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## Curriculum

### 4.1 Overview

The Library and Information Science Program prepares its students for a wide range of career opportunities emerging in a dynamic information environment. Since its inception, LIS has maintained a commitment to teaching core concepts and applying advanced technologies within a humanistic context. Hawai'i's ethnic diversity and location in the Asia-Pacific region encourage a global perspective and an appreciation of differences.

While the need for traditional librarians has remained constant, the demand for similar information skills in nontraditional functions has increased. The Program's objectives for student achievement require the demonstration of knowledge and skills in the traditional core library curriculum with application to new technologies and evolving information needs. The 1997 merger of the LIS Program with the Department of Information and Computer Sciences in the College of Natural Sciences has resulted in new opportunities for providing a sophisticated, progressive program. In particular, new distance education options are being explored and implemented.

### 4.2 Curriculum, Planning & Evaluation

Curriculum planning and evaluation is an ongoing process that receives high priority in total program development. The Curriculum Committee, comprised of three full-time faculty and a student representative, has primary responsibility for curriculum development based on the LIS Strategic Plan (see Chapter 9) and the Curriculum Standard Long Range Plan 1996-2001 (available on site). In addition, because faculty and students have close contact, informal communication provides input for curriculum review.

Strategic Goal 1 focuses on providing a curriculum that meets the evolving demands of the job market for library and information science professionals. Its objectives include:

- Create a five-year review and implementation process for systematic curriculum renewal

Under the leadership of the Curriculum Committee, the LIS Program is midway through its revised five-year cycle of curriculum review, recommendation, implementation, and evaluation. From 1996-1998, the Committee conducted an extensive review of course syllabi and a series of curriculum focus group sessions, open to LIS and ICS faculty, adjunct instructors, and students. The purpose of the focus group sessions was two-fold: (1) to expand awareness of all available curricular offerings; and (2) to assess curricular strengths and needs for improvement in order to add, revise, or delete courses (Curriculum Committee Reports available on site).

The LIS Advisory Committee was re-established after the merger. Its purpose is to advise and support the LIS Program in its strategic direction for graduate and continuing education, namely: (1) addressing the needs of library and information agencies locally, nationally, and internationally, and (2) providing a quality curriculum to prepare professionals for the changing requirements of the job marketplace. The

Committee also serves as a channel of communication between the community and the LIS Program. (Minutes available on site.)

- Expand and strengthen course options for LIS and ICS graduate students

At the annual retreat in Fall 1997, the Committee analyzed marketplace trends and curricular offerings in other LIS programs. As a result, improvements in the curriculum were instituted, including modifications to course descriptions and titles to reflect the most current information, and adding an undergraduate course in digital information literacy. One course in international bibliography was deleted. The ICS/LIS merger encouraged an exploration of ways to expand learning opportunities for students in both programs. After careful consideration, course offerings were increased by initiating a cross-over arrangement of ICS and LIS courses for students in both master's degree programs. The eight ICS courses available to LIS students as electives beginning Spring 1999 (listed in Section 4.4.1) strengthen curricular offerings in new technologies and allow students to study database systems, networks, hypermedia, and human-computer interaction in greater depth.

Based on the findings of the surveys and focus group sessions, as well as the review of syllabi and analysis of marketplace trends, the curriculum places increased emphasis on new technologies. New experimental courses and special institutes have been introduced emphasizing the latest developments in information technology. Courses include: Database Publishing; Digital Storytelling and Computer Game Design; Technology Across the Curriculum. Institutes include: Local Area Networks; Systems Administration; Power Searching on the Web; and Digital Librarianship.

- Integrate appropriate information technologies into the curricula of all courses by 2001

To meet the demands for computer knowledge required by all courses, computer literacy requirements were established for admission and advising purposes (available on site). To strengthen the Program's curriculum content and to more clearly inform students of course expectations and their relation to program goals, a standard format for all course syllabi was developed. This format incorporates LIS curriculum goals and specific course objectives, teaching methodologies, teaching philosophy, and computer literacy requirements (available on site). This was initiated in Summer 1998, and all syllabi will be revised in this format by Spring 2000.

