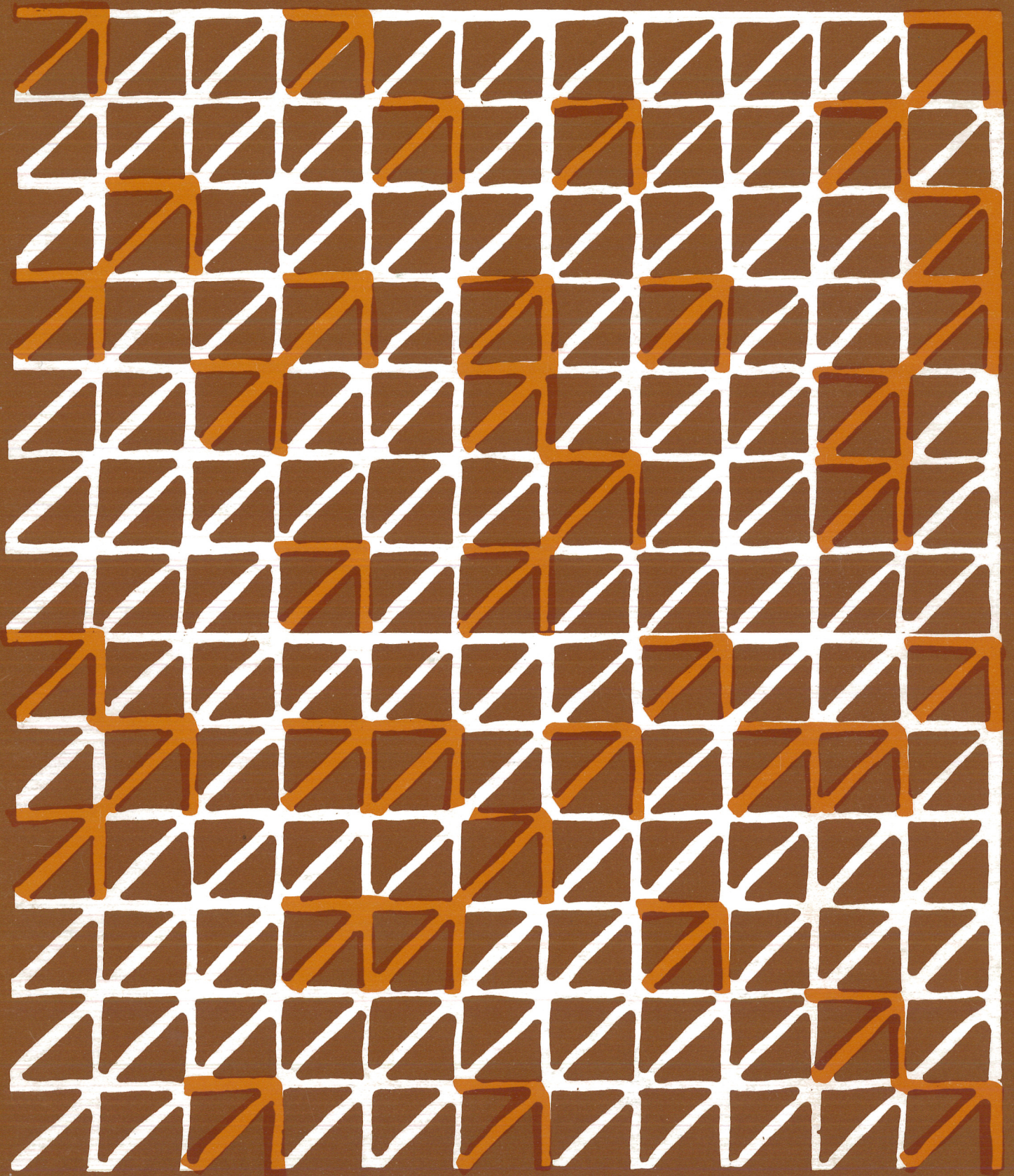
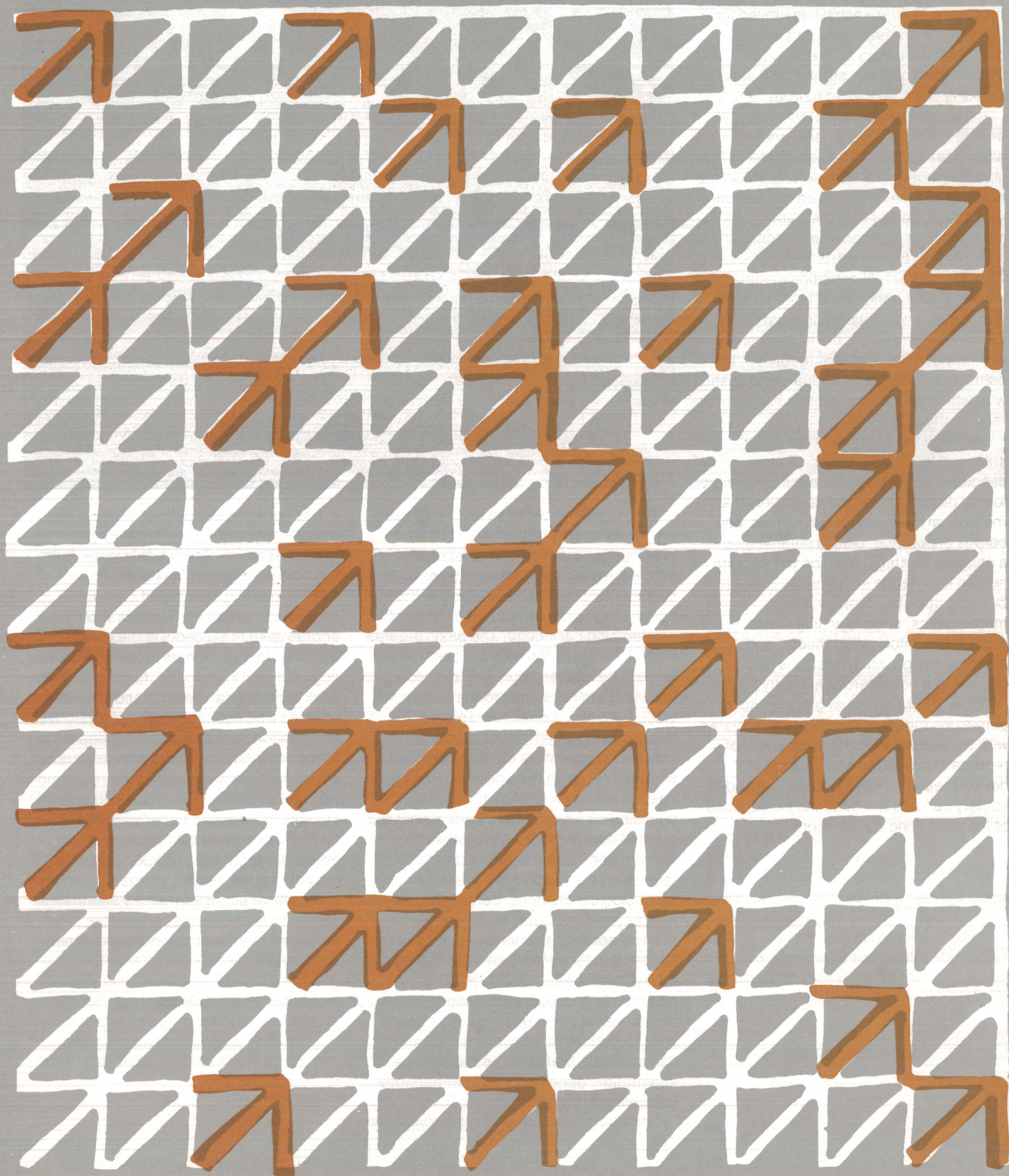


School of Library and Information Science
State University of New York at Albany



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Perspectives

This is an invitation to consider entering a career in a crucially important, challenging, and rapidly advancing profession. Librarianship has moved far beyond the time-honored (but limited) business of locating and retrieving, marking and parking, storing, and serving books and magazines to patrons.

