

I. MS/LIS Mission Statement/Vision and Values

Within the above framework, the mission document for the Master of Science in Library and Information Science program articulates the school's vision of 21st-century librarianship and the program's goals and objectives for contributing to that vision.

Purpose

To educate students to become leaders in the evolution of the library and information profession in the 21st century.

An Evolving Profession

Librarianship in the 21st century is an evolving profession, adapting its established knowledge, skills, and values to the emerging information environment—a dynamic, shifting, and hard-to-predict mix of print and increasingly digital sources and services.

Roots of the Profession

Our vision of the library and information profession in the 21st century evolves from the established traditions, knowledge, and practices of the profession.

At the beginning of this century, we look back on a long tradition of acquiring, representing, organizing, maintaining, and facilitating the use of society's recorded knowledge. For much of the profession's history, printing has been a primary means of making knowledge available for both the present and the future. Libraries, as institutions, have played pivotal roles in collecting and organizing the printed word, and in helping individuals, organizations, agencies, and institutions find what they want in print.

Librarians have also applied the knowledge, skills, and values of their profession to the tasks of collecting, representing, organizing, and making available knowledge and information recorded in media other than print such as manuscripts, archival records, microforms, video and sound recordings, and films.

In recent decades, librarians have been leaders in adapting computers to the management of their expert work: developing and using online bibliographic databases, thesauri, online public access catalogs, and systems for library operations. During the last decade, with the growth of the Internet and the World Wide Web, librarians have been active in applying their knowledge and skills to the tasks of organizing and providing access to knowledge and information in a networked environment.

Librarians—as experienced managers of print-based recorded knowledge and innovators in using technology to manage information—are well positioned to be leaders as society's knowledge, information, and related services become increasingly electronic.

21st-Century Librarianship

Primary societal roles for librarians, in an age of print and increasingly digital recorded knowledge and information, will continue to provide libraries with print and digital resources in a balance to meet the needs of their user communities. 21st-century librarians, working both inside and outside of libraries, are well positioned to: transform public libraries into social centers that provide equitable access to electronic information for all sectors of the community; apply principles of organization of information from the print

world to networked information environments, such as the Internet and intranets; serve as information retrieval experts for individuals and organizations; create and design user-centered digital information resources and systems; teach information literacy; lead the development of preservation strategies for digital information, as they have done for print; bring a user-centered focus and knowledge management perspectives to collaborations with other information professions; and articulate the profession's roles and values in the digital information environment.

Goals of the Master of Science in Library and Information Science Program

MS/LIS graduates will possess a body of professional knowledge, skills, and values that will equip them not only for their first position in libraries, or other information organizations, but also for leadership roles as their careers unfold.

MS/LIS graduates will have technological understanding and competencies necessary for exemplary library and information practice in the digital information environment.

MS/LIS graduates will be prepared to forge successful collaborations with other information professionals; to participate in society's debate concerning digital information policy; and to articulate the value of the knowledge, skills, and values of the profession in local, national, and global arenas.

Faculty, through their teaching, research, and service, will be leaders in the library and information profession and in the evolving information society.

Objectives of the Master of Science in Library and Information Science Program

The School of Information Studies educates MS/LIS students to be well grounded in the philosophy, knowledge, and values of librarianship, as practiced in libraries and other contexts, and as guided by our vision of 21st-century librarianship; educates MS/LIS students in the context of an interdisciplinary information environment with components that integrate graduate students across master's degree programs; and makes MS/LIS curricular and program decisions as an interdisciplinary information faculty of one, guided by the MS/LIS Faculty Program Advisory Group.

Graduates of the MS/LIS program manage print and electronic information resources, including selecting, acquiring or providing access, organizing, retrieving, and facilitating use; understand and can apply principles and practices of providing information services and systems; exhibit a user-centered, service perspective and can apply the principles and practices for aligning resources, systems, and services with communities of users; apply theory, research, and conceptual principles to practice in real-world settings; adapt their knowledge of professional principles and practices to different types of libraries and different information contexts; understand and use a broad range of information technologies effectively for library and information services in the 21st century; communicate effectively orally, in writing, and in using electronic media; work effectively as team leaders, team members, or independently; assume management and leadership roles in their workplace and their profession now and as their careers advance; work collaboratively with members of other information professions; and contribute to the debate concerning information issues and policy in an increasingly digital and global society.