- Expand two-year course projections to four years

To assist in student's program planning, a four-year course schedule that incorporates distance education offerings was instituted (Appendix 4; [www2.slis.hawaii.edu/courses/4yr.pdf](http://www2.slis.hawaii.edu/courses/4yr.pdf)). This schedule, reviewed and updated each year, affords students and their faculty advisors a systematic planning tool [Standard II.4].

- Re-assess and implement changes to the school library media specialist certification program

In cooperation with the Hawai'i Department of Education, the School Library Media Specialist Certification was reassessed to identify areas of needed improvement (see on site document for the performance-based objectives for certification). Implementation is planned for Fall 1999-Fall 2001.

- Hire a full-time Student Services Specialist to administer continuing education programs and recruitment

In May 1999, the ICS department received permission to hire. This position will be the first of its kind in ICS and will permit all of its programs to thrive. A joint LIS-CS committee is drafting the job description. It is hoped that the specialist will be on board by Spring 2000.

- Expand the partnership with Outreach College for continuing education offerings

The structure and function of the newly reorganized Outreach College makes it possible to expand offerings into new formats, such as asynchronous courses, certificates, workshops, and institutes, in addition to summer and intensive courses. The ICS Department is working closely with Outreach College to increase the Program's participation.

#### 4.3 Educational Foundations of the LIS Program

Underlying the professional competencies that form the core of the curriculum are the LIS Program's broad-based educational goals to foster skills for leadership, management, and advocacy. Information professionals must be prepared to respond to new opportunities and previously unforeseen challenges. They must be proactive in expanding their arenas of action based on clear values, firm principles, and a strong knowledge base. They need effective interpersonal, communication, and collaborative skills to realize their goals with diverse groups in a variety of contexts.

Evidence of the Program's effectiveness is shown by the high ratings on the 1998 LIS Student and Alumni Surveys related to philosophy, principles, and ethics of library and information science (mean 5.3 and 5.3 of 6 respectively, n=56 and 56); professional attitudes and interpersonal skills needed to communicate with colleagues and information users (5.3 and 5.3); focus on being a service-oriented professional (5.5 and 5.6); and focus on building appropriate attitudes toward the profession (5.5 and 5.5). Appendix 2 summarizes the results; complete survey results are available on site.

*Without exception, every course I have taken on the school librarianship track has comprised a high caliber curriculum. By fusing philosophical foundation with practical application, LIS courses have proven to be not only enlightening and challenging, but useful as well.*

*Betty Arai, 1998*

##### 4.3.1 Experiential Learning

The Program emphasizes experiential learning as the key to building confidence and preparedness for future leaders in the information professions (see LIS Program learning theory essay and complete list of examples on site). From its inception, the LIS Program has provided students with a wide range of educational experiences that integrate theory, principles, practice, and values [Standard II.1]. Pro-

essional standards and real world needs, practices, and tools are integrated throughout the curriculum. Some examples include:

- Introduction to Reference and Information Services (LIS 601): Students conduct field observations in the Business, Social Sciences, and Humanities reference area, apply search principles in information retrieval exercises, and go into community libraries to prepare information tools.
- Cataloging and Classification (LIS 605 and 606): Students practice on the same systems that professionals use.
- Online/CD-ROM Searching (LIS 663 and 667): Students practice complex search strategies using all the major databases.
- Services in Libraries (LIS 683): Students observe and analyze services being provided in local public library branches.
- Library Internship Program (LIS 690): Students gain field experience in a library setting, with a particular focus on type of library or service. They benefit from the supervision of a professional librarian.
- Practicum in Librarianship (LIS 696): The practicum is holistic in aim. It provides a valuable opportunity for mentoring and teamwork. The course provides 120 hours of fieldwork in a selected library/information center. Regularly scheduled seminars allow students to share their analyses of the goals, organization, management, and services of their particular center and to synthesize the skills, concepts, and theories gained throughout the program. (Examples of partial student portfolios of the practicum experience are available on site.)