As Jesse Shera, respected authority on education for librarianship and classification theory, has observed, "The library is more than an important link in the communication chain; as an intellectual system it is part of the total knowledge situation. The librarian must be concerned not only with that which is known, but also with the intellectual condition or state of knowing. This condition is both personal and social, and the librarian must operate in two worlds at once, the microcosm of the individual and the macrocosm of the culture in which the individual resides and with which he must work out a harmonious relationship."

Although the profession has been criticized for its lack of disciplinary definition, its very dependence upon more formal disciplines for the derivation of a theoretical base, combined with its vast corpus of practice, places librarianship in a uniquely strategic position to integrate human knowledge in the public interest. Drawing upon psychology, logic, mathematics, sociology, linguistics, economics, information theory, and systems design, librarianship is fast becoming a rich interdisciplinarity.

Today's librarian must grapple with a perplexing mosaic of problems associated with the accretion and management of recorded knowledge and, in addition, devise means by which individuals and society can acquire healthful perceptions of the total living environment.



The librarian (now often referred to as an "information professional") must continually strive to make existing and planned bibliographic mechanisms and systems conform to the realities of the communication process and findings of epistemological inquiry. The basic mission of the librarian/information professional is to mediate between humans and recorded knowledge in its diverse forms (e.g., video-cassette, computer tape, print, microfiche, transient electronic image). This task is now more difficult than ever because of the barriers between user and needed information. A glut of printed publications (over 2,000 pages of print are created each minute), the profusion of formats from codex to interactive television, the rapidity of social and technological changes, persistent adult illiteracy with declining productivity, political apathy, deprivation of access to information for persons who lack language facility, and the inundation of trivia and commercially or politically shaped media—all of these obstructions make it hard to distinguish between useful and useless data, irrelevant and applicable information, ephemeral and permanently valuable messages.

Facing these conditions, the librarian must encourage enjoyment and appreciation of information's value from the time of the preschooler's first exposure to the charm and mystery of imaginative creation. Benefits should accrue alike to students in the midst of learning, to researchers probing the outer edges of new knowledge, to the many who seek recreational reading, and to retired persons who desire renewed perspectives and freshened skills and knowledge to round out their lives. Furthermore, it is of paramount importance that the information professional/librarian resist censorship imposed either by public authority or private parties because everyone, regardless of age, residence, minority status, health, or social condition should have access to quality information services which are free, efficiently managed, pertinent to local need, timely, and comprehensive.

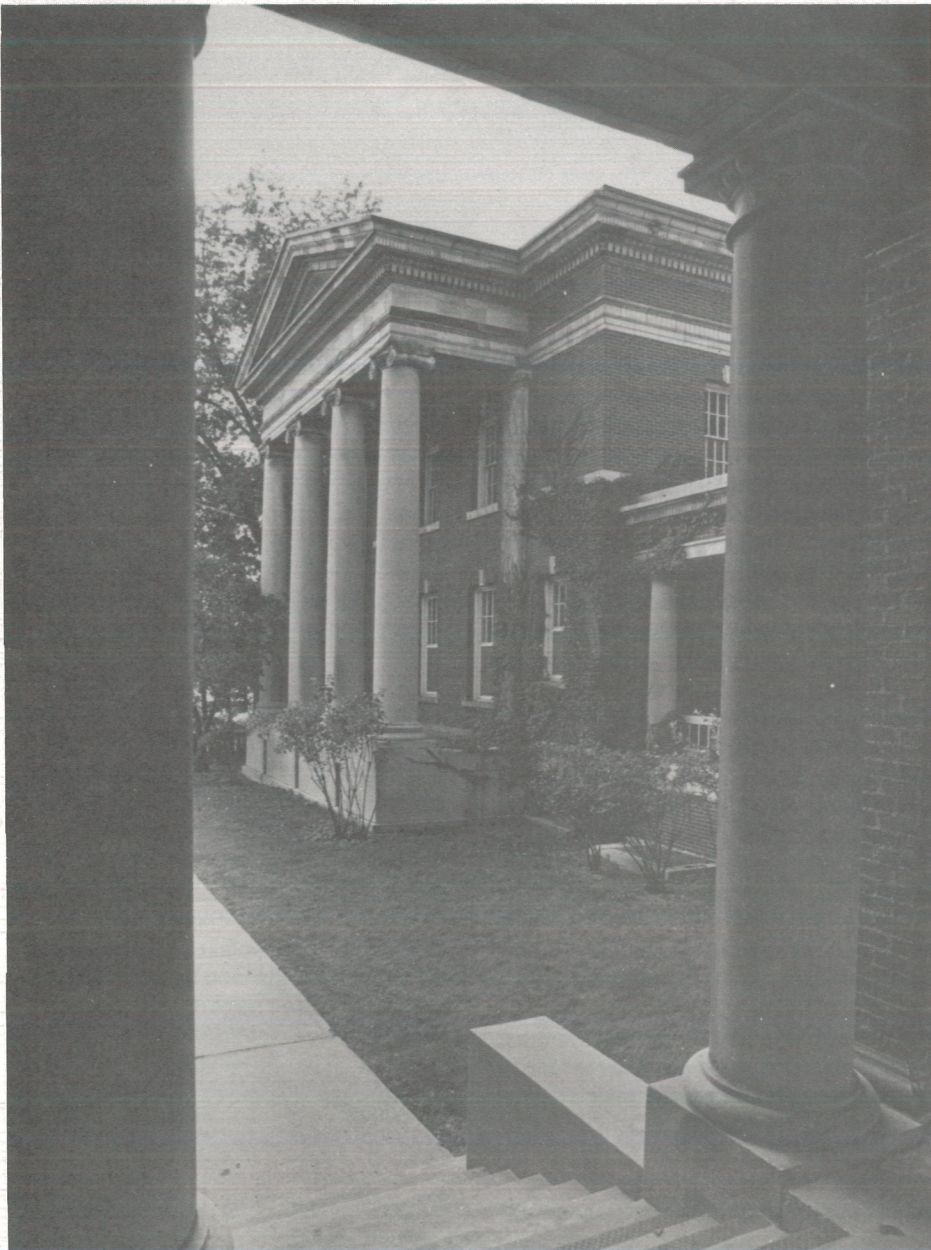
Richard S. Halsey, Dean

The University



State University of New York at Albany is the senior campus of the largest centrally-managed system of public higher education in the nation.

Founded in 1844, it is one of four university centers in the New York State system. The main campus is housed in a modern complex designed by Edward Durell Stone and first opened in 1966. The complex occupies a 400-acre site at the western edge of the city of Albany. The University also maintains a recently renovated downtown campus with free, easy access between the two. (The School of Library and Information Science is located on the downtown campus.)



Albany currently enrolls 15,000 students, 30 percent of whom are graduate students. It is organized into nine schools and colleges offering a range of programs in the humanities and fine arts, science and mathematics, social and behavioral sciences, business, criminal justice, education, library and information science, public affairs, and social welfare. The University offers the master's degree in 47 areas, the certificate of advanced study in 9, and the doctoral degree in 21.

The Area

The tri-city area (Schenectady, Troy, Albany) offers a wide spectrum of dynamic urban attractions.

Of particular interest to the prospective librarian are the approximately 40 libraries, in addition to University support facilities, which are located in the city of Albany. Among these are college and university, public, hospital, state agency, newspaper, bank, and law libraries; the New York State Library; and several federally operated facilities, such as the U.S. Department of Housing and Urban Development Library. There are many additional libraries in Saratoga, Schenectady, and Troy, including those associated with museums and industrial firms, such as the General Electric Company and Schenectady Chemicals, Inc.

As the center of New York government, Albany is headquarters for the state legislature, the court system, and numerous service agencies, all located within walking distance of the School of Library and Information Science. The State Cultural Education Center and Museum are part of a resplendent, two-billion-dollar government building complex, the Nelson A. Rockefeller Empire State Plaza, created on a monumental scale and indicative of the upbeat, quickened tempo and cosmopolitan tone of contemporary Albany. Two symphony orchestras are based in the Capital District, chamber concerts featuring performing artists of international distinction occur during the winter season, and live theatre productions can be seen fairly frequently. Saratoga Springs is an active sports and cultural center in the summer months with the Philadelphia Orchestra and New York Philharmonic, City Center Acting Company, and New York City Ballet as guest performing organizations. Nearby Williamstown, Jacob's Pillow, Tanglewood, and Woodstock all come alive each summer with theatre, music, arts, and crafts.

