achievement of all competencies. (2.0)
- **F** Failure to achieve minimal competencies.(0)
- **W** Withdrawal from course without penalty.
- **I** Incomplete. Granted at the discretion of the instructor 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.

Instructors establish policy about late penalties for individual assignments and whether or not tests can be made up. Instructors are responsible for including a statement about the consequences of incomplete/late work in the syllabus for each course.

Cognate courses taken in other faculties or schools must meet the Palmer School's grading standards.

MAINTENANCE OF MATRICULATION

Graduate students who would like to maintain their matriculation without taking classes may register for MMI: 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. Students may maintain their matriculation for up to one academic year (two semesters). This status allows 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 impacted. In addition, students should know that maintenance of matriculation does not extend the time limits specified under "Academic Requirements and Policies" in this bulletin.

ACADEMIC CONDUCT

Academic irregularities or dishonesty, such as plagiarism and cheating, may result in a failure in a course and dismissal from the program.

UNSATISFACTORY PERFORMANCE

In the M.S. program, a student whose GPA falls below 3.0 at any time in the program 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 Dean for 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 Dean of the Palmer School for a hearing on the matter. The hearing may be with the Dean or a committee of the faculty or both. In a certificate program, one grade of "C" or "C+" will result in a review.

LEAVE OF ABSENCE

If a student is unable to attend for a semester and wishes to continue under the requirements in effect when first admitted, a leave of absence must be requested in writing from the Dean. If the leave of absence is approved, it must be recorded with the School's office before the beginning of the academic semester.

VIOLATIONS OF ACADEMIC POLICY

Violations of academic policy are a serious matter that also touch upon professional ethics. The following process indicates 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. The committee will meet one or more times to discuss the matter.

- The student accused of violating academic policies must be advised in writing by the Director and invited in writing to a meeting of the Committee. The letter must indicate the purpose of the meeting and procedures of the meeting followed in investigating the alleged violation.
- The student must have the opportunity to question the person who brought the allegation to the Committee. The Dean may not be present at this meeting since he or she is part of a subsequent appeal process.
- The committee forwards its conclusion and recommendation in writing to the Dean. The recommendation will be one of the following: expulsion, suspension (for a specified period), a memorandum in the student's file, or no action.
- The Dean will convey the recommendation to the student and advise the student that he or she has thirty (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 within the 30 day period.
- In the case of an appeal, the Committee and the student will forward all relevant information to the Dean. The Dean may consult with the entire faculty before making a decision.
- The Dean will make a decision and send it to the student in writing.

Within the Palmer School, there is no appeal beyond the Dean. Students may choose to exercise additional appeal rights through the C.W. Post Campus and the Long Island University levels.

INSTITUTES

Effective fall 2000 graduate students entering the Palmer School will be permitted to take a maximum of two (2) Institutes toward their Master's degree program. Institutes have been defined as those courses which meet in abbreviated one week or intensive weekend formats and carry LIS 900 course number designation. Students will be allowed to take as many Special Topics courses as their elective load permits. Special Topics will be numbered LIS 901.

Archives & Records Management Certificate Program

The Archives and Records Management certificate program is an 18 credit program. This program is only offered as part of the M.S. Library and Information Science or as a separate post-M.S. certificate. In order to attain the certificate students must complete the program concurrently with the Master's in Library and Information Science or must hold a previously completed Master's degree.

Because all types of institutions create and main records, there are career opportunities for both archivists and records managers in a variety of settings, such as 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).

ADMISSION

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

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

PROGRAM REQUIREMENTS

The Certificate in Archives and Records Management encompasses 18 credits, of which 9 are in required courses:

LIS 520 Records Management I
LIS 714 Archives and Manuscripts
LIS 690 Internship

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

LIS 657 Introduction to Preservation
LIS 713 Rare Books & Special Collections Librarianship
LIS 721 Appraisal of Archives and Manuscripts
LIS 722 Electronic Records
LIS 755 Information Technologies and Society
LIS 763 Metadata: Description and Analysis
LIS 765 Knowledge Representation
LIS 770 Information Storage and Retrieval

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:

1. Provide a solid management education program for public library administrators;
2. Update librarians on new management principles and organizational structures;
3. Integrate these concepts and illustrate their practical application within the public library setting;

4. Explore current issues and trends in public library management and improve leadership skills within the workplace;
5. 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

The Public Library Administrator's Certificate is offered in partnership with regional library organizations in a variety of locations. Students must complete five specific courses (LIS 700-704). Admission is made through the partnering library organizations in cooperation with the Palmer School and the Long Island University School of Continuing Education and Professional Studies.