Members of the faculty understand and value the place of 21st century-librarianship in the information field and professions; are dedicated to excellence in teaching; provide students with opportunities for forging links to practice; are active researchers in the interdisciplinary

information field and include students in their research wherever possible and relevant; contribute research and service that advances the library and information field; and demonstrate collectively—through their teaching, research, and service—the value of librarianship to other fields and the value of other fields to librarianship.

Vision and Values

The School of Information Studies, established in 1896 and renamed as the first Information School in 1974, has a long tradition of leading innovation and change. Our ideals and values are the foundation for our success.

As an integral part of the Syracuse University School of Information Studies, the Master of Science in Library and Information Science program shares the school's vision, values, goals, and points of distinction.

Our Vision

To expand human capabilities through information.

What matters is that we make a difference in everything we do, and that this difference is a positive one affecting individuals, organization, and ultimately society. We intend to add value to society through education and through the information, systems, and services we help to create. We pledge to do this ethically, competently, professionally, with respect for the individual, and with passion.

Our Values

Inquiry – we are dedicated to exploration. Exploration and innovation are critically important to the information field and a vital part of our school. We share the University's vision of being a leading student-centered research university by dedication to being a student-centered research college. We promote this aim through discover, development, application, integration, and active learning.

Individuality – we are committed to the individual. High performance organizations are composed of high performance individuals. Our faculty, staff, students, and partners are risk takers who have a high tolerance for ambiguity. While we value our work together in a highly spirited team atmosphere, we value the individual and respect individuality as such. Our organizational norms dictate that we are relentless in attacking problems, but supportive in valuing individual differences.

Diversity – we are intellectually diverse. Complex problems require multidimensional and interdisciplinary analysis and solutions. The school fosters a multiplicity of “voices” addressing the important areas of teaching and research in the information field. The school seeks faculty members from many related disciplines who respect a diversity of opinion and perspective, and thrive on the tension of discussion and debate.

Adaptability – we are adaptive and able to evolve. Today's competitive, complex, and ever-changing environment requires innovation, flexibility, and rapid responses. Our initiatives and developmental processes are driven by a do-learn-revise model. This model encourages entrepreneurship and risk-taking, and celebrates success as a community achievement and embracing challenge as a learning opportunity.

Unity – we are a faculty of one. The faculty sits as a whole, not as individuals or groups who represent one specific program in which they teach or ascribe affiliation. Students and faculty are challenged to benefit from the paradox of a single information field manifested in many professional expressions. Students and faculty learn from each other by shared intellectual experiences and by appropriate curriculum integration across the degree programs.

Continuity – we are an enduring organization. With more than a century of innovation and leadership behind us, the school makes an enduring contribution to our field. In building our school, we concentrate on building an enduring organization that goes beyond the influence of any particular dean or member of the faculty.

Our Goal

To transform the information field through leadership in research, development, and education.

Our Points of Distinction

Whatever we do, we do *through* information and *for* people. Through information we transform individuals, organizations, and society. We recognize that information technology and management processes are means and not ends.

II. INTRODUCTION

A. Who Should Use This Guide

This advising handbook is for all students: campus, distance, both full-time and part-time, pursuing the graduate program of study for the Masters of Science in Library and Information Science (MS/LIS) degree.

The MS/LIS for School Library Media Specialization (SMS/LIS) students is a teaching certification program accredited by the State of New York. SLMS students must meet specific competencies, and there are some requirements beyond the MS/LIS, which are explained beginning on page 23 of this guide.