Classroom and distance learning instruction typically includes some combination of lectures, class discussions, collaborative projects and problem-solving exercises, simulations, student presentations, role playing, guest speakers, and field trips [Standards II.4-5]. (See Appendix 5 for lists of teaching strategies and guest presentations in courses.) Individual courses lay a firm theoretical foundation and provide opportunities to develop the relevant skills. Practical experience ranges from course assignments to full-semester internships. (A fuller statement of the Program's experiential learning philosophy is available on site; list of LIS 690 Internships available at: [www2.hawaii.edu/slis/courses/690](http://www2.hawaii.edu/slis/courses/690).)

#### **4.3.2 Leadership and Advocacy**

The Program encourages the development of leadership potential in each student and stresses the importance of the leadership role assumed in advocacy efforts, such as library use education programs, database evaluation, increasing public access to information, adult literacy programs, and summer reading programs for youth [Standard II.3.a]. Because recent employer survey results indicate a need for improvement in leadership skills (4.0), the Program will continue to place emphasis on developing methods to educate students for these skills. In a variety of courses, the LIS Program promotes the importance of planning—presenting a clear vision, designing careful strategies to achieve that vision, evaluating, and accepting accountability for the results. For example:

- Systems Approach to Library Operations (LIS 647): In groups, students analyze a working system and present a proposal for a new system, including objectives, budget, timetable for implementation, and data flow diagrams. They design a report similar to one which would actually be submitted to a client, and orally present and defend it.
- Library Automation (LIS 672): Students present a plan for automating an actual library, including functions to be automated, specifications, possible approaches (including specific vendors), site preparation, file creation, timetable, and supporting documentation.

- Administration of School Library Media Centers (LIS 684): Students work with school library media specialists to assess needs, identify critical goals, design and implement projects or programs with a library advocacy focus, and create evaluation tools to determine the effectiveness of their efforts.
- Management of Libraries and Information Centers (LIS 650): Students create a plan for an information center, library, or department within a library, including a strategic plan, organizational chart, job descriptions, facility floor plan, budget, and marketing plan for one year.
- Teaching Information Technology Literacy (LIS 665): Student groups design and prepare a teachable unit on a system, tool, or process for a specific user group, including a justification to administration.

### 4.3.3 Teamwork

Teamwork is essential in responding to diverse constituencies, work environments, and the need for broad ranging expertise. Throughout the curriculum, students participate in group projects, engage in cooperative learning activities, and contribute to library programs and services through field experiences and internships. In the process, they develop collaborative competencies and leadership skills, such as appreciating the strengths and weaknesses of team members, managing conflict, and encouraging diversity of opinion as invaluable to finding successful solutions. Examples include:

- Introduction to Reference and Information Services (LIS 601): Students work in pairs to create an information access tool for a particular library.
- Information Literacy and Learning Resources (LIS 686): Students do collaborative planning on instructional units that integrate various content areas and information literacy skills for K-12 school settings.
- Database Design and Creation (LIS 674): In groups, students create a database to fill an information niche, proceeding from feasibility study to pilot database and finally substantial implementation using the most advanced software.
- Teaching Information Technology Literacy (LIS 665): Student groups design and conduct a user study, analyze data, and write a research report.
- Abstracting and Indexing for Information Services (LIS 664): Student groups create a thesaurus and body of abstracts with indexes for a journal published by the University of Hawai'i Department of Sociology.

The employer survey shows that teamwork skills are an important area for improvement (4.4 of 6). The faculty will continue to work to strengthen teamwork skills by holding discussions with employers to identify areas of specific need, improving the specificity of the survey, and reviewing course components.

### 4.3.4 Interpersonal Communication Skills

The LIS curriculum provides a rich array of opportunities to develop and practice interpersonal communication skills appropriate to both leadership and teamwork contexts. Among these are reference interviews, reader guidance, group project presentations, small group discussions, pair and small group problem solving, and debates. Written exercises encompass general and technical writing, graphic presentation, and self-evaluation. Students demonstrate the ability to write guides, reviews of research, reports, abstracts, curriculum units, and grant proposals.