For more information on admission to the program contact: Gerald Nichols at (516) 299-2867 or via email: 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 & Management
- LIS 701 Seminar in Legal Issues and the Regulatory/Governance Environment of the Public Library
- LIS 702 Human Resources Administration in the Public Library
- LIS 703 Financial Management of Public Libraries
- LIS 704 Public Library Facilities, Automation Systems & Telecommunications

School Library Media Specialist (SLMS) Program

A candidate for admission to the Palmer School must have a baccalaureate degree from an accredited institution of higher education. Undergraduate or graduate preparation must include a concentration of one of the liberal arts and sciences, which will include English, mathematics, science, social studies, and at least one year of study in a language other than English. All students entering the School Media Program will be subject to a **Transcript Evaluation** to determine whether or not they meet the requirements set forth by New York State Department of Education.

CERTIFICATION

The SLMS specialization has the following required courses in addition to the CORE courses for students entering the program with NYS Teacher Certification or equivalent:

- LIS 620 Instructional Design & Leadership (EDU 980)
- LIS 622 Management of the School Media Center (EDU 981)
- LIS 626 Teaching Methodologies for the School Media Center
- LIS 628 School Media & Materials in the Curriculum

LIS 629 Integrating Technology into the School Media Curriculum
LIS 690 Internship/Student Teaching

Also one of the following:

LIS 729 Young Adult Sources & Services
LIS 731 Materials & Services for Early Childhood
LIS 733 Children's Sources & Services

Students entering the program *without* New York State Teacher Certification or equivalent will be required to take this education course in addition to the above requirements:

EDS 610 Literacy, Teaching, and Learning, Birth-Grade 6 (Or equivalent with School Media Director's permission)

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

1. A two-hour child abuse seminar
2. Violence Prevention Workshop
3. Qualifying scores on LAST, ATS-W and CST exams
4. New York State Finger Printing

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 state for professional certification.

Rare Books and Special Collections Concentration

The Palmer School offers a concentration in Rare Books and Special Collections as part of the American Library Association-accredited M.S. in Library and Information Science program. The program is designed for students intending to pursue careers in research institutions and the book trade and for those collectors and scholars interested in this material. Students develop proficiency in rare book curatorship, archival techniques, the history of the book, rare book cataloging, preservation, and exhibition planning. They become acquainted with major collections through field trips and internships, and will have opportunities to meet experts in this area. The program will make extensive use of the rich rare books and special collections libraries in the greater New York area. Specialized courses in book history are offered, and courses relevant to this concentration may also be selected from the Palmer School's certificate program in Archives and Records Management. All courses will be available in Manhattan, although students may take basic requirements at other Palmer School locations.

Students pursuing this concentration receive a letter of recognition when they complete their courses.

To qualify, students must take four courses in this area: Rare Book and Special Collections Librarianship (LIS 713), one course in the history of the book, and two of the following courses:

LIS 603 Humanities Sources and Services
LIS 657 Introduction to Preservation
LIS 662 Library Public Relations
LIS 710 Rare Book School Course
LIS 714 Archives and Manuscripts
LIS 763 Metadata: Description and Access
LIS 773 Comparative Bibliography
LIS 901 Special Topics (with a rare books and/or special collections focus)

Courses in web design and digital libraries are strongly recommended even though they do not count towards the concentration per se.

Students may take up to two (2) courses in the University of Virginia's Rare Book School (LIS 711) as part of this concentration. This option must be approved by the Palmer School before the student enrolls in the RBS program.