Several major metropolitan centers are also within convenient traveling range. New York City is 150 miles to the south, Boston is 175 miles to the east, and Montreal is 225 miles to the north. Transportation to these cities is available



by AMTRAK, Greyhound and Trailways buses, major airlines including U.S. Air, Eastern, Braniff, TWA, American, and a number of commuter carriers. In addition, Albany is at the intersection of three major highways; the New York State Thruway, Interstate 90, and the Northway.

In summary, the concentration of cultural-educational-political activity within the School's environment adds significantly to its ability to generate well-rounded, socially responsible, pragmatic leadership for the profession.



The Program

Historical Background

The School of Library and Information Science at State University of New York at Albany has its historical origins in the School of Library Economy established at Columbia College in 1887 by Melvil Dewey. The school, the first in any American academic institution, remained at Columbia for only two years. It was transferred to the State Library in Albany in 1889 and renamed the New York State Library School. In 1926, after 37 years during which it established an international reputation and served as a training ground for many of the leaders of the profession, the School was moved back to Columbia at the invitation of that university's Board of Trustees and by action of the New York State Board of Regents. To replace this school, an undergraduate program for the preparation of secondary school librarians was established at the recommendation of the State Education Department at the then New York State College for Teachers in Albany. Classes began on September 23, 1926. The entire College, including the Department of Librarianship, moved to its new campus at Western and Washington Avenues in Albany in 1929.

The Department was provisionally accredited under the 1925 American Library Association Standards as a junior undergraduate library school for the training of school librarians. Full accreditation was granted in 1932. In 1934 the Department was reclassified as a Type III library school authorized to train school librarians only. In 1940 the American Library Association Board of Education for Librarianship removed this restriction, and in 1966 the School was re-accredited by the American Library Association under the 1951 Standards for Accreditation.

The degree of Bachelor of Science in Library Science was awarded at Albany until 1950; the master's degree has been granted since 1951. Between 1926 and 1962 various combinations of graduate and undergraduate library science curricula were implemented along with diverse administrative structures, and changes in name occurred. The program significantly broadened its goals during the 1950s and 1960s and in 1971, its current name, the School of Library and Information Science, was adopted. In fall 1978, a sixth-year program leading to the

certificate of advanced study was established. About 3,000 persons have graduated from the School during its 53-year existence.

Goals, Emphases, Objectives

The School shares State University of New York's commitment to teaching, research, and service and sets for itself the following goals:

1. To provide for its students the initial education for professional careers in librarianship and information science.
2. To enlarge, through research and scholarly and creative projects, the body of knowledge of librarianship and information science.
3. To provide programs and projects of service to information agencies, including professional associations, libraries, media centers, and educational resource centers, with particular attention to the needs of New York State.
4. To provide programs of continuing education for librarians and other information specialists.

The paramount function of the School is to provide a sound professional education for persons interested in careers in libraries and other information agencies, through basic courses in the selection, organization, and interpretation of recorded information, as well as through courses dealing with problems unique to various types of organizations and clientele. The objectives of instruction are to communicate principles and theory and to be concerned solely with professional aspects of information. The School's curriculum focuses on recorded information—its creation, collection, organization, maintenance, dissemination, utilization, and interpretation. The School endeavors to develop the student's awareness of the many opportunities for research and investigation in the field of information science and to give insight into methodology for defining problems and for gathering and analyzing data.

In keeping with the general purposes of the University, the School's programs attempt to be theoretical rather than vocational, intellectual rather than pragmatic. At the same time, recognizing that theoretical

understanding can evolve from concrete situations, the School maintains close educational, research, and service connections with the information professions, with libraries and information agencies, and with the various governmental bodies in the Albany area. It makes available to students a variety of internships and other formal and informal encounters with actual library and information problems.

It is expected that graduates of our programs will achieve the following objectives:

1. They will understand the principles and problems involved in the production, collection, organization, maintenance, dissemination, utilization, and interpretation of recorded information.
2. They will be committed to the belief that everyone has the right to library services which are free, efficiently managed, pertinent to local needs, timely, and comprehensive.
3. They will be familiar with the changing social, cultural, and educational roles of libraries and other information agencies and the information specialist's involvement in assisting the political decision-making process.
4. They will be qualified to conduct and evaluate rudimentary research in library and information science.
5. They will be able to demonstrate the interrelationships between librarianship and information science and other disciplines.
6. They will display knowledge of a specialization within librarianship and information management.
7. They will evince a commitment to professional development and continuing education.

The particular objective of the sixth-year program leading to the certificate of advanced study is to help librarians and other information professionals who are holders of the basic professional credential to satisfy their individual needs for educational upgrading, the acquisition of further knowledge, or achievement of competence in a technical or specialized area.

Master of Library Science Requirements

General Requirements

The program in library and information science, leading to the degree of Master of Library Science, requires 36 credits of appropriate study beyond the bachelor's degree, of which a minimum of 27 credits must be in graduate library science courses. The program requires two semesters and a summer session, or three semesters, or the equivalent in part-time study, to complete.

All degree requirements must be completed within a maximum period of six years, except in unusual circumstances when an extension of time may be granted by the dean of the School and approved by the dean of graduate studies. A maximum of 6 credits of appropriate graduate work may be transferred from another institution. Credits from another institution must have been completed within the maximum six-year period in which the M.L.S. degree is to be granted.

There are three 3-credit courses required of all candidates for the M.L.S. The student should register for these courses at the beginning of the degree program: Lib 603 Information Processing, Lib 604A Introduction to Bibliography and Lib 604B Descriptive Cataloging (2,1), and Lib 605 The Reference Process.

In addition, each student must, at some point after the completion of 15 credits, complete a 3-credit seminar, Lib 680. (A student may, with approval, substitute a thesis for the seminar requirement.)

The remainder of the 36-credit sequence is elective. The student is expected to develop, working closely with an advisor, an integrated program of study that is explicitly consistent with the objectives of the master's degree program and that is designed to accomplish the student's self-defined educational and/or career objectives.

Appropriate graduate courses offered in departments or schools of the University other than the School of Library and Information Science may, with the advisor's approval, form part of the student's master's degree program to a maximum of 9 credits.

School Media Specialization

Candidates for certification as elementary or secondary school media specialists in New York State are required to have completed at least 12 credits in professional education courses in addition to supervised student teaching prior to admission to the School of Library and Information Science. One year of paid, documented, full-time teaching or appropriate experience may be substituted for student teaching.

A student must be admitted specifically to the program for school media specialists, and it must be so stated on the acceptance letter in order to qualify for state certification through the University.

To qualify for certification as a school media specialist, the student must include the following courses in the 36-credit program for the M.L.S. degree:

Lib 571 Literature for Children

Lib 578 Library Materials for Young Adults

Lib 675 The Curriculum and Supportive Resources

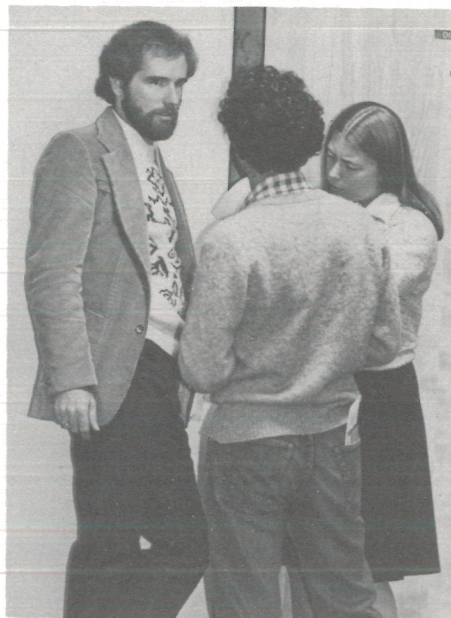
Lib 676 Administration of School Media Centers

Any of these courses which have been taken on the undergraduate level may be applied to the certification requirement but not to the M.L.S. degree.