Through these experiences, students gain a better understanding of the value of empathy, active listening, respect for others, and the ability to see individual and group potential. The Hawai'i context, spirit of *aloha*, and cultural characteristics of

respect, humility, and reserve encourage active listening and consensus building that are vital to effective teamwork. At the same time, these traits do not always foster an individually assertive leadership style and can lead to low confidence in public speaking. The 1998 LIS Student and Alumni Surveys gave high ratings to their preparation for effective written communication skills (mean 5.0 and 5.3, respectively) and oral communication skills (5.0 and 5.3). In response to employer surveys indicating a need for improvement in interpersonal skills (4.2), the Program will continue to stress the development of these skills. Examples include:

- Introduction to Library and Information Science (LIS 610): Students present interactive, oral group reports on controversial issues in the LIS field.
- Information Sources and Systems in the Humanities / Social Sciences (LIS 661 & 662): Students present oral and written reports on the information structure of a sub-area in a specific discipline.
- Human Dimension in Information Systems (LIS 677): Students present oral and written state-of-the art reports on a current topic in human-computer interaction.
- Information Literacy and Learning Resources (LIS 686): Students teach one lesson from a curriculum unit they have designed which integrates information literacy skills with content areas. They also participate in small-group discussions and collaborative problem solving and maintain self-reflection journals on the value of their learning experiences.
- Seminar in International Librarianship (LIS 701): Students participate in weekly discussions on research methods and issues in comparative and international librarianship, particularly in developing countries.

#### 4.4 Programs and Courses

The LIS curriculum is designed to help students create programs to meet their individual needs in an evolving marketplace. Students may choose from six areas of concentration, and six dual master's degree programs. Cross-over courses with a technological focus are available through the ICS Department. Evening and summer courses provide more scheduling options for working students, and distance learning is available to residents of the Neighbor Islands. Further study is available through the advanced certificate program, the CIS doctoral program, and a variety of continuing education offerings.

##### 4.4.1 Core Courses and Electives

A total of 48, 3-credit courses, are offered through the Program. Of the 42 credits needed for graduation, 12 credits are earned through required core courses and 30 credits may be selected as electives. The core courses are:

- Introduction to Reference and Information Services (LIS 601)
- Basic Cataloging and Classification (LIS 605)
- Introduction to Library and Information Science (LIS 610);  
-and-
- Management of Libraries and Information Centers (LIS 650); or
- Administration of School Library Media Centers (LIS 684).

The curriculum Program Goal objectives are covered at the introductory level in the core courses and appear on the course syllabus along with course objectives [Standards II.1-4]. (See Appendix 6 for the alignment of LIS courses with curriculum goal objectives, for course descriptions, see the LIS Program Catalog, p.23-26, available on site, or at: [www2.hawaii.edu/slis/courses/descriptions.html](http://www2.hawaii.edu/slis/courses/descriptions.html).) Classes meet once per week for two hours and forty minutes. The Program usually offers 15-17 courses each semester and 6-8 courses each summer.

The Program's electives balance core library concepts and practices with new technologies and electronic resources [Standards II.2-4]. The curriculum's strengths are its offerings in electronic resources management and use; systems analysis; school librarianship; and Asian-Pacific information resources [Standards II.3.b-e; II.5]. In terms of usefulness to their careers, respondents to the 1998 LIS Student and Alumni Surveys gave high ratings to elective courses (mean 5.5 and 5.4). The Program provides a rich offering of electives, some unique to the program. These include:

- Teaching Information Technology Literacy (LIS 665)
- Advanced Online/CD-ROM Searching (LIS 667)
- The Information Industry (LIS 668)
- Human Dimension in Information Systems (LIS 677)
- Library Systems Operation and Interpretation (LIS 679)
- Information Sources for Hawaiian Studies (LIS 687)
- Pacific Islands Information Resources (LIS 688)
- Asian American Resources for Children and Youth (LIS 689)
- Seminar in International Librarianship (LIS 701)
- Asian Research Materials and Methods (LIS 705)
- Seminar in Information Policy and Planning (LIS 715)
- Special Topics in Librarianship and Information Technology (LIS 693 and 694; see Appendix 7 for a list of special topics)

The program offers five courses in support of the University's emphasis on the Asia-Pacific and Hawai'i-Pacific areas (687, 688, 689, 701, 705). In addition, this focus is incorporated into a wide variety of core and elective courses, internships, and the dual Master's with Asian studies and Pacific Island studies.

