

Graduate School of Library and Information Studies (GSLIS)

Course Catalog

Last updated August 2024

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1. FACULTY

Drabinski, Emily, *Associate Professor*, MLS 2003, Syracuse University, MA 2011, Long Island University, Brooklyn: critical librarianship; information literacy; knowledge organization; workplace organization.

Hackney, S. E., *Assistant Professor*, PhD 2022, University of Pittsburgh: digital infrastructure and governance; media archeology and preservation; social justice and equity work in digital environments

Jeffries, Brandon, Director of Student Affairs: public library services; restorative justice; equity; youth services; career and workforce support; resource management; advisement; community advocacy; information studies and technology.

Li, Ping, Vice Chair, *Associate Professor*, PhD 2007, McGill University: reference and user services; instructional services; health sciences librarianship

Lowry, James, Chair and Director, *Associate Professor*, PhD 2019, University College London: archival theory and praxis; government information and information policy; critical bureaucracy studies; colonialism and post-colonialism (esp. archival repatriation); critical intellectual history of information work; critical methods in research and pedagogy.

Macaspac, Nerve, *Assistant Professor*, PhD 2018, University of California, Los Angeles: geography, peace and conflict, social movements, human rights, Indigenous studies, abolition geography, digital civic space, Southeast Asian Studies, Philippine Studies, ethnography, spatial ethnography, visual ethnography, film, urban humanities, urban design, cartography, Geographic Information Systems (GIS).

Ng, Kwong Bor, *Professor*, PhD 1998, Rutgers University: information retrieval algorithms; knowledge organization and representation; text encoding standards and metadata schemes

Sanchez, Joe, *Associate Professor*, PhD 2009, University of Texas at Austin: the interplay between digital media and learning within a social context; knowledges and practices within communities as they reconfigure technologies to meet their needs

Shuva, Nafiz Zaman, *Assistant Professor*, PhD 2020, Western University: information behavior; migrants; public library services; diversity, social justice and equity; user experience; scholarly communication

Terrile, Vikki, Coordinator of the Advanced Certificate in Youth Services, *Assistant Professor*, PhD 2023, SUNY the University at Buffalo: family homelessness and library services; class, social exclusion and libraries; embodied information practices and behaviors.

Thayer, Johnathan, Coordinator for Dual Degrees, *Assistant Professor*, PhD 2018, CUNY Graduate Center: intersections between maritime, labor, and urban history; public history; archival advocacy; critical approaches to archival education

Wu, Shuheng, *Associate Professor*, PhD 2014, Florida State University: knowledge organization; data practices and curation; social informatics; data and information quality

2. MISSION, PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

2.1 Mission

GSLIS is committed to providing affordable programs and rigorous teaching to educate critically-minded, community-focused, and service-oriented professionals who will contribute to diverse information-intensive environments, the vitality of their local and global communities and the advancement of the LIS disciplines, research, and practice.

2.2 GSLIS Program Goals

- a) Through a rigorous yet flexible curriculum, GSLIS will prepare graduates for employment and service in a diverse, global, and rapidly changing information society
- b) Through service to local, professional and other stakeholder communities, GSLIS will foster ethical, socially-minded leadership in its students
- c) Through excellence in research, GSLIS will create new knowledge and contribute to the solution of today's information problems

2.3 Student Learning Outcomes (SLOs)

Program and course requirements in the GSLIS are designed to ensure that graduates have met the following Student Learning Outcomes (SLOs). These SLOs state that graduates will have the ability to:

- A. Enable access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval

- B. Articulate the role and importance of ethics, values, lifelong learning and advocacy underlying the practice of the information professions
- C. Apply appropriate standards, policies, tools and practices in various specializations of information science, as articulated by representative professional organizations
- D. Analyze and critically assess the design, implementation and results of research and apply them to information practice
- E. Advocate for social justice, particularly in our metropolitan community, by understanding the needs, designing programs with, and amplifying the strengths of our underserved groups
- F. Identify, evaluate and implement current and emerging technologies to create, store, and present information in a way such that users can access it, process it, and experience it
- G. Explain and apply principles of effective management and leadership in the library and related information institutions in a rapidly changing society

3. ADMISSION POLICIES AND PROCEDURES

Students may be admitted to the Graduate School of Library and Information Studies on a matriculated or a non-matriculated basis. The School admits students for both the Fall and Spring terms. Since deadlines for applications for each semester may vary, it is advisable to visit the School's website or telephone the GSLIS office for current information. Applications are made online from the Queens College website. For general policies, procedures and requirements, please consult the opening pages of QC Graduate Bulletin. In addition, the following is also required:

1. Proof of proficiency in the English language is required of all applicants whose first language is not English and whose post-secondary education was not in English. This requirement is not based upon country of citizenship or permanent residency, but on the two stated conditions. Such applicants must fulfill this requirement by taking the Test of English as a Foreign Language (TOEFL), the International English Language Test System (IELTS), or the Pearson Test of English (PTE). A score of at least 100 on the TOEFL, 7 on the IELTS, or 68 on the PTE is required for admission to the School. Score reports must be received before a student can be admitted. Those who score below 100 on the TOEFL, below 7 on the IELTS, or below 68 on PTE will be required to take and pass the Graduate English as a Second Language (GESL) course during the first semester, which does not count towards graduate work. For information about visas for international students and their dependents, please visit <https://www.qc.cuny.edu/admissions/international-admissions/>
2. Applicants whose undergraduate cumulative grade point average (GPA) is below 3.0, but who otherwise merit consideration for admission, may be required to take

the Graduate Record Examination (GRE). Applicants with undergraduate GPAs below 3.0 who hold advanced degrees are not required to take the GRE.