Other Specializations

The school offers a group of three courses related to medical and health sciences librarianship which are recommended for students who plan to take the Medical Library Association's certification examination.

There are many other beginning specializations that can be developed in less formal fashion as part of the master's degree program. Students may plan, with the aid of faculty advisors, their own program of concentration in an area of librarianship or information studies. Specializations or concentrations in which the School is able to provide particular faculty competence include reference, government documents, indexing and abstracting, bibliographic instruction and user education, management and bibliographic control of nonprint materials, archives and records management, rare books librarianship, and information services for the aged and handicapped.



Certificate of Advanced Study Requirements

Completion of the program requires 30 credits of appropriate study which must be taken within a five-year period. The program is divided into the following three parts:

1. General requirements (12-18 credits).
2. Specialization courses (6-12 credits). These courses contribute directly to the student's declared specialization.
3. Supporting courses (0-6 credits). These are courses not directly related to, but supportive of, the student's specialization. The profession of library and information science is eclectic and uses applicable knowledge and skills from many fields. Students are encouraged to range broadly in selecting these electives.

Courses may be selected from present course offerings of the School or from other schools and departments of the University. Up to 6 of the 30 required credits may be transferred from work taken at another institution. The five-year time limit applies to these credits also.

The course Lib 701, Pro-seminar in Library and Information Science, is required of all students in the program and should be taken as early as possible. Other courses which must be taken as part of the general requirements follow:

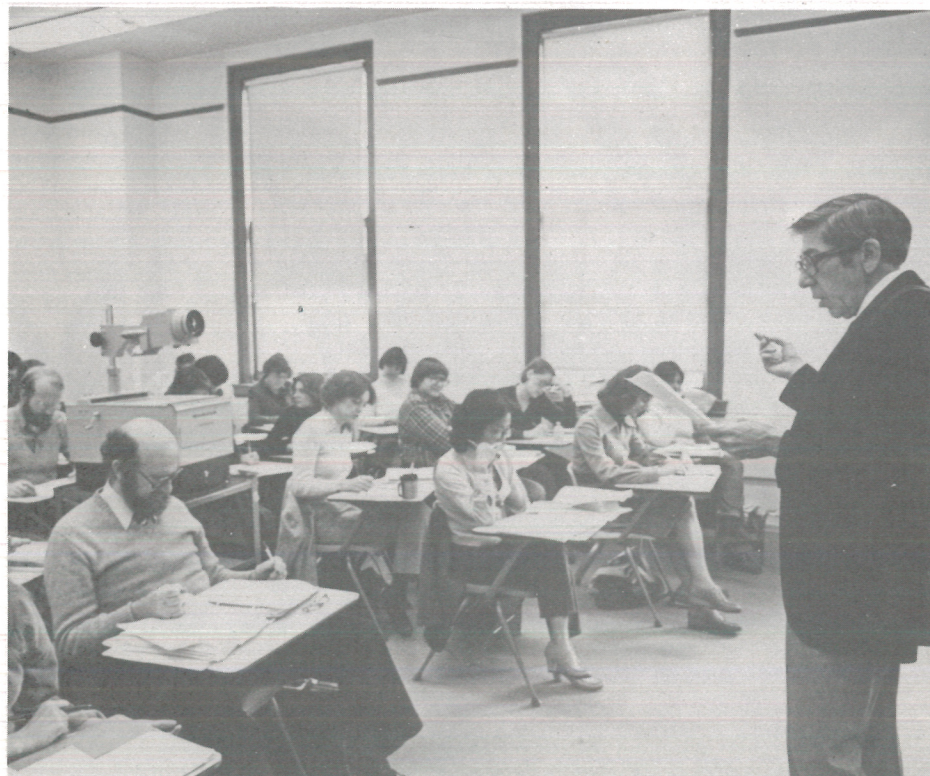
- Lib 702 Directed Readings in Library and Information Science (3 credits)
- Lib 768 Advanced Internship in Library and Information Science (3-6 credits)
- Lib 780 Major Research Seminar (3-6 credits)



Advisement

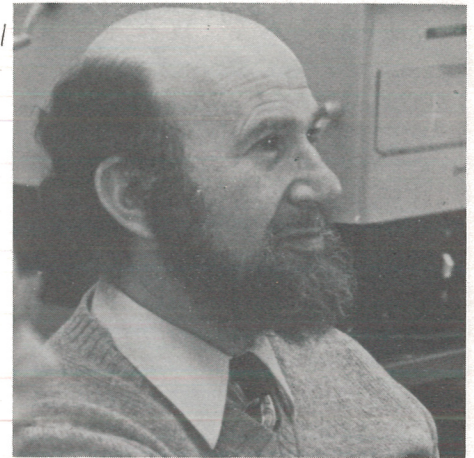
In both the master's and the certificate program, applicants are asked to state their professional objectives; most applicants are interviewed and advised by faculty members before admission. Admitted students are assigned to faculty advisors, with whom they work out specific study plans. Course selections must be approved by the advisor each semester. A student may, of course, request a change of advisor if warranted and may seek supplemental advisement from the dean or other faculty members. Each semester, before the preregistration period for the next semester, all students are invited to a meeting at which information is provided regarding forthcoming new courses and seminars.

If a student chooses, and is permitted, to substitute a thesis for the normal seminar requirement, the thesis topic must be approved by the faculty and by the Office of Graduate Studies; when completed, the thesis must be approved by the faculty thesis committee. In the certificate program, it is required that the student prepare an advanced seminar paper and that the student also take a comprehensive examination tailored to the student's particular area of specialization.



Courses

The following four courses are offered principally for undergraduate students and may not be used to fulfill any part of the degree requirements for the M.L.S.



Undergraduate Courses

Lib 203

Introduction to Library Resources (3)

Productive and creative use of library resources; developing bibliographic skills, using general and specialized reference sources, searching scholarly literatures, gathering and evaluating information for the undergraduate research paper.

Lib 206

Library Research for Public Policy Issues (1)

A short course designed to assist students in identifying and locating information on selected public policy issues.

Lib 271

Landmarks in American Children's Literature (3)

Survey of children's stories written by Americans in books and magazines since 1850; the relationship of these writings to children's literature in general, to adult literature and popular culture, and to American social history. Readings include: Hawthorne, Alcott, Alger, Twain, Baum, Wilder, E.B. White; *Hans Brinker*, *Frank Merriwell*, *The Secret Garden*, and *Harriet the Spy*.

Lib 301

Introduction to Library and Information Science (3)

Exploration of types of library and information services, problems, major issues, and literature of the field. An introduction to the concept of the information professional as mediator between people and recorded knowledge.

Graduate Courses

Lib 099

Media Equipment and Use (0)

Instruction in the use of audiovisual equipment, media production, and practice in computerized bibliographic searching.

Lib 501

History of Books and Printing (3)

History of the development of books and libraries from ancient times to the present in relation to the society of which they were a part.

Lib 503

The Book in America (3)

History of the printed word in American culture from colonial times to the present. Primers and almanacs, book collection, literary piracy, dime novels, bestsellers, banned books, periodicals, popular series, and other selected topics.

Lib 550

Film and Libraries (3)

An introduction to off-Hollywood 8-mm and 16-mm films through an examination of representative film genres. Attention will be given to the special problems of acquisition and rental of films, the bibliographic organization of film literature, the development of film literacy, and the establishment of film programs in libraries.

Lib 571

Literature for Children (3)

An introductory survey of literature for children with the emphasis on 20th-century authors and illustrators. Problems and trends in writing and publishing. Class discussion and written critical evaluations based on extensive readings.

Lib 573

The History of Children's Literature

The development of books for children from the 15th century to the present. Attention is given to changing attitudes toward children as reflected in the books provided for them and to the authors and their purposes in writing what they did. The development of various types of literature and kinds of books is also traced.

Lib 578

Library Materials for Young Adults (3)

Characteristics, needs, and media interests of youth (ages 13-18); critical study of selection aids, books, periodicals, films, recordings, and other materials created for, or popular with, adolescents; practice in media presentations and library programs for youth.