Effective Spring 1999, LIS and ICS graduate students may count selected courses in the two programs toward their respective MLISc and MS degrees. This has expanded opportunities for MLISc students to integrate the theory, application and use of technology [Standards II.3.c, e; II.4]. MLISc degree candidates will be able to count up to 9 of 42 credits as electives from among the courses listed below (course descriptions available at: [www2.hawaii.edu/courses/descriptions.html#ics](http://www2.hawaii.edu/courses/descriptions.html#ics)).

- Database Systems (ICS 421)
- Data Networks (ICS 451)
- Introduction to Cognitive Science (ICS 464)
- Introduction to Hypermedia (ICS 465)
- Data Security (ICS 623)
- Computer Networks (ICS 651)
- Human-Computer Interaction (ICS 664)
- User Interfaces and Hypermedia (ICS 665).

#### **4.4.2 Areas of Concentration**

The Program has one specialization in school librarianship and five areas of emphasis [Standard II.4]. To be certified by the Hawai'i Department of Education, individuals must hold a master's degree in library and information science from an accredited program. Library automation, special librarianship, public librarianship, academic librarianship, and Asia-Pacific librarianship are areas of emphasis. Suggested course plans for these areas are described in the LIS Program Catalog (p.15-16, available on site; [www2.hawaii.edu/slis/programs/emphasis.html](http://www2.hawaii.edu/slis/programs/emphasis.html)).

#### 4.4.3 Dual Master's Degree Programs

The Program participates in six dual Master's degree programs in cooperation with other departments and fields of study at the University of Hawai'i at Manoa [Standards II.3.b-d; II.4]. The dual degree programs open avenues for students to investigate and apply principles and practice across disciplines. They also attract students from other departments to the LIS Program. The programs serve to strengthen interdepartmental liaison and increase awareness of the Program within the University community.

The first of these programs was initiated in 1985 in response to employment trends, the increasing need for academic librarians to hold a second Master's degree, and greater emphasis on interdisciplinary study. Since 1995, five students have graduated with the MLISc in a dual degree program, and there are currently eight students enrolled in dual programs. The Chair of the Program initiates and coordinates the dual degree arrangements, and faculty advise students. The Graduate Division oversees management matters (e.g., double counting of credits, semester status reports). Dual Master's degrees are offered in the following areas (For program descriptions, see the LIS Program Catalog, p.17-18, available on site, or [www2.hawaii.edu/slis/programs/dual.html](http://www2.hawaii.edu/slis/programs/dual.html)):

- Information and Computer Science (MLISc/MS)
- History (MLISc/MA)
- Pacific Island Studies (MLISc/MA)
- American Studies (MLISc/MA)
- Asian Studies (MLISc/MA)
- Law (MLISc/JD).

#### 4.4.4 Distance Learning

Distance learning is an increasingly important component of the LIS effort to attain its strategic goals and extend its curricular offerings to a wider population. The LIS Program has been a campus leader in providing distance education through the Hawai'i Interactive Television System (HITS). The Program is now undertaking the development and implementation of asynchronous Web-based courses, as well as adding Web components to existing courses. Beginning in Spring 1999, two faculty are designing asynchronous distance learning courses. One of these will be offered statewide through an innovative combination of HITS, cable television, and the Internet. Web components to existing courses include the Digital Carrel—required course readings provided in electronic format, syllabi and course assignments with hot links, and model student assignments.