3. A meeting with the Director of Admissions of the School, or a member of the School's Admissions Committee will be required before a decision on admission is made.
4. Applicants to all School Library Media Specialist programs must meet with the Coordinator of the Library Media Specialist Program.
5. Admission to the Library Media Specialist Program for Certified Teachers additionally requires that the applicant possess a valid New York State teaching certification.
6. Admission to the Library Media Specialist Program for applicants who are not yet certified teachers in New York State additionally requires documentation of completion of the core background in Liberal Arts and Sciences stipulated by New York State, which is articulated in the Library Media Specialist program description below, as well as a satisfactory onsite writing sample.
7. Admission to the Library Media Specialist Advanced Certificate Program for applicants who are not yet certified teachers in New York State requires documentation of a completed Master's Degree in Library [and Information] Science from an ALA-accredited program, documentation of completion of the core background in Liberal Arts and Sciences stipulated by New York State (articulated in the Library Media Specialist Advanced Certificate Program description below) as well as a satisfactory onsite writing sample.

3.1 Non-Matriculated Status

Some students may register in the Graduate School of Library and Information Studies as non-matriculants with permission of the Director of Admissions of the GSLIS. Students who are matriculated in another ALA-accredited library school may, with permission from their home institution and from the Director of Admissions of the GSLIS, register for individual graduate library science courses, when space is available.

Applicants who do not qualify for matriculated status may be admitted as non-matriculants with the approval of the Director of Admissions. Courses taken as a non-matriculated student may be credited toward the MLS degree if a grade of B (3.0) or better is attained. A non-matriculant wishing to matriculate may have a maximum of 12 credits accepted towards the degree by the School.

A student who has been awarded the MLS degree and wants to enroll for additional courses must file an application for admission as a graduate non-matriculant with the Graduate Admissions Office by the appropriate deadline date.

3.2 Registration

Students may register only after their program has been approved by a faculty member. Approved matriculated and non-matriculated students will receive instructions from the Graduate Admissions Office and the Graduate School of Library and Information Studies regarding dates and times of registration.

3.3 Auditing Classes

In the absence of a clear college policy on auditing classes, the following is the GSLIS policy until further notice:

- Professors may (but are not required to) allow auditors. Professors should only allow auditors if their classes have available seats, to limit class sizes and ensure enrolled students' access to learning. Consideration should also be given to the challenges of providing access to course materials and college platforms for participants who are not formally enrolled in classes. Asynchronous classes in particular may not be auditable.
- Only GSLIS students and alumni may audit GSLIS classes.
- GSLIS students and alumni can ask to audit GSLIS classes by emailing the professor who is teaching the class and sending a copy of their official or unofficial transcript showing that they are or were a GSLIS student.
- Auditors are expected to attend classes consistently and participate fully, in line with the Participation and Conduct statement included in GSLIS syllabi. Professors may exclude auditors whose attendance or participation is inconsistent, disruptive, or contravenes the Participation and Conduct statement.
- Auditors will not be expected to complete assignments and will not earn grades / credit for audited classes. Professors may (but are not required to) provide feedback on auditors' work, but will not assign grades.

4. ACADEMIC REQUIREMENTS

The curriculum has been designed as a coordinated, sequential program. Two major components comprise the curriculum: the required basic program—a group of core and required courses integrating the subject matter common to the field—and the elective program of specialized and advanced courses. Within this structure it is possible to design a generalist program for the student who does not want to specialize, as well as specialized single- or multi-purpose programs as described below. Specialized programs may include courses in other departments at Queens College and at other units of the City University of New York. The curriculum also provides opportunities for internship experiences and independent study.

4.1 Requirements for the Master of Library Science Degree

The program of courses leading to the Master of Library Science degree consists of 36 credits completed with an overall average of at least B (3.0 index). All requirements for the degree must be completed within four years after admission to the program or four years after the first course was credited, including credits earned as a non-matriculant or credits transferred. Extensions of time may be granted under compelling circumstances. The MLS degree is offered in three programs: Library Media Specialist for Certified Teachers, Library Media Specialist, and General for those working in all other library and information-intensive environments.

Please note that basic course/certificate requirements and descriptions are subject to change. For up-to-date information contact the Graduate School of Library and Information Studies.

4.1.1 Basic Core Sequence

The basic sequence consists of five courses required of all students, regardless of program. All entering students are expected to complete the following four core courses at the start of their studies:

LBSCI 700 The Technology of Information
LBSCI 701 Fundamentals of Library and Information Science
LBSCI 702 Information Sources and Service: General
LBSCI 703 Information Organization

In addition to the four courses listed above, after completing at least 21 credits, all students must complete this fifth required course, LBSCI 709, which includes the writing of a fully developed research proposal that fulfills the capstone requirements of the New York State Department of Education. The student's project report must give evidence of ability to integrate knowledge obtained from the individual courses constituting the MLS program.

4.1.2 Capstone Project

In line with New York State Education Department requirements, the MLS concludes in a capstone project.

LBSCI 709 Research in Library and Information Studies is a capstone course that may only be taken after completing 21 course credits. It is a research methods class that results in a fully formed research proposal. Students who wish to conduct the research

project devised in LBSCI 709 for credit may do so by enrolling in LBSCI 710 Independent Study.

Students who have previously completed a master's thesis in the social sciences may apply to fulfill the capstone requirement by completing LBSCI 710 instead of LBSCI 709. Students who believe they are eligible to take LBSCI 710 instead of 709 should consult the GSLIS Director of Admissions to obtain approval at the outset of their program.

LBSCI 710 may also be taken to earn credit for an independent study or practice-based project. It is possible to take LBSCI 710 twice.

4.1.3 Electives

Students may choose electives to specialize, as outlined in the following section, or they may wish to demonstrate a breadth of knowledge by taking classes in various aspects of information work. Although the scheduling of electives is subject to student demand, resourcing and the availability of professors, in general, most electives are only scheduled to take place once every two years. Students should consider this when planning their academic programs.

4.2 Programs for Specialization

Beyond the five required courses in the basic sequence, varied courses reflecting special areas of interest in library and information studies are offered. New courses are continuously added to further enrich the curriculum. Students should consult faculty advisors on the choice and scheduling of such courses.

Both the Library Media Specialist for Certified Teachers program and the Library Media Specialist program have previous professional education requirements as noted below. Except for specialization in the Library Media Specialist for Certified Teachers program or Library Media Specialist program, the MLS degree program does not require particular specialized offerings.