Lib 601

Foundations for the Study of Library and Information Science (3)

Introduction to the social, political, and institutional environments within which information services are organized and delivered; organizational patterns and clientele; issue and trends in the library and information professions.

Lib 603

Information Processing (3)

An examination of options currently available for processing information, including the study of selected traditional and modern classification systems, subject-heading lists, and controlled vocabularies. Introduction to the principles of abstracting and indexing.

Lib 604A

Introduction to Bibliography (2)

Survey of the major fields of bibliography with critical analysis of the types of bibliography and the state of national and international bibliography.

Lib 604B

Descriptive Cataloging (1)

Survey and analysis of the basic principles of entry, heading, and physical description, as exemplified primarily in the *Anglo-American Cataloging Rules*.

Lib 605

The Reference Process (3)

A general consideration of the theory of reference service, the kinds of knowledge, the kinds of formats in which knowledge is put, and the ways in which it is pursued and retrieved.

Lib 606

Selection and Acquisition of Library Materials (3)

Guidelines on how to evaluate, select, and acquire materials for the medium-to-large-sized academic, public, and special library. Both the theoretical and the practical aspects are considered. Concentration is on books, periodicals, and, to a lesser extent, audiovisual and nonbook materials.

Lib 607

Information Technology and Library Automation (3)

A survey of information technology and its implications for library administration, technical services, information services, document delivery systems, and information processing.

Lib 608

Research Methods (3)

Research techniques appropriate to the field of library and information science with the objectives of enabling students to review existing research in a critical manner and to develop their own research strategies.

Lib 613

Mass Communications and Information (3)

The mass production and distribution of knowledge; the nature and social impact of the mass communications media; libraries, information, and reading in a mass communications environment.

Lib 614

Library Administration (3)

The principles of library administration, organization, finance, personnel, standards, service, architecture; cooperation with other institutions. Recommended: Lib 601.

Lib 615

Library and Information Networks (3)

Comparison of organization and service patterns of the single independent library and multi-unit systems. Analysis of the development and administration of geographic, subject, and type-of-institution networks. Prerequisite: Lib 601 or 614.

Lib 617

Popular Culture and Libraries (3)

The nature and the social functions of the contemporary popular culture as disseminated by the mass media; relationships between the popular culture and the library. Bibliographic sources; selection and acquisitions problems.

Lib 619

Special Libraries/Information Centers (3)

The application of contemporary management techniques, with emphasis upon the operation, function, purpose, and problems of special libraries/information centers. Recommended as preparation for the Medical Library Association certification examination.

Lib 623-629

Special Topics (1)

Short one-credit courses examining various aspects of library and information science. Topics will change from semester to semester.

Lib 632

Organization of Nonbook Materials (3)

Treatment of materials requiring special analysis and description; e.g., microforms, maps, phonorecords, music, technical reports, and government documents. Prerequisite: Lib 603.

Lib 633

Information Storage and Retrieval (3)

Methods of analyzing, storing, and retrieving information are examined and are related to objectives of library and information science and to implementation by means of computers, mechanical aids, and other nontraditional devices. Recommended: Lib 607. Prerequisite: Lib 603.

Lib 635**Theory of Classification (3)**

History and theory of classification; principles underlying the construction of classification schemes; comparative study of individual schemes; current activity in classification research. Prerequisite: Lib 603.

Lib 636**Systems Analysis and Library Automation (3)**

Theory and methods of systems analysis as applied to library operations. Recommended: Lib 603, 604A&B, and 607.

Lib 641**Library and Information Services to Business (3)**

Bibliographic and reference sources in business and economics; building a business collection; service to the business and economics community; data banks for business reference; commercial information services. New York City field trip is required. Prerequisites: Lib 604A&B, 605.

Lib 643**Information Sources in the Humanities (3)**

Bibliographic structure, information resources and services, classic and contemporary scholarship, research problems and trends in the humanities. Prerequisites: Lib 604A&B, 605.

Lib 644**Information Sources in the Social Sciences (3)**

Bibliographic structure, information resources and services, classic and contemporary scholarship, research problems and trends in the social sciences. Prerequisites: Lib 604A&B, 605.

Lib 645**Information Sources in the Sciences (3)**

Bibliographic structure, reference and information resources, research problems, specialized information problems and services in the pure and applied sciences. Recommended for individuals intending to take the Medical Library Association certification examination. Prerequisites: Lib 604A&B, 605.

Lib 647**Health Sciences Bibliography (3)**

History and scope of the biomedical sciences; information sources in the health science disciplines; biomedical bibliographic tools; specialized information services including MEDLINE. Recommended for individuals intending to take the Medical Library Association certification examination. Prerequisites: Lib 604A&B, 605.

Lib 650**United States Public Documents (3)**

Analysis of federal government publications; problems of acquisition, distribution, classification, bibliographic control. Emphasis on statutory and administrative law, treaties, microforms, and government-sponsored technical report literature. Prerequisites: Lib 604A&B or 605 or consent of instructor.

Lib 651**Serials (3)**

General bibliographical control of serials, including cataloging and recent efforts at international standardization; serials management; collection development, and resource sharing. Prerequisites: Lib 604A&B, 605.

Lib 652**State and Local Government Documents (3)**

Aspects of the selection, acquisition, organization, and bibliographic control of the official publications and records of states and localities; state open records laws; state uses of information technology. Special attention to the problems of state, local, and municipal documentation in New York.

Lib 653**Documents of International Organizations (3)**

The publications of the United Nations, its specialized agencies, and other selected intergovernmental bodies; problems of acquisition, distribution, notation systems, bibliographic control, microforms, and reference use.

Lib 654**Contemporary Publishing (3)**

Structure and problems of the publishing industry; production and distribution systems and their implications for libraries and other information agencies; legal and economic aspects; types of publishers (trade, association, university press, professional, and religious); experience in writing and publishing news releases. Book, serial, newspaper, and audiovisual publishing will be considered. A field trip is required.

Lib 655**Rare Books (3)**

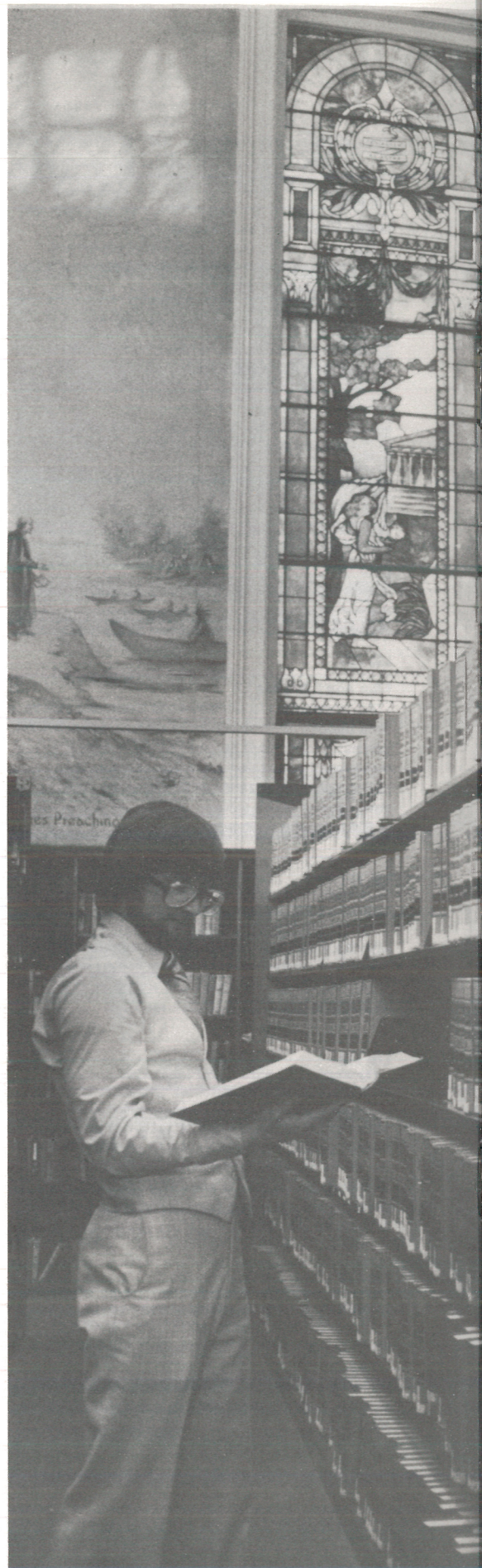
An introduction to the handling and development of rare book collecting; conservation and preservation; terminology and principles of bibliographic description; the antiquarian book trade; the history of rare book collection; important collections.