Currently, two courses per semester are offered via HITS (see Appendix 8, HITS Courses 1995-2002). In 1999, the residency requirement was eliminated and the variety of LIS courses offered over HITS was expanded, so that students may now take most of their credits remotely. Reference courses, online/CD-ROM searching, and some automation courses are not yet offered via HITS in order to ensure that students have access to the full range of materials and equipment available only at the Manoa campus. (See Section 5.4.3 for data on HITS enrollment.).

Distance learning students at remote sites receive the same quality of faculty advising as on-campus students. Each classified student has a faculty adviser who keeps in touch via email, fax, and phone. The system schedules three hours of class time for HITS classes, that includes 20 minutes of "online office hours" for student concerns and questions. Instructors attempt to teach at least one class per



semester from each of the major Neighbor Island sites. This enables the instructor to meet the students at these sites personally, provide advising, and develop supportive relationships.

The HITS program has been developed over nearly a decade of experience. The University of Hawai'i provides distance learning through the statewide Hawai'i Interactive Television System (HITS), with seven sites (including the main campus at Manoa) on five islands. The sites at Hilo (Island of Hawai'i), on Maui, and on Kaua'i have televised interaction with the Manoa campus and with one another. The sites in Lana'i, Moloka'i, and Kailua-Kona (Island of Hawai'i) receive the broadcasts from Manoa, Hilo, Maui, and Kaua'i but interact with audio only. Construction of a new educational facility on the island of Moloka'i began in September 1998. When completed in Fall 1999, it will include greatly expanded facilities for distance learning classrooms, as well as administrative offices, cable television systems, and a library. By far the largest number of students are at Hilo, Maui, and Manoa (see Section 5.4.3, for HITS enrollment data).

Most HITS courses originate from the Manoa campus and are considered regular Manoa courses. LIS students at the Manoa campus studio classroom and at the remote distance learning sites participate interactively. Class size ranges from 15-35, with an average of 24 students per class.

The quality of instruction meets the curriculum standards of the program [Standard II.6]. In fact, the HITS technology provides several advantages. The large-screen monitors at the Manoa, Maui, Hilo, and Kaua'i sites, coupled with roving cameras, provide close-ups of student communication and allow for clear observation. For students, the high resolution monitors often provide a better view of demonstrations and graphics than the traditional classroom. Students who miss a class may view a videotape of the lecture, and assignments can be submitted by mail, email, fax, or the Web.

#### **4.4.5 Summers-Only Program**

The Summers-Only Program allows students to take classes exclusively during the summer sessions. Students may take up to four courses each summer by attending four three-week intensive sessions, enabling them to complete the Master's degree requirements in four summers. Most Summers-Only students attend up to three sessions per summer and complete the degree requirements in five years. The Program makes every effort to ensure a balanced selection of courses, with required courses rotated in three-year cycles. (For details, see the LIS Program Catalog, p.13, available on site, or [www2.hawaii.edu/slis/programs/summer.html](http://www2.hawaii.edu/slis/programs/summer.html))

#### **4.4.6 Undergraduate Information Literacy Course**

The ICS department offers a well-attended undergraduate computer literacy course, ICS 101 Tools for the Information Age. Beginning Fall 1999, the LIS Program offers a complementary undergraduate course in support of the University's emphasis on improving the undergraduate experience by implementing learning communities. In partnership with the University Libraries, the Program will offer six sections of a new digital information literacy course, LIS 100 Libraries, Scholarship and Technology, (syllabus available on site). The course is designed and taught by UH librarians, in consultation with the LIS curriculum committee.

LIS 100 is offered within a learning communities model, and is aimed at freshmen to improve their initial University experience. LIS 100 is linked to two other disciplinary courses so that students form a cohort, taking integrated courses as a group.

Freshmen participate through the Rainbow Advantage Program, the Honors Program, or the Selected Studies Program. After appropriate assessment, the course offerings will be expanded, LIS students will be permitted to co-teach the course, and an upper division course will be considered. In addition to improving undergraduate information retrieval, evaluation, and synthesis skills, it will serve as a recruitment tool for the Program, and a teaching lab for MLISc students.