For all other students in the MLS program, courses are available for professional interests including, but not limited to, types of libraries and information-related agencies, functions within them, types of users and media. Types of libraries may include public, academic, research, and special libraries, as well as information based agencies such as archives and media centers. Functions may include administration, reference/information services, and web-based and other technical services. The types of user may include children and young adults, and those in the corporate and the not-for-profit environments.

Queens College permits up to twelve graduate credits to be taken outside the School. Such courses must have the prior approval of the Graduate Advisor as well as of the other department or institution and must be appropriate to the student's program for the MLS degree.

5. SCHOOL LIBRARY MEDIA SPECIALIST PROGRAMS

Both of the LMS programs (the Library Media Specialist Program and the Library Media Specialist for Certified Teachers) emphasize the development of knowledge and skills needed to teach information literacy to the K–12 school community, to foster collaborative partnerships with the school's faculty and administration, to motivate and guide students in these settings in the use of information and materials, and to evaluate and select materials that promote and support the information needs of this specialized clientele. Library Media Specialists serve the needs of students and parents for informational, educational, and recreational materials as well as the needs of teachers, administrators and other personnel seeking information and materials related to their professional responsibilities.

5.1 Library Media Specialist (School)

This 45-credit course of study is designed for students who are not certified teachers who wish to pursue initial NYS teacher certification in the area of Library Media Specialist (LMS). Graduates who successfully complete program requirements as well as other NYS requirements noted below will qualify to teach in NYS K–12 public school libraries.

5.1.1 Admission Requirements

Applicants to this program will need to first be admitted to GSLIS via the standard application procedure. Upon acceptance to GSLIS, students will be interviewed by the LMS Program Coordinator. In addition, applicants will be required to present a satisfactory onsite writing sample evaluated by the LMS Program Coordinator. All of these requirements must be fulfilled before students can be accepted to this program.

5.1.2 Course of Study

Required courses in Education

EECE 702 Social Foundations of Education *or*

SEYS 705 School and Society or Equivalent
EECE 711 Ecological Perspectives on Development: The Childhood Years *or*
SEYS 710 Psychology of Adolescence or Equivalent
ECPSE 700: Foundations of Special Education or Equivalent

Required courses in LMS

LBSCI 737 Materials for Children
LBSCI 761 Organization and Management: School Library Media Centers
LBSCI 764 Information Literacy Instruction for K-12
LBSCI 765 Resources for the School Curriculum
LBSCI 767 Reading Motivation Techniques for Children & Adolescents
LBSCI 795 Internship

Required Field Experience and Internship (Student Teaching Practicum)

Successful completion of this program requires 100 hours of LMS field observation, 20 hours of ECPSE field observation and 40 full days of internship experience to be completed as per NYSED requirements for registered LMS programs and to be completed as specified during functioning school hours. Starting in Fall 2023 the requirement for internship/student teaching is 14 weeks for students who are not certified teachers. Students must be able to arrange their personal and professional schedules to comply with these requirements.

New York State Testing, Workshop, and Other Requirements

Applicants for LMS teacher certification in NYS must satisfy all NYS teacher certification testing, workshops and other requirements stipulated by NYSED in order to receive their teacher certification from New York State. NYS required workshops can be taken at Queens College through the Office of Continuing Education.

5.2 Library Media Specialist for Certified Teachers

This 36-credit course of study is designed for students who wish to pursue New York State (NYS) teacher certification in the area of Library Media Specialist (LMS). Graduates who successfully complete sequence requirements as well as other NYS requirements noted below will qualify to teach in NYS K–12 public school libraries.

5.2.1 Admission Requirements

In addition to the requirements for admission to the Graduate School of Library and Information Studies, students who choose this program must possess New York State teacher certification.

5.2.2 Course of Study

LMS sequence required courses:

LBSCI 737 Materials for Children
LBSCI 761 Organization and Management: School Library Media Centers
LBSCI 764 Information Literacy Instruction for K-12
LBSCI 765 Resources for the School Curriculum
LBSCI 767 Reading Motivation Techniques for Children & Adolescents
LBSCI 795 Internship

Required Field Experience and Internship (Student Teaching Practicum)

Successful completion of this program requires 100 hours of field observation and 150 hours of internship experience as per NYSED requirements for registered LMS programs and to be completed as specified during functioning school hours. For certified teachers as of Fall 2023 the internship hours have been reduced to 50. Students must be able to arrange their personal and professional schedules to comply with these requirements.

New York State Testing, Workshop, and Other Requirements

Applicants for LMS teacher certification in NYS must satisfy all NYS teacher certification testing, workshops and other requirements stipulated by NYSED in order to receive their teacher certification from New York State. NYS required workshops can be taken at Queens College through the Office of Continuing Education.

6. ADVANCED CERTIFICATE PROGRAMS & CONCENTRATIONS

Two advanced certificate programs are currently available: Archives, and Youth Services. Both of these are designed for multiple audiences, such as current MLS students who wish to make explicit their specialty, and working library/information service professionals who desire a further credential demarking their expertise. All students in these two certificate programs must meet the college's admissions standards; paraprofessionals may be required to enroll in core courses to provide the appropriate foundation for coursework in the two certificate programs.

Within each certificate, a core sequence of courses must have been completed. Library/information service professionals who already hold the MLS degree and may have already taken one or more of these core courses can fulfill their requirements by selecting from a menu of elective courses.

Students of the Graduate School of Library and Information Studies will obtain the certificate at the same time as the awarding of their degree. Library/information service professionals who complete a four-course sequence will be awarded the certificate by the college.