Lib 656**Archives and Manuscripts (3)**

Administration of archival and manuscript collections, principles or arrangement, description, acquisition and appraisal; reference services, survey of current practices at national, state, and local levels; basic concepts of records management, preservation and conservation of archival materials; problems of archival research and personal privacy.

Lib 657**Legal Bibliography (3)**

An analysis of the basic sources which provide the bibliographic structure for legal research. Topics include federal, state, and municipal law; court reporting systems, digests; encyclopedias and periodical indexes; information retrieval systems; topical reporters. Includes emphasis on New York State legal sources. Prerequisites: Lib 604A&B or 605 or permission of instructor.





Lib 658**Laws and Legislation Affecting Libraries (3)**

A survey of constitutional rights, Supreme Court decisions, and federal and New York State laws affecting libraries and information access. Regulatory agencies and consumer protection, minority and children's rights, censorship and copyright problems are examined. Special attention is given to New York State legislative actions pertaining to libraries.

Lib 659**Library and Information Services to Special Groups (3)**

Concepts of service to handicapped and aging individuals and those in correctional institutions. Nature of these populations, attitudes toward them, legislation and public policy issues, information needs and programs. Includes information services to professionals serving these groups.

Lib 666**Current Problems in Library and Information Science (2-3)**

Special course on a current problem, issue, or development in library or information science.

Lib 668**Internship (3)**

Opportunity for skill development and problem solving through observation and practice in an information environment under the supervision of a faculty member and a cooperating librarian or other information professional. Meetings, reports, and 120-140 hours of experience required. Recommended: Lib 601. Prerequisites: Lib 603, 604A&B, 605 and consent of instructor.

Lib 669**Independent Study in Library and Information Science (1-3)**

Supervised reading, research, or field project in some specialized area of library and information science to meet the needs of advanced students. (Written approval of the independent study proposal by a supervising faculty member and by the dean is required before registration.) Prerequisites: Lib 603, 604A&B, and 605.

Lib 672**Library Materials for Children (3)**

Critical analysis and evaluation of print and nonprint materials presenting special selection problems: folk and ethnic literature, biographies, films, recordings, picture and vertical file materials. Prerequisite: Lib 571 or equivalent.

Lib 674**Library Services to Children (3)**

Philosophy and objectives of library service to children; organization and administration; techniques and program planning for storytelling, book talks, puppetry, audiovisual media, and reference service. Prerequisites: Lib 571 or equivalent.

Lib 675**The Curriculum and Supportive Resources (3)**

Elementary and secondary curriculum and the school media center program; analysis, appraisal, selection, and use of curricular resources and related print and nonprint materials. Consultative and instructional responsibilities.

Lib 676**Administration of School Media Centers (3)**

Problems, practices, and research in the organization and management of school media centers. Standards, programs and services, facilities, policies, budgets, human and organizational factors.

Lib 680**Seminar (3)**

In-depth research of a specific problem or issue in library or information science. Class reports, discussions, and submission of a major paper are required. Prerequisite: consent of instructor. Limited to students who have completed a minimum of 15 credits of graduate study in library and information science.

Lib 699**Master's Thesis in Library and Information Science (2-6)****Post-Master's Certificate Program**

Lib 701**Pro-Seminar in Library and Information Science (3)**

Trends, issues, and problems in library and information science; basic questions of research design and method; problem formulation; development of research projects.

Lib 702**Directed Readings in Library and Information Science (3)**

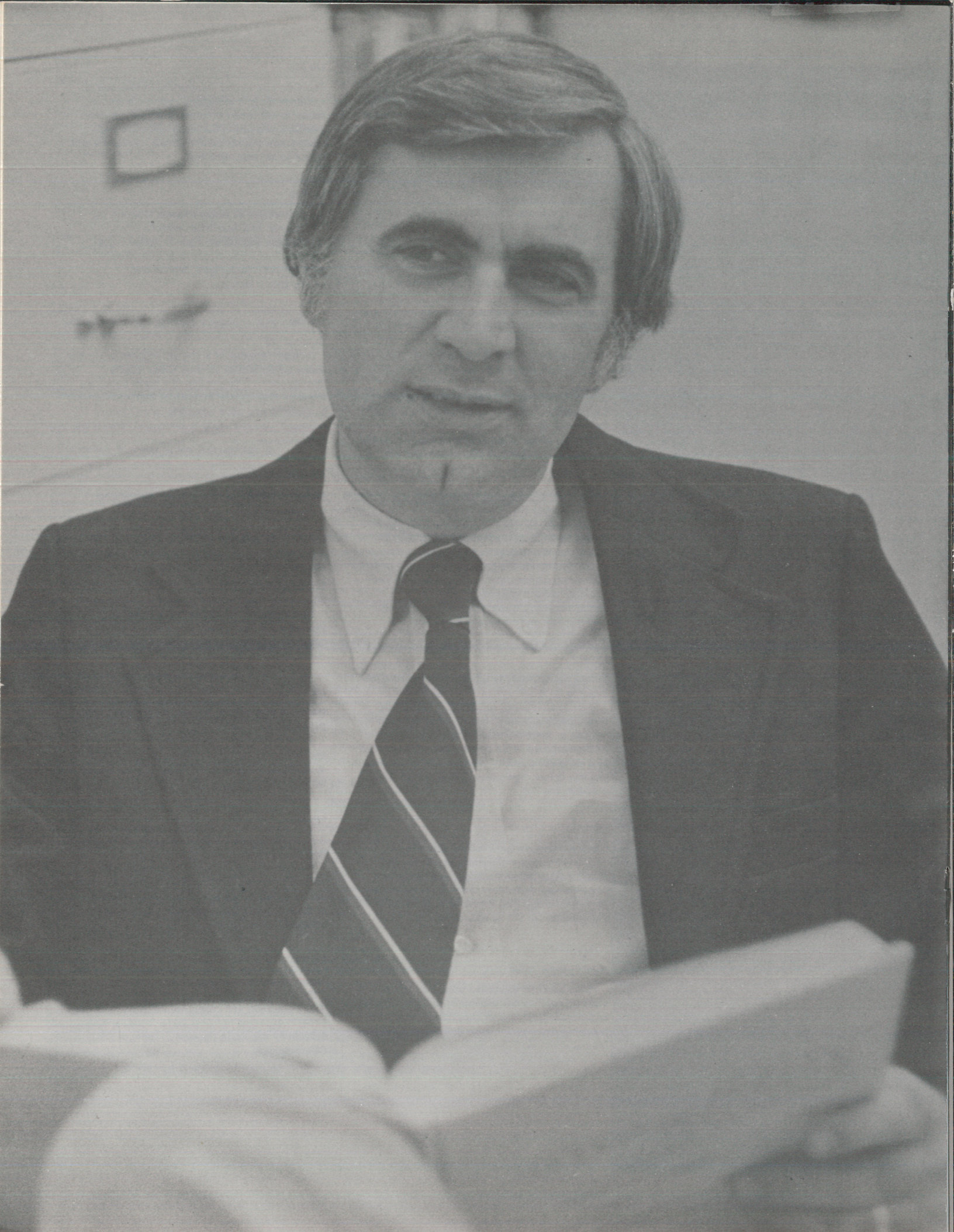
Supervised reading on selected topics in library and information science appropriate to the planned specialization of advanced students. (May be taken twice.)

Lib 768**Advanced Internship in Library and Information Science (3-6)**

Planned experiences which emphasize the student's professional objective. Includes a critical and analytical paper on some aspect of the program of the library or information center in which the internship takes place.

Lib 780**Major Research Seminar (3-6)**

Preparation of a major research paper involving library research, and collection and analysis of data. Paper is expected to follow thesis format and be suitable for deposit in University Library or ERIC Clearinghouse.