For more information, contact Dr. Deirdre Stam at the Manhattan campus of the Palmer School - (212) 998-2680, or e-mail: deirdre.stam@liu.edu or palmer@liu.edu.

Dual-Degree Program with New York University

Our dual-degree program provides a student with two Master's degree, an MSLIS from The Palmer School and an M.A. from the Graduate School of Arts and Science (GSAS) at NYU. GSAS offers 48 programs in 200 fields of study.

The purpose of this program (approved by the New York State Department of Education in May, 2006), is to produce subject specialists and scholar-librarians for academic and research in institutions and the information industry. Students take 13 fewer credits in the dual-degree program than if they took each Master's separately. An important part of this program is a specially designed mentorship program with NYU Libraries' library subject specialists (LIS 785).

Mentors stay with the student from the beginning until the end of the degree. Mentors and mentees work together to develop an initial Learning Contract which is reviewed each semester. Mentees are assigned a mentor from the NYU libraries as soon as they are accepted into the dual degree program. The mentorship of 160 hours may be completed at any time before graduation from both Masters' programs. On occasion, part of the mentorship may be completed at an off site library approved by the Mentor and members of the Mentoring Committee. One particular strength of the program is that it provides flexibility to customize the mentoring experience to the needs of the individual mentee.

ADMISSION

Students apply separately for admission to each school. A student must be admitted to NYU's GSAS and The Palmer School before they can be considered dual-degree students. Please consult the NYU website (www.nyu.edu) for admission requirements. GSAS requires the GRE examination. The Palmer School requires the GRE's for all students with a grade point average below 3.0. GSAS departments each have individual admissions applications deadlines. At The Palmer School we admit throughout the year.

All students who apply for the dual-degree should complete the following for The Palmer School:

- An MSLS admissions form
- A dual-degree supplementary form from the Palmer School
- An in-person information session with the program director at the Bobst Library.

While students may take courses at any campus of The Palmer School, all GSAS courses are taught in NYU's Washington Square Campus in Manhattan. The Palmer School offers all courses for the MSLS at our NYU Bobst Library location.

Students already enrolled in our MSLS program may apply for the dual-degree program as long as they have completed no more than **16 credits** by the time they enter the program. Students with more than **16 credits** in the NYU GSAS program can apply to The Palmer School for our traditional Master's degree.

REQUIREMENTS

The Palmer School part of the program requires 28 credits:

Four core courses for 12 credits:

- 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 for 4 credits (includes an internship program)

4 Electives for 12 credits (see course listings in the Graduate Bulletin)

NYU's GSAS program requirements can be found on their website – 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 GSAS 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 this transfer of credit and should do so once 12 credits are completed at *either institution*.

SPECIALIZATION

Within the dual-degree program, students can complete a concentration in rare books or archives or a more general MSLIS with elective courses in information technologies, subject reference and organization of information.

For more information contact the dual-degree Program Coordinator at (212) 998-2516.

****Please note**:** Because the School Library Media Specialist program has a minimum of 6 mandatory courses in addition to the core courses, it is not part of the dual-degree program.

WISE Consortium

The Palmer School belongs to the consortium of Library Science schools that offer online courses. This consortium is called WISE (Web-based Information Science Education).

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 at:

www.wiseeducation.org.

WISE students have the opportunity to access distance education courses through WISE member schools that have met quality bar in on-line education. WISE students have access to ten times the amount of special topics and electives as compared to non-WISE schools.

For example, a student interested in digital libraries may access expertise from a wider base of faculty and research than may be normally available within their home school. A professional who is working on their degree will have greater flexibility in scheduling and have a multitude of options when considering specialized topics.

The WISE student will have the ability to select from a wide array of online courses, regardless of their location, and take courses with faculty who are highly regarded in their area of expertise.

Students are permitted to take six (6) WISE credits and apply them to their master's degree.

Palmer School Course Listing

Courses in the 500 series are open to upper level undergraduates provided prerequisites are met or instructor's permission is granted. Upper level (700) LIS courses are open to masters and Ph.D. students. 800 level courses are only for doctoral students. The scheduled frequency of course offerings (in italics) applies to the C.W. Post campus only.