6.1 Advanced Certificate in Youth Services

This certificate is 12 credits, comprising:

One core (required) course:

LBSCI 773 Public Library Services for Children

OR

LBSCI 777 Public Library Services for Young Adults

Three additional youth services electives (9 credits):

LBSCI 737 Materials for Children

LBSCI 739 Materials for Young Adults

LBSCI 773 Public Library Services for Children

LBSCI 777 Public Library Services for Young Adults

LBSCI 768 Storytelling

LBSCI 790.3 *VT: Seminar (in consultation with advisor and/or certificate coordinator)

6.2 Advanced Certificate in Archives

This certificate is 12 credits, comprising:

Core (required) courses:

LBSCI730: Archival Appraisal, Arrangement, and Access

LBSCI732: Introduction to Archival Studies

LBSCI795: Internship

One additional archival studies elective (3 credits):

LBSCI 710. Independent Study

LBSCI 728: Public History
LBSCI 733: Preservation of Cultural Materials
LBSCI 735: Museum Studies
LBSCI 736: Records Management
LBSCI 752: Digital Preservation
LBSCI 757: Digitization of Cultural Materials
LBSCI 758: Advanced Archival Practice
LBSCI 759: Memory Work
LBSCI 790.3: Community Libraries and Archives
LBSCI 790.3: Introduction to Rare Book Librarianship
LBSCI 790.3: Oral History: Theory, Methods and Practice

6.3 Concentrations

Concentrations are not formal qualifications but are suggested pathways through the curriculum for students who want to specialize in particular areas of information work.

Academic Librarianship

LBSCI 790.3. Academic Librarianship

Any two of:

LBSCI 713. Information Sources and Service: Science and Technology.
LBSCI 715. Information Sources and Service: Social Sciences.
LBSCI 717. Information Sources and Service: Humanities.
LBSCI 734. Art Librarianship & Visual Resources Curatorship
LBSCI 790.3 Information Sources and Services: Rare Books and Special Collections

And:

LBSCI 709. Research in Library and Information Studies

Audiovisual Archives

LBSCI 790.3 Introduction to Audiovisual Archives
LBSCI 790.3 Audiovisual Collection Management
LBSCI 790.3 Audiovisual Preservation
LBSCI 795 Internship

Digital Humanities

LBSCI 790.3 Digital Humanities
LBSCI 790.3 Digital Humanities Practicum

Any two of:

LBSCI 726 Data Curation
LBSCI 729 Introduction to XML for Metadata Encoding
LBSCI 748 Programming
LBSCI 752 Digital Preservation
LBSCI 753 Digital Libraries
LBSCI 757 Digitization of Cultural Materials
LBSCI 755 Multimedia Design and Production
LBSCI 790.3 Data Ethics
LBSCI 790.3 Digital Storytelling
LBSCI 790.3 Social and Community Informatics

Public History

The Public History concentration is intended for students in the dual MA/MLS degree with History only.

LBSCI 728 / HIST 799: Public History
LBSCI 795: Internship

Any two of:

LBSCI 732: Introduction to Archival Studies
LBSCI 733: Preservation of Cultural Materials
LBSCI 735: Museum Studies
LBSCI 757: Digitization of Cultural Materials
LBSCI 776: Community Engagement and Outreach
LBSCI 790.3: Special Topics (pending approval of advisor)

Any two of these:

HIST 740: History & Memory
HIST 784: Sources of New York City History
HIST 799: Special Topics in Public History (pending approval of advisor)

Rare Book Librarianship

LBSCI 790.3 Introduction to Rare Book Librarianship

LBSCI 790.3 History of the Book

LSBCI 790.3 Information Sources and Services: Rare Books and Special Collections

LBSCI 790.3 Descriptive Bibliography

7. POST-MASTER'S CERTIFICATES

7.1 Certificate of Post-Master's Studies in Librarianship (General)

The program leading to the Certificate in Post-Master's Studies in Librarianship is designed for graduate library/ information service professionals who want to improve their competencies in present positions or to prepare for new positions as administrators, subject specialists, information officers, or technical specialists in libraries and related organizations, including media, educational resources, information and referral centers.

The one-to-three-year, 30-credit program will be designed by each student with a faculty member in accordance with the curriculum described in QC Graduate Bulletin. An integral part of the program will be a major research or investigatory project in the student's field of interest. The program is registered by the New York State Education Department.

7.1.1 Admission Requirements

- A master's degree in Library/Information Studies from an ALA-accredited program.
- A minimum of two years of professional experience in library/information services or evidence of highly specialized needs that warrant advanced studies.
- An interview with a GSLIS representative.
- A 500-word statement of the candidate's professional objectives, specifying his/her special needs or interests.
- Three letters of reference from library/information service professionals and/or instructors in library/ information studies.

7.1.2 General Requirements

The Certificate in Post-Master's Studies in Librarianship will be awarded upon the completion of ten three-credit courses with a grade in each course of B or better.

Each course must be part of an approved program of studies that includes the preparation of an independent research project or an independent special project.

All requirements must be completed within a three-year period. An individually tailored program will be formulated by each student and their faculty advisor, in accordance with the curriculum.

7.2 Library Media Specialist Advanced Certificate

This 27-credit course of study is designed for students who have completed a Master's Degree in Library [and Information] Studies [Science] at an American Library Association accredited library program who are not certified teachers in New York State (NYS) and who wish to pursue initial NYS teacher certification in the area of Library Media Specialist (LMS). Students who successfully complete certificate requirements as well as other NYS requirements noted below will qualify to teach in NYS K–12 public school libraries.

7.2.1 Admission Requirements

Applicants to this program must first be admitted to GSLIS via the standard application procedure. Upon acceptance to GSLIS, students will be required to produce documentation of their completion of a Master's Degree in Library [and Information] Studies [Science] at an American Library Association accredited library program. They will be interviewed by the LMS Program Coordinator. In addition, applicants will be required to complete a satisfactory onsite writing sample evaluated by the LMS Program Coordinator. All these requirements must be fulfilled before students can be accepted to the Advanced Certificate Program in LMS.