Distance Learning Students who are pursuing the MS/LIS through the Distance Learning Program (ISDP) should consult with the Director of Distance Learning in planning their program of study. While the same general MS/LIS program requirements apply to distance learning students, their choice of courses and the sequence in which they are taken may be constrained by the special nature of that program.

Core courses are offered on-campus and electronically, some with required residencies. Electives are available in several delivery options: 1) on-campus courses, which meet regularly face-to-face 2) joint courses for on-campus and distance students, delivered electronically, with or without residencies, for which distance learning students have priority, and 3) courses offered through the School's Summer Institute on Leadership and Change in an Information Society, which are intensive courses open to all MS/LIS students. Courses designed either wholly or partially for distance learning students are delivered electronically through the School's online environment for teaching and learning, WebCT; such courses usually have residencies. Campus courses and those offered through the Summer Institute may or may not use the WebCT environment.

MS/LIS students are welcome to enroll in courses designed for other IST graduate programs, subject to any required prerequisites or consent of the instructor.

In this Handbook you will find:

- A brief summary of sources and people who will help you make sensible decisions in planning a program of study
- General information about the School and the program
- An outline of the MS/LIS program course requirements
- Sample programs of study that you can use as a guide in formulating your own program
- A checklist of forms and procedures about which each MS/LIS student should know
- Sample forms

B. Sources of Advice

1. People

We firmly believe that advising is a cooperative and multifaceted process, and we encourage you to seek input from a variety of sources. Many people in the School contribute to advising. Their roles are described briefly below.

Graduate Academic Counselor - The Graduate Academic Counselor assists students with questions regarding the degree requirements, registration, and graduation paperwork or just to touch base with to make sure you are on track. This person is involved in the preliminary assessment of transfer credits, waiving credits, and for checking each student's final Program of Study form to insure all requirements have been met for graduation and is responsible for certification of the graduate degree.

Faculty Advisor - After the start of the semester, each student is assigned a faculty advisor in IST. The faculty advisor serves as a mentor for academic and professional development. Students may see their faculty advisor for questions about specific course content, questions regarding which secondary core courses to take to fulfill a specific career goal, etc. Students may change advisors; it is easy to do so. A Change of Advisor form is available from the Student Services Office.

Faculty - All the faculty in the School, including the faculty emeriti, are potential advisors for any student. Do not think because you are an MS/LIS student you can't seek advice from someone who teaches in another area. If you are unsure about a course, you should feel free to speak to the instructor about the emphasis of the course, the types of assignments required, and how the course might fit into your program objectives.

In particular, you should take advantage of the expertise of our excellent adjunct faculty, even if you don't take their courses. Most of them are practitioners, and have first-hand and up-to-date information about the working world.

Director of Distance Learning - is the general administrator for all distance learning programs within IST and provides information on course offerings, registration, residencies and deadlines.

Internship and Cooperative Education Director - This person is an important contact for information on current and past sites for practical experience in the form of internships and co-ops. She will work closely with your academic advisor and the faculty internship supervisor to help you plan the best practical experience for your program objectives. You should attend the Internship and Co-op Orientation Session and meet with the Director early in the semester prior to doing an internship or co-op.

For Distance Students, contact the Career Services and Experiential Learning via e-mail (deischen@syr.edu) or phone 315-443-5603 for further clarification of the internship process.

Director of Career Services and Experiential Learning - At IST, the Internship and Cooperative Education Director and the Placement Director are the same person. She has daily contact with employers and IST graduates who are out in the work force. The Director can tell you the kinds of skills and knowledge employers seek for specific positions. She maintains binders of past and present job descriptions, and posts job and practical experience opportunities. In addition, she runs workshops and seminars on job-seeking

skills. The Director can be very helpful in helping you pursue leads you have found yourself.

Program Directors - Each degree program in the School has a Program Director. The Program Director acts as a central resource person for questions regarding program requirements. He or she approves petitions for waivers and transfer credit. The Program Director also acts as a liaison between individual programs and the School as a whole. In this role, he or she is your advocate for matters concerning policy and procedures, and for special problems that might arise.