Master's Level Required Courses

LIS 510 Introduction to Library & 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.
Each Semester, 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.
Each Semester, 3 credits

LIS 512 Introduction to Knowledge Organization

Basic principles of bibliographic control. Emphasizes understanding the function of catalogs, indexes, bibliographies, Web-browsers and acquiring the ability to use and interpret these tools effectively. Introduction to bibliographic utilities, online catalogs and indexes, world wide web, metadata and the Dublin Core, MARC formats, Anglo-American Cataloguing Rules, Library of Congress Subject Headings, Sears List of Subject Headings, Dewey Decimal Classification, Library of Congress Classification.

Pre- or co- requisites: LIS 510 Each Semester, 3 credits

LIS 514 Introduction to Research in Library and Information Science

Theoretical and applied research design, methodologies, and evaluations in library and information science. Review of existing research in the field, techniques of proposal preparation, and design of instruments used in the field.

Pre- or co- requisites: LIS 510 Each Semester, 3 credits

LIS 690 Internship

120 hours (or a combined 40 days at two school sites for school media students) 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 Dean.

Prerequisites: LIS 510, LIS 511, LIS 512, LIS 514, and most electives. LIS 620, LIS 622, LIS 626, LIS 628, & LIS 629 are prerequisites for SLMS students without NY State Teacher Certification. There may be additional prerequisites. Check with your academic or faculty advisor. Each Semester, 3 credits

Master's 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.

Each Semester, 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.

Annually, 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.

On Occasion, 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.

On Occasion, 3 Credits

LIS 519 Great Collections of New York City

This course introduces students to issues surrounding the curation of special collections in architecturally or historically significant physical spaces in New York City. It does so through guided visits to repositories representing a range of historical types of libraries. During the course of these visits, students will see spectacular examples from major collections, become aware of the contexts of these collections, and develop an understanding of the "sense of place" associated with each collection. Their own observations will be enriched by the explanations of curators about opportunities and limitations of these special settings in regard to collection care, preservation, and services.

Prerequisite: LIS 510

On Occasion, 3 credits

LIS 520 Records Management I: Fundamentals

Introduction to the systematic management of business records. Topics covered include: inventorying records, preparation of retention schedules, space management for inactive records, micrographics, protection of vital records, and file organization concepts.

Annually, 3 credits

LIS 603 Humanities Sources and Services

A study of the nature of the knowledge, historical development, research, and publications in the humanities. Includes the identification and evaluation of bibliographic, reference, and selection sources in philosophy, religion, language, fine arts, minor and applied arts, performing arts, music, and world literature.

Prerequisite: LIS 511

On Occasion, 3 credits

LIS 604 Science and Technology Sources and Services

A study of the background, trends, terminology, and notable publications in the physical and biological sciences, engineering, and technology. Special consideration is given to the forms taken by scientific literature, bibliographic, selection, and reference sources. The needs of the user of various types of libraries are emphasized.

Prerequisite: LIS 511

On Occasion, 3 credits

LIS 605 Social Science Sources and Services

An examination of trends, terminology, and notable works in history, geography, political science, law, education, psychology, economics, business sociology, anthropology, and social sciences. A consideration for the form taken by social science literature. A study of bibliographic, reference, and selection tools in print and electronic formats.

Prerequisites: LIS 511

On Occasion, 3 credits

LIS 607 Health Science Sources and Services

Examines health science reference tools, both print and electronic. Includes study of the National Library of Medicine, and health science professional organizations and their publications. Specific attention is given to access to Medline through PubMed. The literature and resources for consumer health information, medical terminology, and Internet resources will be explored.

Prerequisite: LIS 511

On Occasion, 3 credits

LIS 608 Legal Sources and Services

Provides an overview of the tools and techniques of legal research. Students are introduced to the structure and processes of the three major components of the legal system in the United States: common law, statutes, and administrative law. Sources of foreign and international law are examined.