7.2.2 Course of Study

Required Courses in Education

EECE 702. Social Foundations of Education *or*
SEYS 705. School and Society or Equivalent
EECE 711. Ecological Perspectives on Development: The Childhood Years *or*
SEYS 710. Psychology of Adolescence or Equivalent
ECPSE 700. Foundations of Special Education or Equivalent

Required Courses in LMS

LBSCI 737. Materials for Children
LBSCI 761. Organization and Management: School Library Media Centers
LBSCI 764. Information Literacy Instruction for K-12

LBSCI 765. Resources for the School Curriculum
LBSCI 767. Reading Motivation Techniques for Children & Adolescents
LBSCI 795. Internship

Required Field Experience and Internship (Student Teaching Practicum)

Successful completion of this program requires 100 hours of LMS field observation, 20 hours of ECPSE field observation and 40 full days of internship experience to be completed as per NYSED requirements for registered LMS programs and as specified during functioning school hours. Students must be able to arrange their personal and professional schedules to comply with these requirements.

New York State Testing, Workshop, and Other Requirements

Applicants for LMS teacher certification in NYS must satisfy all NYS teacher certification testing, workshops, and other requirements stipulated by NYSED in order to receive their teacher certification from New York State. NYS required workshops can be taken at Queens College through the Office of Continuing Education.

8. MLS/MA DUAL DEGREE PROGRAM IN LIBRARY SCIENCE AND HISTORY (MLS/MA)

The MLS/MA is a dual degree program offered jointly by the Graduate School of Library and Information Studies and the History Department. It is coordinated by the Coordinator for the dual degree in GSLIS and the Director of Graduate Studies in History.

The program offers students the opportunity to develop skills in the methodologies of both information studies, including archival and special collections management, and historical research. Graduates of the program will hold two degrees, and will be well suited for professional careers in academic libraries, archives, public history settings, and for admission into PhD programs in either history or information studies.

The 54-credit program (or 57 credits with the Advanced Certificate in Archives) can be completed in three years of full-time study. The first several semesters should focus on the coursework requirements for both GSLIS and History. Students should consult advisors in either department in selecting courses that are relevant for their research and career goals. As part of their elective coursework, they are strongly encouraged to consider internships at local archives, museums, academic libraries, or other relevant institutions, for which either GSLIS or History credit will be awarded. Students may also

consider the GSLIS Advanced Certificate in Archives in conjunction with the dual degree.

Toward the end of the program, students will undertake a six-credit final thesis or project, constituted by LBSCI 709 and HIST 792, under the advisement of faculty members from both GSLIS and History.

8.1 Requirements

Students will complete the following components, totaling 54 credits: GSLIS, required (12 credits):

LBSCI 700. The Technology of Information

LBSCI 701. Fundamentals of Library and Information Science

LBSCI 702. Information Sources and Service: General

LBSCI 703. Information Organization

GSLIS, electives (12 credits):

Any other four LBSCI graduate courses

History, required (3 credits):

HIST 791. Introduction to Historical Research

History, electives (21 credits):

Any other seven HIST graduate courses, chosen in consultation with the DGS

Thesis/project (6 credits):

LBSCI 709. Research in Library and Information Studies

HIST 792. Research and Writing (taught by advisor)

9. COURSE CATALOG

9.1 Three Credit Courses

LBSCI 700. The Technology of Information. 3 hr.; 3 cr. This course will introduce the student to the conceptual and practical elements of visual and computer literacy for the library and information science profession. Particular attention will be paid to the place and role of libraries and information centers. A laboratory session following each class will give students the opportunity to apply some of the concepts learned in class.

LBSCI 701. Fundamentals of Library and Information Science. 3 hr.; 3 cr. Overview of the curriculum, a history of librarianship and information science as a profession; professional literature; role and structure of libraries and information centers in the conservation and dissemination of knowledge to various clientele; nature of research in library and information science.

LBSCI 702. Information Sources and Service: General. 3 hr.; 3 cr. Study and application of general reference, bibliographic and other information sources techniques and procedures for serving the needs of various clientele; criteria for evaluating reference sources and services and for developing appropriate collections.

LBSCI 703. Information Organization. 3 hr.; 3 cr. Introduction to theories and principles for organizing and providing access to information, including cataloging standards and formats, subject analysis and access, subject heading lists, classification systems, and metadata and metadata schemes.

LBSCI 705. Managing Information Services. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Fundamentals of administration; functions of management (planning, organizing, staffing, controlling and communicating) in various types of libraries and information centers.

LBSCI 709. Research in Library and Information Studies. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, and completion of 21 course credits. This required course provides students with a survey of the different methods of inquiry commonly used in library and information studies today and their application in research projects. Students will write a fully developed research proposal that fulfills the requirements of the New York State Department of Education.

LBSCI 710. Independent Study. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. This course provides students with an opportunity to conduct an independent project. This course may be undertaken as a practice based project, or as a research project building on research design conducted in LBSCI 709. Students may take this course twice provided the topic is not the same.

LBSCI 711. Collection Development. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Design of collection policy; criteria for selection and maintenance; evaluation techniques; resource sharing; organization and management of collection development, electronic and print.

LBSCI 713. Information Sources and Service: Science and Technology. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Study and application of reference, bibliographic

and other information sources in science and technology; techniques and procedures for serving the needs of various clientele; criteria for evaluating these sources and this service and for developing appropriate collections.

LBSCI 715. Information Sources and Service: Social Sciences. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Study and application of reference, bibliographic, and other information sources (print and electronic) in the social sciences; techniques and procedures for serving the needs of various clientele; criteria for evaluating these sources and this service and for developing appropriate collections.

LBSCI 717. Information Sources and Service: Humanities. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Study and application of reference, bibliographic, and other information sources (print and electronic) in the humanities; techniques and procedures for serving the needs of various clientele; criteria for evaluating these sources and this service and for developing appropriate collections.

LBSCI 719. Government Information Sources. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Structure of the U.S. government in relation to its official publications, selection, acquisition, organization, and use of federal documents of the United States, with some attention to American state and municipal documents as well as international and United Nations publications; print and electronic access.