Other IST Students - You should not overlook the wealth of informal advising available from fellow students with more experience at IST. Students will tell you what faculty sometimes won't know - the exact content of a course, the style of the professor, the relevance of the course for a particular area of study. Students know which courses are better to take early in your program and which are better left to the end. Graduate mentors volunteer to help orient and advise new students. Take advantage of their help and become a mentor yourself!

In addition, many MS/LIS students have already worked in libraries and information centers, or are presently working while pursuing a degree part-time.

Practitioners - During your program of study you will have the opportunity to meet numerous practitioners. In addition, we have frequent guests, visiting professionals from around the world, and many Ph.D. students who were librarians and information professionals before they entered the program. You are strongly encouraged to take the initiative to meet with these people, since they can give advice about specific job skills, knowledge and opportunities. For the same reason, as mentioned above, the adjunct faculty is also an exceptionally fine source of advice.

The people listed above are available to meet with you throughout your program. It is important that you take the initiative in meeting with some or all of them. The School is small enough to allow one-to-one interaction both in and outside the classroom. We encourage you to take advantage of the opportunities for this interaction.

2. Printed and Online Sources

In addition to the information in this packet, there are University-wide and School policies and procedures that you should take into account in planning your program of study. Refer to the following printed material for supplemental information.

MS/LIS: Information and Library Science - This is the information packet that you were sent with the application materials. These materials are updated each year and provides overall information about the MS/LIS Program and they are available in the main office.

Graduate School Catalog - Refer to this for University rules and regulations. Although the Graduate School Catalog is the "official" source for a school's requirements, it is revised infrequently and may not reflect the most current version of a program. Refer to this Handbook rather than to the Graduate School Catalog for the most current requirements. It is your responsibility to be informed about your program requirements, and you should consult your advisor or the Graduate Academic Counselor if you have any questions or uncertainties.

Internship and Cooperative Education Manual - This document contains information, instructions, and sample forms necessary for doing an internship or co-op. The manual is available from the Director of Internships and Cooperative Education and at the Internship and Co-op Orientation Seminar held early each semester.

Course descriptions - Brief course descriptions are listed in the Graduate School Catalog, on the School's Web Site <<http://istweb.syr.edu>>, and in the School's own brochures. Each faculty member is also required to file a copy of the syllabus for each course taught every semester. These syllabi are kept on file in the main office and are available to students to look at during office hours. Please ask at the receptionist's desk. Most course syllabi can also be found in the "IST Distance Education" course available to all through WebCT.

Course schedules - The best place to access updated information about course offerings for a given semester can be found at <http://sumweb.syr.edu.registrar>. In addition, IST issues tentative schedules for IST courses as early as this is feasible. As changes are made, the new schedules are posted on the notice board outside the Student Service office. Please note the date of the schedule you are consulting to make sure you have the latest version. Individual copies of the schedules are available in the main office and at group advising meetings. Summer Sessions issues its own schedules in the spring.

WWW Site - IST maintains an active web site with course schedules, course descriptions, academic deadlines, calendar of events and important dates and other valuable information which students use frequently. Visit the web site and stay up-to-date! The School's site is located at <http://istweb.syr.edu>.

Listservs - All IST students are assigned a NetID email address. IST will communicate with you using this address; therefore it is vital that you check it regularly. If you wish to use another email address of your choice, be sure to forward your IST email address to your personal address.

The School uses this NetID email address to maintain a listserv for each program offered through IST. MS/LIS students can subscribe to the MS/LIS listserv (istlis and isdp-lis) through the School's Web Site or send an email message to <listserv@listserv.syr.edu> and type <subscribe istlis@listserv.syr.edu or isdp-lis@listserv.syr.edu>. The information will be forwarded to the list owner who will verify the information and add the names as appropriate.