Faculty

Vincent J. Aceto

Professor

A.B., Social Studies, M.A., Guidance, and M.L.S., Library Science, State University of New York at Albany

Vincent Aceto's specializations include automated indexing systems, bibliographic control of film/tv literature and school library media management. He is originator and coeditor of *Film Literature Index* and *Film Literature: Current*, which are supported by grants from the National Endowment for the Humanities and the National Endowment for the Arts. He has served as a Fulbright scholar in Bangladesh and as a consultant to the New York State Department of Education, numerous school districts, and media producers. Currently, he chairs the Subject Access Committee of the American Film Institute and the AV section of the Library Information Technology Association.



Robert S. Burgess

Professor

B.A., Mathematics, Vanderbilt University
B.S., Library Science, George Peabody College for Teachers

M.A., Library Science, University of Chicago

Robert Burgess was head of the Department of Librarianship at Albany from 1948 until 1959 and was acting dean from 1977 to 1978. He has advised library science educators in Puerto Rico and Korea and has developed courses on library services to business and on measurements of library effectiveness. He has served as visiting Fulbright scholar at the University of Iceland where he taught on-line bibliographic retrieval services and computerization of catalogs. He is actively involved in continuing education programs for information professionals and serves as chairperson of the School's certificate of advanced study program.

William H. Clarkin

Lecturer

B.A., History, University of Western Ontario; M.A., History, University of Michigan at Ann Arbor; M.L.S., Library Services, Rutgers University; Ph.D., History, University of Ottawa

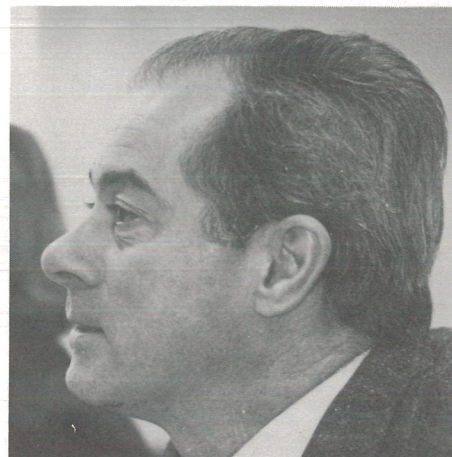
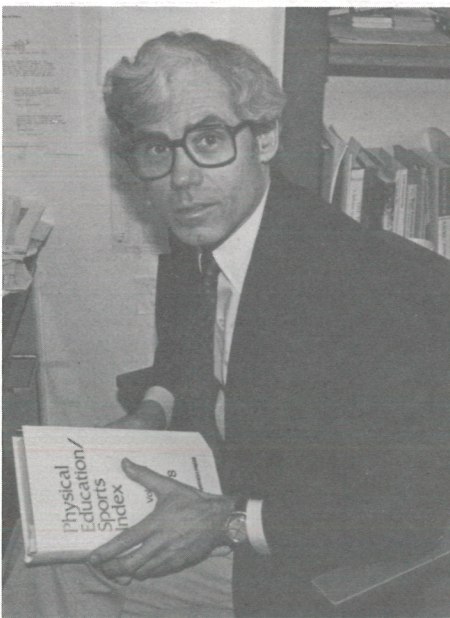
William Clarkin served as chief bibliographer at the University Library for ten years before teaching in the School of Library and Information Science. His research interests focus upon publishing during the American revolutionary and early federalist periods. Rare books, compilation of literary bibliographies, and the history of books and printing are among his other specialties. His most recent book is *A Bibliography of the Publications of Mathew Carey; Philadelphia Publisher, 1785-1824*. He is also the author of *Serene Patriot, The Life of George Wythe*.

John J. Farley

Professor

B.A., English, Catholic University; M.A., English, Columbia University; M.S., Library Service, Columbia University; Ph.D., Education (Administration), New York University

John Farley was director of the Department of Library Science at Queens College (CUNY) and is also a former dean of the School of Library and Information Science. He is a contributor to the *Encyclopedia of Library and Information Science*, *American Reference Books Annual* and is a reviewer for *Reference and Subscription Books Reviews*. His research interest centers on the concept of literacy in the United States; primary teaching areas are social sciences bibliography and library administration. From 1979 to 1980 he served as acting director of State University of New York at Albany libraries.



Richard S. Halsey

Associate Professor and Dean

B.Mus., Composition and
M.Mus., Music Education, New England Conservatory;

S.M.L.S., Library Science, Simmons College;
Ph.D., Library and Information Science, Case Western Reserve University

Dean Halsey was formerly an information scientist at the Central Mid-Western Regional Educational Laboratory and has held administrative positions in school and academic libraries. Before coming to Albany, he was on the library science faculty at the University of Toronto. He is consultant for several publishers and serves as special advisor on legislative matters for the New York Library Association. Dean Halsey is the author of *Classical Music Recordings for Home and Library* and numerous articles on reference works.

Norman E. Hoyle

Associate Professor

B.A., English, University of Redlands; M.A., English, Duke University; M.A., Library Science, University of Chicago; Ph.D., English, Duke University

Norman Hoyle's teaching interests include cataloging, humanities bibliography, and serial literature management. He serves on several professional and publishing committees charged with developing indexes and Anglo-American Cataloging Code revision. He is senior editor of the *Physical Education/Sports Index* and *Sports Literature Index*, which embrace the literatures of physical education and allied fields, such as sports medicine and exercise physiology.



William A. Katz

Professor

B.A., Journalism and M.A., Library Science, University of Washington; Ph.D., Library Science, University of Chicago

William Katz is author of two acclaimed professional tools, *Magazines for Libraries* and *Introduction to Reference Work*. Also a reviewer for *Library Journal*, *Choice*, and the *Journal of Academic Librarianship*, he is acknowledged as a cogent and respected writer on library-client interaction. Winner of numerous awards and contributor to *Encyclopaedia Britannica*, he is currently working on a monograph on the iconography of the book in art.

Irving M. Klempner

Professor

B.A., Liberal Arts, Brooklyn College; M.S., Library Science, Columbia University; D.L.S., Library Science, Columbia University

Access to information in technical, socio-political and human environments, retrieval mechanisms and organizational factors—the subtleties of the information transfer process—are the major concerns of Dr. Klempner's teaching. His current research centers upon the concept of intellectual property and its implications for networks. In 1980 Dr. Klempner received the Special Libraries Association Professional Award for significant contributions to the discipline. He chaired the Special Committee on the White House Conference on Library and Information Services in 1979. Dr. Klempner is author of *Diffusion of Abstracting and Indexing Services for Government Sponsored Research* and *Audiovisual Materials in Support of Information Science Curricula*.