LBSCI 720. Data Analysis and Visualization. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. This course will introduce students to the foundations of data visualizations – the graphical representation of information and data. We live in a world surrounded by ever-increasing amounts of information in the form of data. Converting this raw data into a visual form that communicates effectively involves data analytics and information visualization. Using data to communicate effectively requires information and visualization literacy. By the end of this course, students will have a working knowledge of the historical, cultural, social, economic, political, and ethical contexts of data analytics and visualizations. Students will explore perspectives and research from the fields of art/design history, theory, and visual culture. Additionally, students will study the way visualization has been used historically and is currently being used, in a variety of industries to tell compelling narratives.

LBSCI 723. Advanced Subject Cataloging and Classification. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Advanced topics in the theories, principles, and practices of subject cataloging and classification will be covered.

LBSCI 726. Data Curation. 3 hr.; 3 cr. Prereq.: LBSCI 703. The course surveys data practices and services of various disciplines and research teams and the theoretical and

practical problems in data curation. It introduces students to the fundamentals of data structures and to the life cycle of data. Data management and curation practices in research environments, libraries, archives, and institutional repositories are included, as well as the technical standards for data and metadata.

LBSCI 728: Public History. 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Public history is historical work that is intended to reach, involve, and engage a public audience outside of academia. Libraries, archives and museums often provide platforms and best practices for public history work and facilitate public engagement in public history processes and outputs. In this course, we will explore a variety of case studies from a number of public history's ever-expanding footprint. The central assignment for this course will include fieldwork on a local public history project. Students will be required to work both individually and in groups on experiential and service-learning projects.

LBSCI 729. Introduction to XML for Metadata Encoding. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. This is a course about encoding and applying metadata standards to describe and represent electronic information as objects (e.g., eBooks, websites, etc.) in a distributed network environment. Covers various applications in libraries and information institutions, with a focus on the meta mark-up language XML.

LBSCI 730. Archival Appraisal, Arrangement, and Access. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703; or permission of instructor. This course provides an in-depth exploration of the archival principles of Appraisal, Arrangement and Description. Within a practical and theoretical framework students will consider how recent advances in technology provide opportunities for more dynamic and interactive tools for archival access. They will construct electronic finding aids, including Encoded Archival Description (EAD).

LBSCI 731. From Manuscripts to eBooks: Studies in Print Culture. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, or permission of the instructor. This course will explore the evolution of the "text" from its early conceptions in manuscript culture through its revolutionary transmission into print and finally into the digital age. Discussion will combine technical aspects of print culture as well as theoretical concerns for how knowledge is transmitted (how knowledge is "made"). Recent critical interests in the history and technology of the book, the interplay between word and image, and mechanisms of reading are included.

LBSCI 732. Introduction to Archival Studies. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, or permission of the instructor. This is an introductory course designed to orient students to fundamental archival theories as well as current practices. Historic

background to archival methods will be discussed in order to understand current discipline perspectives. Theoretical concerns will address the meaning, formation, and contestation of “memory” in current post-modern archival discourse. Students will also be introduced to basic archival practices of appraisal, arrangement, description, and access.

LBSCI 733. Preservation of Cultural Heritage Materials. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, or permission of the instructor. Examines the preservation needs of different information formats commonly found in libraries, archives, and institutions of social memory including book, paper, photographic, and audiovisual materials. Attention will be paid to how environmental and storage conditions influence rates of deterioration. A range of preservation functions required for long-term stability of materials will be explored. Funding sources for preservation activities will be discussed.

LBSCI 734. Art Librarianship & Visual Resources Curatorship. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Survey of present practices in art and visual resources librarianship/curatorship; organization, administration, collection development, instruction, and assessment of user needs; special issues in art libraries and visual resources collections. Guided visits to various types of art libraries and arts organizations will be included.

LBSCI 735: Museum Studies. 3 hr.; 3 cr. Prereq.: 700, 701, 702, 703. This course will cover the essential elements of the curation and management of museums including collection policy, legal and ethical concerns, artifact handling, documentation, information management, preservation, exhibition, outreach and access. Museum collections that will be studied include collections of art, history, natural history, science and moving image/multimedia. Field trip to a museum exhibition is required.

LBSCI 736. Records Management. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 703. Examines the theories and practices of modern records management both in routine and non-routine organizational procedures and situations. Contemporary records and information management (RIM) focuses on traditional and on electronic records; approaching their management (storage, retrieval, access, disposal) by evaluating the record’s life cycle as a whole. These processes are performed in the context of legal requirements, system architecture, industry standards and organizational guidelines.

LBSCI 737. Materials for Children. 3 hr.; 3 cr. Introduction to the forms and types of literature, including but not limited to both print and digital material; criteria for excellence; techniques for selection and evaluation for collection development; and identification of appeal and suitability for different types of young users.

LBSCI 739. Materials for Young Adults. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702. Survey of materials for young people ages 12–17; includes historical development of specific genres, and consideration of the reading interests and information needs of young adults.

LBSCI 743. Indexing and Abstracting. 3 hr.; 3cr. Prereq: LBSCI 700, 701, 702, 703. In this hands-on class, students will engage in the fundamental principles of indexing and abstracting. The focus is on the principles of indexing, abstracting, and subject analysis, how to approach term selection as well as the principles of thesaurus construction.

LBSCI 746. Bibliographic Database Design and Management. 3 hr.; 3 cr. Prereq.: LBSCI 700. Covers the basic principles, elements and concepts of design, implementation and utilization of bibliographic databases using a database management systems (DBMS) approach. Examines various data models and several database models for bibliographic data (i.e. records of information-bearing entities with necessary attributes of bibliographic data and subject representation). Administrative tasks in the bibliographic database management environment are also addressed.

LBSCI 748. Programming. 3 hr.; 3 cr. Prereq.: LBSCI 700 or permission of the instructor. This course examines the basic principles, elements, and concepts of design, writing, debugging, and implementation of programmatic utilities in a distributive environment (i.e., the Internet). The focus is on problem-solving and learning to design web programs that are readable, well documented, efficient, and correct. The emphasis of the course is digital library applications.