Subscribe yourself to the MS/LIS Program Listserv and check your electronic mail regularly - it is an important means of communication in IST and one you can use to enhance your contact with the academic counselor, your faculty advisor and instructors and to be aware of important deadlines. If you use an email address OTHER than the one assigned to you at SU, be sure to forward your SU email to the one you check regularly. **PLEASE NOTE THAT WE WILL CONTACT YOU THROUGH YOUR SU EMAIL.**

There is also the IST Work Listserv, which contains the internship and employment opportunities that are received from employers across the country and posted by the Career Planning Office at IST.

3. Events

Group advising sessions are held periodically. At these sessions you will be presented with the most up-to-date information, often superceding or preceding the printed sources available. In addition they provide you with an opportunity to ask questions and to hear the

questions and concerns of others.

MS/LIS Group Advising. For on-campus students, there are two on-campus group-advising sessions to help you plan your program. One is held during Orientation just prior to registration for the fall semester. The other is held in November to plan for spring and summer semesters. This meeting is scheduled in the early evening/late afternoon to allow both full-time and part-time working students to attend. It is held early enough before registration to allow you time to set up an appointment with your academic advisor. All MS/LIS (including SLMS) students should attend this meeting.

In addition to information about course offerings for the coming semester, many faculty prepare descriptive flyers introducing courses that may be of interest to you. Frequently, these are courses that are being offered as "Special Topics" usually in new and "hot" areas that draw on the unique expertise of the faculty member offering them. These courses represent a special opportunity for you to broaden your knowledge, and the best way to find out about them is to attend advising sessions.

Advising for distance learning students occurs when students come to campus for their first course, IST 511. Thereafter, students can make appointments to meet with their advisors face-to-face when students are on-campus for the Summer Institute or for on-campus residencies, and via email, at anytime.

All students should take the initiative to contact their faculty advisors prior to registration for each semester and the Summer Institute.

Internship and Cooperative Education Orientation. This on-campus orientation session is offered each semester. You need to attend this advising session only once - during the semester **prior** to doing an internship or co-op. Students planning a Summer or Fall internship or co-op should attend in the Spring; students planning a Spring experience should attend in the Fall. The orientation is scheduled early in the semester. At this meeting you will be presented with materials and information about starting the internship or co-op process. Distance students are not required to attend this orientation. Information about internships is given to distance students in conjunction with IST 511. Also contact Career Services and Experiential Learning via e-mail (deischen@syr.edu) or phone 315-443-5603 for further clarification.

C. Formats for Course Delivery

Most campus-based courses meet once a week throughout the semester. However, with increasing frequency, courses are being taught in alternative formats that better meet the schedules of many of the School's students. Those formats include:

Limited Residency Courses: Limited residency courses allow students to fit instruction into a timeline that minimizes the amount of time they need to be away from work or home. Some residency courses fit the complete course into the residency period, such as those courses offered during the Summer Institute. Other residency courses have a portion of the instruction provided during the residency, with the remainder of the coursework completed throughout the semester over the Internet.

Internet Courses: Some courses are offered completely over the Internet and can be taken from your home or office without ever traveling to the main campus or one of the extension sites. Most of the Internet communication for the courses is asynchronous and does not require students to be connected at a particular time. Dates and information on getting

course materials for the Internet courses are included in the registration information sent out each semester.

Extension Site Courses: The courses taught at our extension sites are very similar in nature to our courses on the main campus. Students attend class at the scheduled time and are instructed in person by the school's faculty. Some courses require Internet access outside the class in addition to the concentrated in-person interaction.

Students are encouraged to mix and match the different types of courses to create a program that best fits their life and needs. For example, a student in the IM distance learning program will take mostly limited residency courses, but may choose to take an elective in Washington DC. Courses available on the main campus are also available to students in the distance learning programs.

D. Computers and Computer Literacy Requirements (updated June 2004)

1. Information Technology Literacy Requirements

The following are the minimum information technology literacy skills for students in all IST master's programs. These requirements are subject to change and will be reviewed and revised at least once annually.