Prerequisite: LIS 511

On Occasion, 3 credits

LIS 609 Business & Economics Sources & Services

Examines business and economic fields, their literature and research, and the various settings and environments of business and economic research, for the U.S., with some attention to international needs. Includes collection development and services, general reference sources, statistical, bibliographic, government documents, periodicals, associations, etc., in print and electronic form, and techniques for using them. Also covers specific client groups, ethics, management, and current issues.

Prerequisite: LIS 511

On Occasion, 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. The emphasis will be on acquiring a practical understanding of these systems and services to aid in the development of advanced search, selection, and evaluation competencies. The course will include the application of search strategies and techniques to all types of formats of electronic resources, including bibliographic, full-text, and multimedia resources. Instructional methods include lecture, online demonstrations, and hands-on training.

Prerequisites: LIS 510 & LIS 511 or instructor approval

Each Semester, 3 credits

LIS 620 Instructional Design and Leadership

(Same as EDU 980)

Examines the curriculum consultant and instructional leadership roles of the school media specialist. Attention is given to the history of curriculum design and delivery systems, and opportunities are provided for students to blend recent developments in curriculum and instruction with information literacy objectives and staff development strategies. Presentation and discussion of appropriate techniques dealing with students having special needs and disabilities and accommodating inclusion children in the library media center. Collaborative, interdisciplinary approaches are emphasized. For information specialists, supervisors, administrators, and others involved in the teaching/learning process.

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 practica (internship).

Prerequisites: LIS 510 & LIS 511 or instructor approval

Each Semester, 3 credits

LIS 622 Management of the School Media Center *(Same as EDU 981)*

An examination of developments in the principles and strategies for managing information and school information centers. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations, and facilities planning including examination of facilities for persons with disabilities and special needs.

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 practica (internship).

Prerequisites: LIS 510 & LIS 511 or instructor approval

Each Semester, 3 credits

LIS 626 Teaching Methodologies for School Media Specialists

This course will present teaching strategies important for the school media specialist in the school library information center “classroom.” Learn and practice techniques for using the school information center as a vital part of the instruction occurring within the school. Lesson planning, questioning strategies, and hands-on practice with important educational trends are integral components of this course.

Prerequisites: LIS 510 & LIS 511 & LIS 620 or instructor approval

Annually, 3 credits

LIS 628 School Media Materials and the Curriculum

Survey of nonfiction resources in support of the subject content areas in the modern school curriculum including non-fiction materials covering persons with disabilities and special needs. Attention is given to new developments in the curriculum, with emphasis on the whole language approach as it relates to the selections and use of library materials.

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 practica (internship).

Prerequisites: LIS 510 & LIS 511 or instructor approval

Each Semester, 3 credits

LIS 629 Integrating Technology into the School Media Curriculum

Students will examine software, hardware, Internet utilities, and web sites to see how curriculum and technology facilitate learning in the school media center; explore the ways hardware and software should be integrated in the curriculum, including examination of age appropriate material for children with disabilities and special needs, and use of adaptive technology.

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 practica internship).

Prerequisites: LIS 510 & LIS 511 or instructor approval

Each Semester, 3 credits

LIS 650 Basic Web Design

This courses introduces students to the fundamentals of designing, building and maintaining passive web sites. Passive web sites are those that do not change appearance as a result of user interaction. Students will learn and apply web site technologies such as XHTML (the Hypertext Markup Language using XML syntax) and CSS (Cascading Style Sheets). Students will be introduced to the web site architecture and web site design literature as far as they are relevant for passive web sites. Some fundamental aspects of the web such as http and URLs will also be addressed.

Annually, 3 credits

LIS 651 Advanced Web Design

This courses introduces students to the fundamentals of designing, building and maintaining active web sites. Active web sites are those that do change appearance as a result of user interaction. For example, the user may point the mouse at a picture and the pictures changes. Or the user may file a request using a form and a response is given by the server. Students will learn and apply server-side technologies

such as PHP (the PHP Hypertext Processor) and client-side technologies such as Javascript. Students will be introduced to the web site architecture and web site design literature as far as they are relevant for active web sites.