#### **4.4.7 Interdisciplinary Doctoral Program in Communication and Information Sciences**

The Ph.D. in Communication and Information Sciences (CIS), which began in 1986, is sponsored by the Department of Communications, the Department of Decision Sciences (part of the Business School), the Department of Information and Computer Sciences, and the Library and Information Science Program. This unique program promotes interdisciplinary research in computer science, communication, library and information science, and management information systems, and it draws on a broad knowledge base including political science, economics, engineering, operations research, and behavioral sciences [Standard II.3.b]. (For a description of the CIS program, see the LIS Program Catalog, p.21-22, available on site or at: [www2.hawaii.edu/slis/programs/phd.html](http://www2.hawaii.edu/slis/programs/phd.html).)

The CIS Program provides many benefits to the LIS Program. Some CIS doctoral students are half-time instructors, adjunct faculty, and graduate assistants in LIS. Doctoral students participate in research with LIS faculty and students. Students of the CIS and LIS Programs attend some classes together and participate jointly in student organizations and activities. Lectures and seminars sponsored by CIS are generally open to LIS students. The presence of the CIS Program encourages a heightened awareness of research issues and presents the opportunity for advanced study to qualified LIS students. As of January 1999, 32 students were enrolled in the CIS Program, and 30 had graduated with a Ph.D.

#### **4.4.8 Continuing Education and CALIS**

As part of its continuing education and outreach activities to the community, the LIS Program conducts workshops and institutes for library support staff, library technicians, and librarians. Recent sessions have included:

- New Basics in Reference Services (1995)
- World Wide Web Databases for Ready Reference (1996)
- Technology as a Tool for Learning (1997)
- Library Systems Administration and Networking (1998)
- Power Searching on the Web (1999)

The Certificate in Advanced Library and Information Science (CALIS) is a post-Master's program of specialization in applying computer and information technologies to information environments. CALIS students are typically professionals returning to upgrade their skills. Option A emphasizes extending information management skills in information design, evaluation, and the development of user services. Option B (school librarianship) emphasizes extending curriculum planning skills in information literacy and general literacy instruction (see CALIS update documentation on site, and the LIS Program Catalog, available on site or at: [www2.hawaii.edu/slis/programs/calis.html](http://www2.hawaii.edu/slis/programs/calis.html)).

#### **4.5 Toward the Future**

The curriculum is the core of the LIS Program's proactive approach to helping its students prepare for the new demands of the information age. The ICS/LIS collaboration will continue to be fertile ground for providing a curriculum strong in the theory, principles, practices, and values of a profession increasingly shaped by digital systems and resources. The merger has also brought exciting developments in the expansion of distance education through both synchronous and asynchronous modes.

Through its systematic five-year review process, the Program continues to re-examine the curriculum in light of the revolutionary changes in information technology and the implications for information access, evaluation, and use in effective problem-solving and decision-making. As part of a process already in place, input will be sought from faculty, students, the LIS Advisory Committee, and other constituencies. Results of regular focus group sessions and student, alumni and employer surveys will continue to provide an important means of assessing and identifying areas for improvement.

As the distinction between local and distance learning narrows, the benefits of the ICS/LIS merger will only increase. The collaboration between ICS and LIS can direct their combined program strengths toward the development of better teaching paradigms and building new learning environments. As a department, ICS has made a solid commitment to distance learning and earning degrees entirely through distance learning. One LIS goal for the future is to offer the possibility of earning the MLISc degree almost entirely through distance education. In this way, advanced technologies are not only taught in the curriculum but also demonstrated through effective use.

Since one of the ICS departmental goals is to construct its own distance learning classrooms and ATM network in the POST Building, and to create a LAN connecting these classrooms with the LIS classrooms in Hamilton Library, the virtual network will expand to support more distance learning offerings.

The new undergraduate course presents many opportunities to collaborate with other programs and faculty on campus, and opportunities for MLISc students to gain field experience teaching information literacy.

Two staffing priorities related to curriculum are the imminent hires of a new, dual culture faculty member to bridge LIS and CS content areas, as well as a full-time student services specialist to administer continuing education and recruitment programs.