Required Skills

Basic Knowledge of Computers and Standard Productivity Software:

- 1 Understand the concept and basic functions of a Windows 95/98 operating system*
- 2 Save to disks, find files, create directories, run/execute programs on a Windows 95/98 computer
- 3 Copy and paste text, images, etc. from one software package to another
- 4 Create, edit and save (in various formats) a document using word processing software
- 5 Install and uninstall application programs.
- 6 Upload and download software and files in both binary and ascii modes
- 7 Extract zipped files

* Other graphically-oriented operating systems like MacOS and Linux share many common characteristics with Windows 95/98 and will generally provide students with the background they need to succeed. However, students may be required to use some Windows-specific OS capabilities in their coursework and they must assume responsibility for learning these skills.

Information Retrieval Skills:

- 1 Students must understand and have a working knowledge of the World Wide Web and its functions including basic site navigation, searching, and installing and upgrading a web browser.

Electronic Communication Skills:

- 1 Use of electronic mail, including the ability to send and receive file attachments and the use of e-mail lists
- 2 Familiarity with UseNet News
- 3 Familiarity with interactive electronic discussion systems*
- 4 Experience using streaming media players like RealAudio/RealVideo
- 5 Proper "netiquette"

* Examples include Yahoo Chat and AOL Instant Messenger. Similar, though not identical, systems are used in some IST classes.

Recommended Skills

Basic competencies in the use of personal productivity software, information retrieval, and electronic communication, as described in the previous section, are assumed on the first day of class. The School also recommends that you have the following additional competencies:

- 1 **Basic HTML coding:** Knowledge of how to code a document in HTML for posting assignments and other documents to the Web.
- 2 **Use of spreadsheet software.** Knowledge of how to design and implement a simple spreadsheet for the manipulation and analysis of data using software such as Microsoft Excel.
- 3 **Use of presentation software.** Knowledge of how to design and implement a simple computer-generated presentation of information using software such as Microsoft PowerPoint.
- 4 **Use of desktop publishing software.** Knowledge of how to design and implement a simple publication including formatted text and graphics using a desktop publishing program or the custom layout features of a high-end word processing application such as Word.

Special Opportunities to Learn Minimal and Recommended Skills

IST Tutorials

Tutorial sessions will be offered on-campus at the beginning of the Fall and Spring semesters and to introductory courses for the distance learning programs on:

- 1 Basic HTML coding
- 2 Use of the WebCT course management software used by the School for all courses. The training on WebCT builds on the student's assumed knowledge of how to use the World Wide Web.

Students, particularly those physically distant from Syracuse, should seek local opportunities to gain required and recommended skills.

Student Workshops at Syracuse University

Syracuse University's Computing and Media Services offers student training each semester. Short, non-credit, workshops are offered during daytime and evening hours, several days a week, to accommodate students' schedules at no cost. To review a current schedule, visit their homepage at <http://cms.syr.edu/training/>

Past Workshops Include:

- 1 Getting On and Getting Started
- 2 Navigating the Internet Series: World Wide Web Basics
- 3 Introduction to the Unix Operating System
- 4 Building Your Own SUnix Homepage
- 5 Introduction to MS Word 7.0
- 6 Introduction to MS Excel 7.0
- 7 SU Library Training

2. Computer Hardware, Software & Internet Access Requirements

The following hardware configuration will meet minimal requirements through June 2004.

Typically available for under \$1,000.

- 1 Pentium (or equivalent) 400 MHz processor capable of running Windows 98/NT/2000/XP
- 2 256MB RAM
- 3 20GB hard drive
- 4 16x DVD-ROM drive
- 5 Sound card with speakers and microphone
- 6 Color monitor with 800x600, 16 bit resolution
- 7 A 10/100 Mbps Ethernet Network Interface Card (NIC) 802.3 with RJ-45 connector for a broadband connectin is recommended, if available. i.e. cable modem, DSL, or campus Ethernet access (or a v.90 Modem for 56K dial-up access.)
- 8 Inkjet printer

Recommended Hardware (for new purchases)

The following configuration is available for \$1,500 or less:

- 1 2.0 GHz Pentium (or equivalent) processor
- 2 256MB RAM
- 3 40GB hard drive

- 4 32x DVD-CDRW Combo drive
- 5 Sound card with speakers and microphone
- 6 17-inch color monitor with 1024x768 resolution
- 7 Microsoft® Windows® XP Pro or 2000
- 8 A 10/100 Mbps Ethernet Network Interface Card (NIC) 802.3 with RJ-45 connector for a broadband connection
- 9 V.92, 56kbps Data/Fax modem for dial-up Internet access
- 10 Quality inkjet printer

Or a laptop configuration for under \$1,800

- 1 Pentium® M Processor 1.30 GHz with 14.1 in XGA Display
- 2 256MB RAM
- 3 30GB hard drive
- 4 8x DVD-ROM drive
- 5 Microsoft® Windows® XP Pro
- 6 A 10/100 Mbps Ethernet Network Interface Card (NIC) 802.3 with RJ-45 connector for a broadband connection
- 7 Wireless Option 1400 WLAN (802.11a/b/g, 54Mbps) miniPCI card
- 8 Internal 56kbps modem for dial-up Internet access
- 9 Quality inkjet printer

Network Connectivity

School of Information Studies students should expect to make extensive use of Internet resources during their program of study. High-speed Internet access is available at no charge from campus computer labs and, at a fee, from most campus residence facilities. Students who own their own computer are strongly encouraged to contract for their own Internet access. SU's Computing and Media Services maintains a list of popular ISP's in the central New York area (see <http://cms.syr.edu/connecting/>), including details related to discounted access to Time Warner's Road Runner cable-modem service. Students will need access to a modern web browser (such as Microsoft Internet Explorer version 5.5 or newer) as well as Telnet and FTP applications.

Required Software

- 1 E-mail application with the capability to send and receive attachments.
Note: All SU students are provided with an e-mail account "username@syr.edu" This is your official academic account and the only one faculty may choose to use. You are responsible for monitoring mail sent to this account. This account may be accessed with the web interface "OrangeMail" provided by the university or most popular e-

mail applications or may be redirected to an account of your choice. For information on OrangeMail and aliasing please refer to: <http://cms.syr.edu/email/>

Note: You are also responsible for subscribing to the appropriate listservs. Listserv information may be referenced here:

<http://istweb.syr.edu/courses/advising/listserv.asp>

- 2 Word processing software capable of saving documents in Microsoft Word format. We recommend Microsoft® Office 2000/XP Professional Suite (or a later version). Spreadsheet software such as Microsoft® Excel (included in Office 2000/XP).
- 3 Presentation software such as Microsoft PowerPoint (included in Office 2000/XP) or HyperStudio.
- 4 Internet access software (see Network Connectivity above)
- 5 Anti-virus software
- 6 Adobe Acrobat Reader (free)
- 7 Media Player (free) (IST produces multi media material optimized for use with Windows® Media Player)

Reminder: "Data protection is your responsibility, it is highly advisable to regularly back up your data and to own and use virus protection software."

3. Online Teaching and Learning Environment (WebCT)

Many courses in the MS/LIS curriculum use a web-based teaching and learning environment called WebCT. Each semester, the number of courses using WebCT increases. Students are encouraged to check the technical requirements for accessing the environment at the School's web site. Among other goals, these courses use the online environment to achieve the following:

- To provide an integrated environment for faculty and student communications outside of class using e-mail, course-specific bulletin boards, and synchronous chat sessions;
- To provide an integrated environment for the distribution of course materials such as the syllabus, supplemental readings, self-paced examinations and skills exercises; and the online posting of shared student assignments;
- For the private distribution of student grades and grade statistics;
- To provide private discussion forums for group-based assignments and exercises.
- To deliver distance learning courses

In a number of instances, faculty may designate the WebCT environment as the official communications mechanism for their courses. When WebCT is used in an on-campus course, faculty teaching the course will advise students of the role of WebCT in the course and the balance of electronic and classroom activities.