Prerequisites: LIS 650 or instructor approval

Annually, 3 credits

LIS 652 Exhibitions and Catalogs: Library Meets Museum

While this course considers theoretical issues of conceptualization and criticism, it essentially provides practical, hands-on, experience with the steps necessary to create a successful exhibition of rare book/special collections material. Major topics are planning, implementation, evaluation, and documentation. The course is appropriate for students who are preparing for curatorial careers in rare book / special collections units.

Prerequisites: LIS 510

On Occasion, 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. Covered are these topics: local and international contexts, implementation, management issues, special collections concerns, technical processes and issues, best practices and standards, marketing, use, evaluation, pedagogy, planning, and prediction. No one, of course, can ever have a full command of this rapidly changing area. "Learning to learn" is a more useful goal than learning "to know" in this area. Reacting to the dynamic and collaborative nature of this work, students will gain experience in finding and evaluating information materials on demand, and in "packaging" this information suitably for their colleagues. Applying their skills, they will also create actual micro-digital libraries representing cultural materials.

Prerequisite: LIS 512

On Occasion, 3 credits

LIS 657 Introduction to Preservation

An introduction to the principles and practices of library and archives preservation. Current preservation methods, national, regional, and local preservation efforts, the history of preservation, and disaster planning and recovery will be examined.

Annually, 3 credits

LIS 658 History of the Book

Students in this course become acquainted with recognized icons of the western book and with theoretical approaches to interpreting "the book" in its broadest sense. They 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 or LIS 511

On Occasion, 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.

Prerequisites: LIS 510

On Occasion, 3 credits

LIS 669 Government Information Resources

Study and evaluation of documents and information from federal, state, and municipal sources, including international governments. Most emphasis on the U.S. The nature of documents, electronic formats (databases, CD-ROMs) their reference and research value, as well as selection, acquisition, organization, and access in various settings.

Prerequisite: LIS 510 & LIS 511 or instructor approval

On Occasion, 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 dean.

Prerequisite: LIS 510 & LIS 511 & LIS 512 & LIS 514 and Director's approval

Each semester, 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 Dean.

Prerequisites: LIS 510 & LIS 511 & LIS 512 & LIS 514 and Director's approval

Each Semester, 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 Counselor.

Prerequisites: LIS 510 & LIS 511 & LIS 512 and Director's approval

Each Semester, 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*. Implementation of those principles through Encoded Archival Description (EAD) and MARC structures will form the largest portion of the semester. Other practices will include authority and subject analysis work. Other topics, issues, and technologies include related standards, the history and development of archival description, the uses of description, and description for special formats. The course consists of lectures, discussion and hands-on exercises, culminating in an EAD and DACS-based analysis of existing finding aids.

On Occasion, 3 Credits

LIS 706 Digital Preservation

An introduction to the theoretical and practical aspects of the preservation of digital records. The course begins with an overview of the issues facing institutions trying to preserve digital records. It then turns to a review of the many preservation initiatives underway worldwide. Finally, it focuses on practical considerations in implementing a digital preservation program.

On Occasion, 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. This course will focus on the human perspective of computing by examining how people perceive, process, remember, utilize, share and communicate about information in work and non-work situations; and how interaction technologies can take these human issues into account. Focusing on library systems and services as examples for evaluation, students will acquire practical skills in collecting patron/user needs and evaluating website/system design, including usability testing, persona design, card sorting, heuristic evaluation, cognitive walkthrough, and more.

On Occasion, 3 Credits

LIS 710 Rare Books School (RBS)

Students may take up to two (2) courses in the University of Virginia's Rare Book School as part of this concentration. This option **must be approved** by the Palmer School before the student enrolls in the RBS program. See the RBS website for current course selections: www.rarebookschool.org.

Permission Required

LIS 713 Rare Books and Special Collections Librarianship

Examines the characteristics, criteria, and appraisal of book materials. Historical background, principles, and practice of rare book librarianship. The organization, administration, collection building, maintenance, preservation, exhibition, publication, special problems, and use of rare books in all settings.