LBSCI 750. Digital Humanities. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. This course examines the history, methods, tools, and scholarly practices of teaching and research in the digital humanities (DH), including ways in which the library can engage with, enhance, and support those activities. The course will focus on digital humanities as a burgeoning field in its own right, as well as the development of digital methods in specific disciplines within the humanities. Students will consider their role as information professionals in the creation, cleaning, storage, and dissemination of digital humanities datasets and research projects, as well as gain hands-on experience with some of the tools and methods used in these activities.

LBSCI 752. Digital Preservation. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703; or permission of the instructor. Complementing LBSCI 733: Preservation of Cultural Heritage Materials, this course examines the theory, tools/technologies, and issues associated with the long-term retention, preservation, and accessibility of material digitally born or subsequently digitized/reformatted. Topics covered will include the

characteristics of digital media, standards and quality control, digital asset management, and best practices. The role of digital preservation in the process of digital curation will be highlighted. The goal is to introduce students to the theoretical, practical and technological aspects of digital preservation and to place preservation in the broader context of digital curation.

LBSCI 753. Digital Libraries. 3 hr.; 3 cr. Prereq.: LBSCI 700, 703. Overview of digital libraries; the historical reasons for their development; the nature of their creation, uses and evaluation. Methods of collection building, knowledge organization, interface design, and information retrieval techniques appropriate to multimedia digital materials are covered. Emphasis is also given to the social, economic, and legal aspects of digital libraries, in particular as they relate to the traditional library.

LBSCI 754. Human-Computer Interaction. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 703. This course will introduce students to the fundamental principles of human-computer interaction (HCI) with a strong focus on understanding the nature of how people interact with, or avoid, computer technology; the problems they encounter in these interactions, and the design principles that address the tactics used in making computers more usable and effective to a wide variety of people, including children, the elderly, the handicapped, and other special populations.

LBSCI 755. Multimedia Design and Production. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Provides an overview of the theories, tools, and techniques involved in the design and production of digitized information communication and interaction in varied formats; introduces students to practical technological methods related to digital capture and manipulation of textual, audio, and video information and materials.

LBSCI 757. Digitization of Cultural Materials. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Introduces students to the theoretical and practical aspects of digitization, with an emphasis on evolving guidelines and lessons learned from existing digitization projects. Among the topics to be examined are: selection principles, project and workflow planning, digitization of cultural materials, file formats, quality control, rights management, metadata, access, funding issues, assessment and evaluation, digital asset management and preservation. Theoretical concepts will be reinforced through hands-on production experience in digitizing and managing digitized cultural materials.

LBSCI 758: Advanced Archival Practice. 3 hr; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, and 730. This course develops advanced proficiency in archival appraisal, arrangement, and access through embedded fieldwork. Under the supervision of the course instructor and in collaboration with repository staff, students will engage in a hands-on archival project from beginning to completion. Course readings will include selections from books and articles relevant to the historical context of the archival

repository and its collection materials, as well as documentation, workflows, manuals, standards and digital resources that will structure class discussions and provide guidelines for hands-on work. By the end of the term, students will have completed an archival processing project, including a producing a finding aid.

LBSCI 759: Memory Work. 3 hr; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Memory work describes an expansive set of practices for the preservation and transmission of knowledge and culture across time. Extending archival work beyond the formal bounds of archival practice, memory work may include Indigenous knowledge systems, oral cultural transmission and remembrancing practices, intangible cultural heritage, landscape and environment as archive, and more. This course provides an opportunity for students to engage in depth with concepts of memory and perspectives on memory work across times, cultures, traditions and places.

LBSCI 761. Organization and Management: School Library Media Centers. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701. Roles, services, programs, organization and management of the school library media center including teaching, information access and delivery, and program administration. Emphasis on collaboration with the school community, integrating state and national standards in the school library curriculum, integrating the school library curriculum into the wider school curriculum and the importance of information literacy. Assistive technology and other relevant information technology are addressed. Twenty-five hours of fieldwork in a school library media center are required.

LBSCI 763. Nonbook Materials: Sources and Service. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Evaluation, selection, and utilization of nonbook materials and technology to serve the library/information needs of all students, including those with special needs, and faculty regardless of specialization; and to foster information literacy skills, including cooperative programs with teachers, school library media centers, and other types of library and information agencies. Twenty five hours of fieldwork in a school library media center are required.

LBSCI 764. Information Literacy Instruction for K-12. 3 hr.; 3 cr. Prereq.: LBSCI 700, 702, 703. Evaluation, selection, and utilization of appropriate instructional methods to serve the needs of all members of the K–12 school community. Emphasis is on teaching information literacy skills to K–12 children and youth as well as methods and formats supportive of diverse learners. Twenty-five hours of fieldwork in a school library media center are required.

LBSCI 765. Resources for the School Curriculum. 3 hr.; 3 cr. Prereq.: LBSCI 700, 702, 703. Collection development in the school library media center including selection, evaluation, and utilization of instructional materials to support the curriculum needs of all students. Selection policy, intellectual freedom, and challenged material are addressed. Special attention will be given to the growth of information literacy and to collaboration

with the school community. Twenty-five hours of fieldwork in a school library media center are required.

LBSCI 767. Reading Motivation Techniques for Children and Adolescents. 3 hr.; 3 cr. Prereq.: LBSCI 700, 702, 737, or 739. Development of techniques that include collaboration with faculty in reading guidance; aspects covered include individual performance and collaborative evaluation of book talks, storytelling, and poetry reading. Strategies to work with faculty with responsibilities for literacy and students with special needs are components of the course. Twenty-five hours of fieldwork in a school library media center are required.

LBSCI 768. Storytelling. 3 hr.; 3 cr. Guides students through a range of stories from around the world, offering storytelling techniques that will accumulate through the term to provide them with the tools and confidence to use storytelling as part of their work. A major focus of the storytelling work will be on building an interactive experience for the children. Developing literacy-building activities from the stories will also be covered. Working with various story sources from folktale collections to picture books will be part of the in-class work. Exploring folktale structures as a way to understand how stories are built and provide students with structural templates to create their own stories will also be examined. A variety of readings and discussions will tie all these elements together.