E. General Recommendations

- Strive for a well-rounded program, balancing between specific and conceptual foundations. This will prepare you for a variety of positions and provide some flexibility and allow you to adapt in the future.
- Prepare yourself for the leadership position in the future, rather than for your first entry-level job.
- Keep an open mind with respect to planning your program of study. Leave a little room for experimenting and discovery with subjects and areas that are new or unfamiliar to you.
- Take advantage of the unique combination of the other masters programs in the School and the diverse faculty that comprises IST.
- Take advantage of technology courses and courses in the management of technology, offered to students in all masters programs.
- In any given semester, try to balance "skills" courses that require practical assignments or laboratory exercises with "concepts" courses that may require extensive readings and research papers.
- Be an active participant in class and choose projects or assignments that you can include in your professional portfolio.
- Try to leave some time each week for "hanging around" the School, especially if you are a part-time student and only come in once or twice a week for evening classes. Join or form study groups, discussion groups, or special-interest groups.
- Get to know the faculty and staff personally. From a practical point of view, a faculty member who knows you as more than just another face in the crowd can write a much more personal and convincing letter of recommendation.
- Distance students will want to use their time on campus to get to know the school and its faculty and staff. Make appointments with people in the school at a mutually convenient time. Use email to introduce yourself and ask questions.
- Choose courses for who is teaching them as well as for the course's content. Expose yourself to different teaching styles and different points of view.
- Get involved in the School. Attend guest lectures. Volunteer when there is an opportunity to help out on committees or class activities. Participation in School activities is a great way to stay abreast of opportunities and changes. Ask your advisor, the Program Director or the Associate Dean for ways in which you can participate.
- As an IST student you are automatically part of ISTGO, the School of Information Studies Graduate Organization. Attend meetings and take an active role. Get to know other students personally, especially students from other countries and other walks of life.
- Develop communication skills. Take courses that help you improve written and

oral communication abilities.

- Volunteer as an assistant on a research project. IST has a lively research life, with faculty and Ph.D. students involved in an amazingly wide variety of research endeavors. As a professional you will benefit from understanding the research process and how it can affect practice.

III. ABOUT IST AND THE MS/LIS PROGRAM

A. The Structure of the School

IST is one of 10 schools at Syracuse University and is a unique blend of programs. Each program has a Director, requirements, and matriculated students. The faculty and the courses in the School, however, are not divided up into discrete departments. Thus, all IST graduate students (including Ph.D. students) and some qualified undergraduate students may enroll in any 500-level or higher courses, provided they fulfill course prerequisites. This means that as an MS/LIS student there will be many courses in which your classmates will be a mix of MS/LIS and other students. Although some courses are more clearly geared to one or another of the programs, you are free to design your program of study with your own goals in mind, providing you meet the basic requirements of the MS/LIS Program.

This integration of disciplines provides you with many opportunities for expanding your course options beyond the traditional MS/LIS curriculum. In addition, it allows you to learn from students pursuing other professional education. While providing diversity in terms of coursework and faculty expertise, a common thread ties all the courses together to create the well-respected IST hallmark: the technologically competent, person-oriented, creative information professional.

B. Syracuse University Division of Continuing Education (SUCE)

As an MS/LIS student you fall under the jurisdiction of the Graduate School of the University, which administers all graduate programs in all the 10 schools of the University. You will receive your degree according to the general provisions of the Graduate School as well as the specific requirements of the School of Information Studies. Continuing Education offers part-time study. Since we are a professional school, and since we offer many courses during the evening to working students, many of our courses are administered through Continuing Education.

In terms of the courses, there is no practical difference between a course administered by Continuing Education and a "main-campus" course.

All students, regardless of their status — part-time or full-time — receive their graduate degrees from Syracuse University.

IV. Master of Science in Library and Information Science: Programs of Study

The purpose of the MS/LIS program is to educate students who will become leaders in the library and information profession in the 21st century. We prepare students for their first job and for a career that will grow as the 21st century unfolds.