Prerequisites: LIS 510 or LIS 512

Annually, 3 credits

LIS 714 Archives and Manuscripts

Identification, preservation, and use of archival materials. Emphasis on the organization and administration of archival collections and departments of archives in various types of institutions.

Annually, 3 credits

LIS 721 Appraisal of Archives and Manuscripts

Discusses classic archival appraisal theory and recent refinements, including documentation strategies. Relates appraisal to the mission, goals, and objectives of an archival institution. Explores the applicability of appraisal theory to records on media other than print.

Prerequisite: LIS 714 or instructor approval

Annually, 3 credits

LIS 722 Electronic Records

In-depth examination of electronic records management implications and applications. Topics include: document imaging systems, document management systems, inventorying and retention of electronic records, preservation of electronic records, and protection of vital electronic records.

Annually, 3 credits

LIS 728 K-12 Literature for School Media Specialists

A survey course covering various genres, styles, authors, illustrators and trends with emphasis on the role of literature in the school library media center. 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 booktalks, author studies, read-aloud techniques and book discussion groups.

On Occasion, 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 (12-18). The readings will include material emphasizing multi cultural characters and settings, and bibliotherapy including stories of persons with disabilities and special needs. Students will attain skills in providing library services for the young adult population, including information and referral. 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. The course requires reading of text, reading and discussion or a number of young adult titles in a variety of genres, small group presentations, oral presentations and bibliography.

Prerequisites: LIS 510 & LIS 511

Annually, 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 & LIS 511

On Occasion, 3 credits

LIS 733 Children's Sources & 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.

Prerequisites: LIS 510 & LIS 511

Annually, 3 credits

LIS 735 Storytelling & 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 & LIS 511 or instructor approval

Annually, 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.

Prerequisites: LIS 510 & LIS 511

On Occasion, 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.

On Occasion, 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 & LIS 511 & LIS 512 or instructor approval

Annually, 3 credits

LIS 745 Academic Libraries

A study of the place and function of the academic library within the parent organization with particular concern for library needs of students and faculty. Includes organization & administration, policy-making regarding collections, access, organization, facilities, services, personnel, budget, and finance. Attention is given to higher education, relevant networks, and external influences.

Prerequisites: LIS 510 & LIS 511 & LIS 512 or instructor approval

On Occasion, 3 credits

LIS 747 Special Libraries

A study of the historical development and characteristics of a variety of special libraries. Organization, administration, and function within their parent organizations; problems and solutions associated with planning, collections, services, personnel, facilities, budgets, and evaluation are covered. Emphasis is on information centers, networks, the Special Libraries Association, and related organizations.

Prerequisites: LIS 510 & LIS 511 or instructor approval

On Occasion, 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 & LIS 511 & LIS 512 or instructor approval

On Occasion, 3 credits

LIS 755 Information Technologies and Society

A study of the history of technologies of information and communication and their social impact. The course examines the evolution of several technologies, such as writing, the printing press, film, digitization, and their social and cultural context. The course also explores the development of the Internet and its current potential impact on social, economic, political and cultural structures.

Prerequisite: LIS 510 or instructor approval

On Occasion, 3 credits

LIS 763 Metadata: Description and Access

Application of standards and rules to the construction of tools for information retrieval, primarily web resources and catalogs in library and information environments. Overview of concepts of knowledge organization and of meta-data applications. Special problems in the organization of resources (archival and library materials in various forms, internet resources). Includes metadata formats, descriptive detail for different forms of material; choice and form of entry for names and uniform titles; provision of authority control for names and titles.

Prerequisites: LIS 510 & LIS 512

On Occasion, 3 credits

LIS 765 Knowledge Representation

Theory of subject analysis, vocabulary control and classification. Comparison and use of Dewey Decimal Classification, Library of Congress Classification, Library of Congress Subject Headings, PRECIS, Art & Architecture Thesaurus. Introduction to Universal Decimal Classification, Colon Classification, Medical Subject Headings, and other systems.