LBSCI 773. Public Library Services for Children. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, or permission of the instructor. Planning and applications of public library services for children. Topics include program planning, collection development, community networking, management issues, and training.

LBSCI 775. Librarianship in a Multicultural Society: Materials and Services. 3 hr.; 3 cr. Prereq.: 701. Evaluation, selection, and utilization of book and nonbook materials to serve minority and ethnic clientele; traditional and innovative approaches to programming.

LBSCI 776. Community Engagement, Outreach and Partnerships. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. This course focuses on developing the skills needed to embed the library into the community and virtually, identifying potential partners, building partnerships, developing a community relations plan, and envisioning the library's future. This course includes in-class experiential opportunities and virtual community service components that focus on understanding the core ideas of community engagement, outreach, identifying and listening to communities while learning to develop, implement and evaluate programs.

LBSCI 777. Public Library Services for Young Adults. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Overview of contemporary public library services for adolescents, with an emphasis on how to conceptualize or customize services that meet the development trends of this age group, while flourishing within organizational, political, and community cultures.

LBSCI 778. Information Literacy Instruction for Adults. 3 hr.; 3 cr. Prereq.: LBSCI 700, 702. Provides students with both a theoretical and practical foundation for functioning as an instructor within a library or information center. It will cover both the basic knowledge and methods necessary for designing, implementing, delivering, and evaluating instructional programs in all types of library settings, with a focus on adult patrons.

LBSCI 779. Adult Reader's Advisory Services in the Public Library. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Introduces students to: (1) major categories and subcategories of genre fiction popular among adult readers; (2) theories underpinning reader's advisory services, such as theories of readers and reading, popular culture, cultural stratification, reader response, and audience uses and gratifications; and (3) current library practices that serve the needs of adults interested in these materials.

LBSCI 784. Health Sciences Librarianship. 3 hr.; 3cr. LBSCI 700, 701, 702, 703. All phases of medical and allied health sciences librarianship, with emphasis on medical community relationships; current information retrieval systems; the selection and control of serial, monographic, and nonprint materials in biomedicine. Electronic searching and retrieval experience necessary.

LBSCI 786. Business Information Sources. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Survey, evaluation, and application of information sources in business and finance; techniques and procedures for serving the needs of various clientele; special issues in corporate information centers.

LBSCI 787. Strategic and Competitive Intelligence. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, 786, or permission of the instructor. Introduces the student to the theories, concepts, processes, and practices of ethical competitive intelligence; covers the study and use of basic competitive intelligence concepts, practices, techniques, and tools, set within the context of ethical business practice and grounded in critical thinking approaches. Application of concepts, processes, and techniques within related business and information-intensive settings will also be explored.

LBSCI 788. Law Librarianship. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Survey, evaluation, and application of legal research; special issues in law librarianship.

LBSCI 795. Internship. Fieldwork. Hr. to be arranged; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, and completion of at least 21 credits. Designed to provide students with practical experience in a library, archive, school library media or other information center; students for whom this course is a required part of their program should check with program coordinators for specific requirements. No internship hours may be earned before the course begins.

9.2 One Credit Courses

LBSCI 790.1. Special Topics in Information Studies. 1 hr.; 1 cr. Prereq.: LBSCI 700, 701, 702, 703, and permission of the School. Topics vary from semester to semester, according to trends and developments in the field.

10. COURSES IN TESTING

New courses are given a LBSCI 790 course code the first three times they are offered. One of the following course codes is used, according to the number of credits.

LBSCI 790.1. *VT: Seminar. 1 hr.; 1 cr. Prereq.: LBSCI 700, 701, 702, 703, and permission of the School. Topics vary from semester to semester, according to trends and developments in the profession; announcements to be made in advance.

LBSCI 790.2. *VT: Seminar. 2 hr.; 2 cr. Prereq.: LBSCI 700, 701, 702, 703, and permission of the School. Topics vary from semester to semester, according to trends and developments in the profession; announcements to be made in advance.

LBSCI 790.3. *VT: Seminar. 3 hr; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, and permission of the School. Topics vary from semester to semester, according to trends and developments in the profession; announcements to be made in advance.

If the courses run successfully and are approved for inclusion in the curriculum, they are given a new course code and moved into the course catalog.

The following courses are currently being or will soon be tested in GSLIS:

LBSCI 790.3 Academic Librarianship
LBSCI 790.3 American Sign Language for Librarians
LBSCI 790.3 Audiovisual Collection Management
LBSCI 790.3 Bibliotherapy

LBSCI 790.3 Book Lab
LBSCI 790.3 Comics in Libraries
LBSCI 790.3 Community Defense and Care
LBSCI 790.3 Community Libraries and Archives
LBSCI 790.3 Critical Information Studies
LBSCI 790.3 Data Ethics
LBSCI 790.3 Digital Humanities Practicum
LBSCI 790.3 Digital Pedagogy and Educational Technologies
LBSCI 790.3 Digital Storytelling
LBSCI 790.3 Disability in the Library
LBSCI 790.3 History of Children's Literature
LBSCI 790.3 History of the Book
LBSCI 790.3 Information Activism
LBSCI 790.3 Introduction to Audiovisual Archives
LBSCI 790.3 Introduction to Rare Book Librarianship
LBSCI 790.3 Manga in Libraries
LBSCI 790.3 Oral History: Theory, Methods and Practice
LBSCI 790.3 Public Librarianship
LBSCI 790.3 Social and Community Informatics
LBSCI 790.3 STEM Youth Librarianship
LBSCI 790.3 Time Based Media Preservation
LBSCI 790.3 User Experience and User Centered Design
LBSCI 790.3 Video Games in Libraries

11. COURSES IN RESERVE

Courses that have not been offered in some time are held in reserve while they are reviewed by the GSLIS Curriculum Committee. The courses currently in reserve are:

LBSCI 725. Bibliographic Control of Nonprint Material
LBSCI 738. Mythology and Folklore for Children and Adolescents
LBSCI 741. Information Systems Analysis and Design

*Indicates a variable title.