Prerequisites: LIS 510 & LIS 512

On Occasion, 3 credits

LIS 768 Abstracting and Indexing for Information Systems

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 & LIS 512

On Occasion, 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

On Occasion, 3 credits

LIS 773 Comparative Bibliography

An introduction to the study of artifacts of recorded knowledge, survey of the techniques of enumerative, descriptive and analytical bibliography, and bibliometric analysis. Students will engage in the comparative study of knowledge records, compile an enumerative bibliography, describe and analytically compare descriptions of one work, and use simple bibliometric techniques to describe the literature of their chosen field.

Prerequisites: LIS 510 & LIS 511 & LIS 512

On Occasion, 3 credits

LIS 781 WISE Consortium

As a member of the WISE (Web-based Information Science Education) consortium of schools, we are pleased to announce the addition of WISE course offerings to our students. 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 at www.wiseeducation.org.

WISE Application Required

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

Each Semester, 4 credits

LIS 900 Institutes

Special workshops on topics not generally covered in the regular curriculum. These seminars are generally offered in intensive one-week or weekend long formats*

***Effective Fall 2000** graduate students entering the Palmer School will be permitted to take a maximum of two (2) Institutes toward their Master's degree program. Institutes have been defined as those courses which meet in abbreviated one week or intensive weekend formats and carry the LIS 900 course number designation. Students will be allowed to take as many Special Topics courses as their elective load permits. Special Topics will be numbered LIS 901.

LIS 901 Special Topics

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

Each Semester, 3 credits

Public Library Administrators Courses

(note: not open to Master's degree students)

LIS 700 Principles of Public Library Organization & 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.

LIS 701 Seminar in Legal Issues & the Regulatory/Governance Environment of the Public Library

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.

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.

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.

LIS 704 Public Library Facilities, Automation Systems and Telecommunications

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.

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 & 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 Seminar in 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.

Prerequisite: DIS 801

Fall Semester, 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.

Prerequisite: DIS 801

Spring Semester, 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.

Prerequisite: DIS 801

Fall Semester, 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 user-oriented systems analysis and design, and recent developments in usability research, testing and evaluation.

Prerequisite: DIS 801

Spring Semester, 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.

Prerequisite: DIS 803

Fall Semester, 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.

Prerequisite: DIS 803

Spring Semester, 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.

Prerequisite: DIS 803

Fall Semester, 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.

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 Long Island University. 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*

Long Island University

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. Long Island University is one of the largest independent multi-campus institutions in the U.S.

C.W. POST CAMPUS

The campus 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 160 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.

MANHATTAN PROGRAM

Master's courses have been offered in Manhattan since 1986. The Palmer School has had its base of operation in Manhattan in the Bobst Library at New York University since the Fall of 1993, where it has offices and classes. Students registered for courses in Manhattan are given access cards and borrowing privileges at the Bobst Library. The full M.S. in Library and Information Science degree is offered in Manhattan.

WESTCHESTER PROGRAM

The Palmer School offers selected master's courses toward the M.S. degree at the State University of New York (SUNY) Purchase campus. M.S. students in the Westchester program must take three credits at either the C.W. Post or Manhattan campus to fulfill residency requirements.

BRENTWOOD PROGRAM

The Palmer School offers selected master's courses toward the M.S. degree at the Brentwood Campus of C.W. Post. Students in the program must take three credits at either the C.W. Post or Manhattan campus to fulfill residency requirements.

Financial Aid

The Palmer School has a variety of scholarships and financial aid available, including academic assistantships. C.W. Post's Office of Financial Aid and the School's Academic Counselor can provide more information and assistance.

To contact the Financial Aid office, call (516) 299-2338.

Student Associations

The PSLISSA - the Palmer School of Library and Information Science Student Association - is funded by student activity fees and provides educational meetings and seminars and serves as a liaison between the student body and the Palmer School faculty. Student participation in professional associations is encouraged through formal student chapters of professional associations such as the American Society for Information Science, American Library Association, and the Society of American Archivists. Membership in these groups is open to all Palmer School students.

Information is available at orientation and in all of the Palmer School offices.