Ben-Ami Lipetz

Professor

B.M.E., Mechanical Engineering; Ph.D., Public Administration, Cornell University

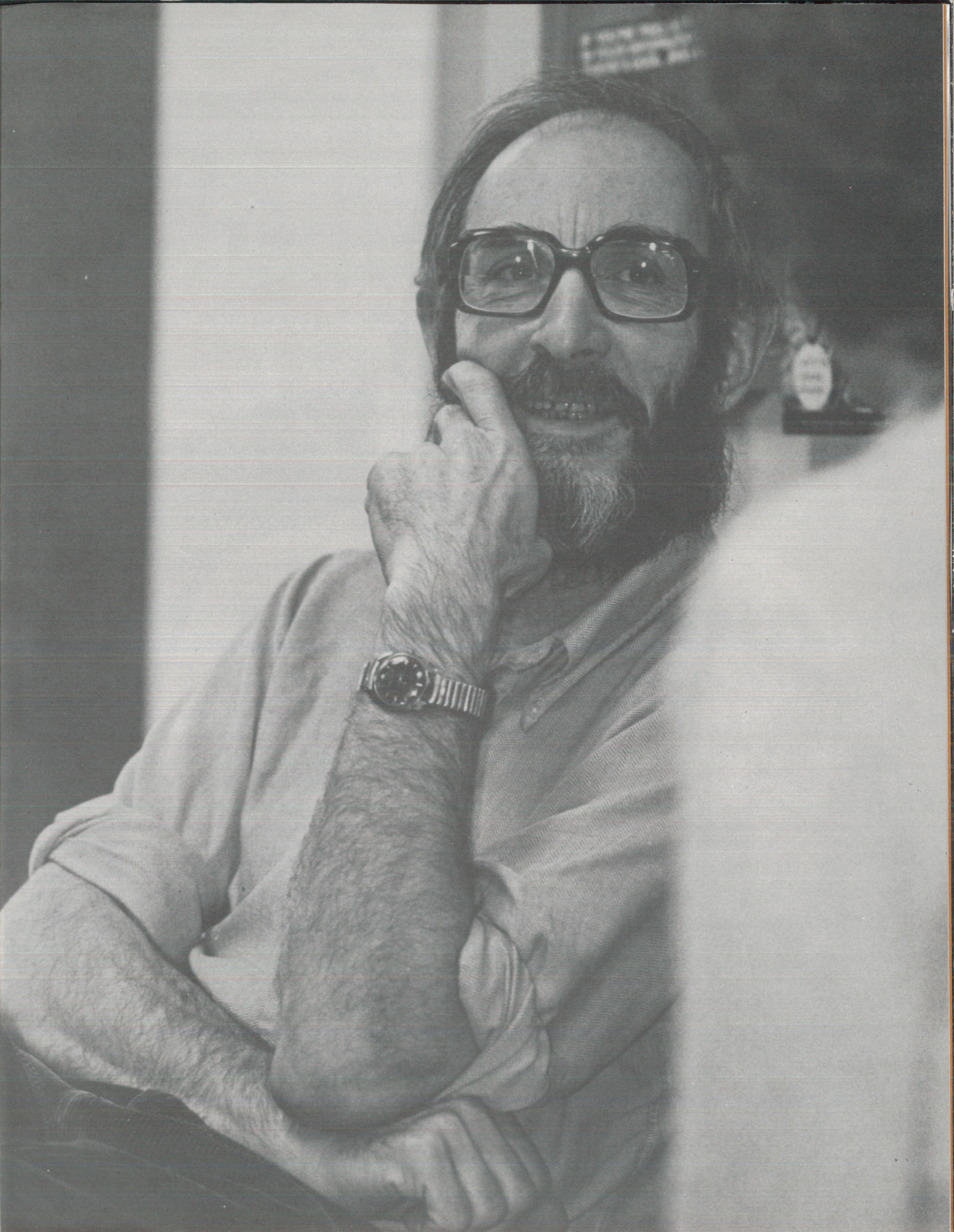
Ben-Ami Lipetz is known for his published research in many areas of information science, including studies of library catalog use, development and evaluation of citation indexes, and automation of indexing and cataloging. He is editor of *Information Science Abstracts*. He was formerly head of the Research Department, Yale University Library, and was previously at Itek Corporation and at Battelle Memorial Institute. He is currently a director of the American National Standards Committee for Libraries and Information Science. Also he is a member of the Governor's Advisory Committee on Information Technology and the Commissioner of Education's Committee on Statewide Library Development.

David L. Mitchell

Assistant Professor

A.B., English Literature, Harvard College; M.L.S., Library Science, State University of New York at Albany

David Mitchell's varied teaching interests include bibliographical instruction, history of American children's literature, and the reference process. Former head of the School of Library and Information Science Library, he has focused upon the humanistic foundations for the study of librarianship. He is currently analyzing conventional and unorthodox definitions of the nature, uses, and misuses of the written word and the ways in which reading and writing affect cognitive and information-seeking activities.







Joe Morehead

Associate Professor

B.A., English, Trinity College (Connecticut); M.A., English, Columbia University; M.L.S., Library Science, University of Kentucky; Ed.D., Social Foundations, University of California at Berkeley

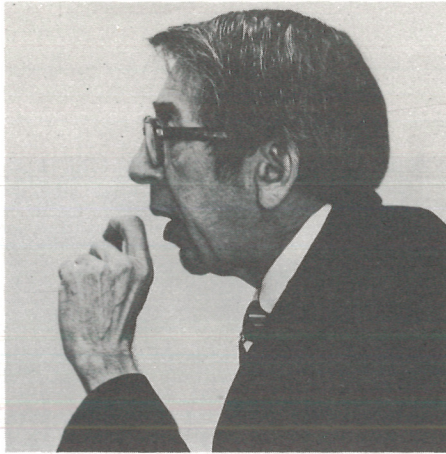
Joe Morehead is nationally known for his work in the field of government publications. His *Introduction to United States Public Documents* is considered generally to be the classic text on the subject. A prolific writer and reviewer, he is a frequent consultant and speaker on government and legal reference sources.

Lillian K. Orsini

Assistant Professor and Associate Dean

A.B., English, New York State College for Teachers; M.S.L.S., Library Science, State University of New York at Albany

Lillian Orsini is expert in the field of children's literature and services. She has conducted numerous workshops and other educational programs for practicing librarians. She is an authority on reference services and magazines for children and has published in these areas. Also she initiated and administers the annual Upstate Storytelling Institute held each spring in conjunction with the Upper Hudson Library Federation. She became associate dean in 1979.



Gordon Stevenson

Associate Professor

B.M., Music, and M.A., Music Theory, Duquesne University; M.A., Library Science, and Ph.D., Library Science, Indiana University

Gordon Stevenson's teaching interests include classification, sound recordings, mass media and popular culture. He is currently conducting research on the history of the comparative development of classification systems in Europe and the United States and has been active on American Library Association committees charged with the revision of cataloging code standards.

Pauline M. Vaillancourt

Associate Professor

B.S., Biology, St. John's University; M.S.L.S., Library Science, and D.L.S., Library Science, Columbia University

Author of the *International Directory of Acronyms* and a frequent contributor to professional journals, Pauline Vaillancourt is active in special and medical library associations. She is current chair of the Medical Library Association Certification Eligibility Committee and has had publishing, continuing education, and advisory assignments in the field of health-related librarianship throughout the United States and in Mexico, Canada, and Australia. Her teaching interests encompass medical and special librarianship, contemporary publishing, and science and technology bibliography.



Lucille Whalen

Professor

B.A., English, Immaculate Heart College (Los Angeles); M.S.L.S., Library Science, Catholic University; D.L.S., Library Science, Columbia University

Lucille Whalen's teaching interests center on archives and manuscripts management and library services for the aged, handicapped, and institutionalized. Formerly dean of the graduate program in library science at Immaculate Heart College (Los Angeles), she has also held the office of associate dean at Albany. She has chaired the American Library Association's Committee on Accreditation and the Special Libraries Association's Research Committee. She has also conducted frequent workshops and HEA Title II-B Institutes. She is currently involved in research regarding the information needs of the aged, prisoners, and the professionals who serve outreach clients.

Careers

Employment Prospects

The outlook is currently favorable for school media specialists; future demand will depend upon demographic factors (upturns in primary school populations are projected as of 1982) and the extent of public funds for education. For special librarians, there currently exist more jobs than qualified applicants, and this situation is expected to continue at least through the mid-1980s. Business, science, law, and medical and health-science librarians, along with individuals who are familiar with current technological applications in libraries and information centers, will have excellent job prospects. In contrast, traditionally trained and oriented graduates will face very stiff competition. In public libraries, the number of new job openings has been gradually decreasing as economic cutbacks have slowed expansions of services and facilities. Among recently emerging specializations are those of information broker and data base manager. The outlooks for these developing lines of work remain indeterminate, but could dramatically brighten during the next decade.

Is This Field Right for You?

The profession of librarianship and information management, because of increased stresses associated with the matching of users and required information and ongoing metamorphoses in information coding, access, and transfer techniques, is intellectually demanding, lively, and infinitely varied. Stamina, adaptability, the exercise of imagination, and enjoyment of public service are prerequisites, as are both a sound and well-balanced cultural background and an appreciation of the cumulating transcribed works of human imagining. History, literature, the social and natural sciences, foreign languages—all have value for the librarian/information professional. In ever higher demand will be people who can demonstrate expertise in the life sciences, communications theory, mathematics, physics and chemistry, engineering, law, and public



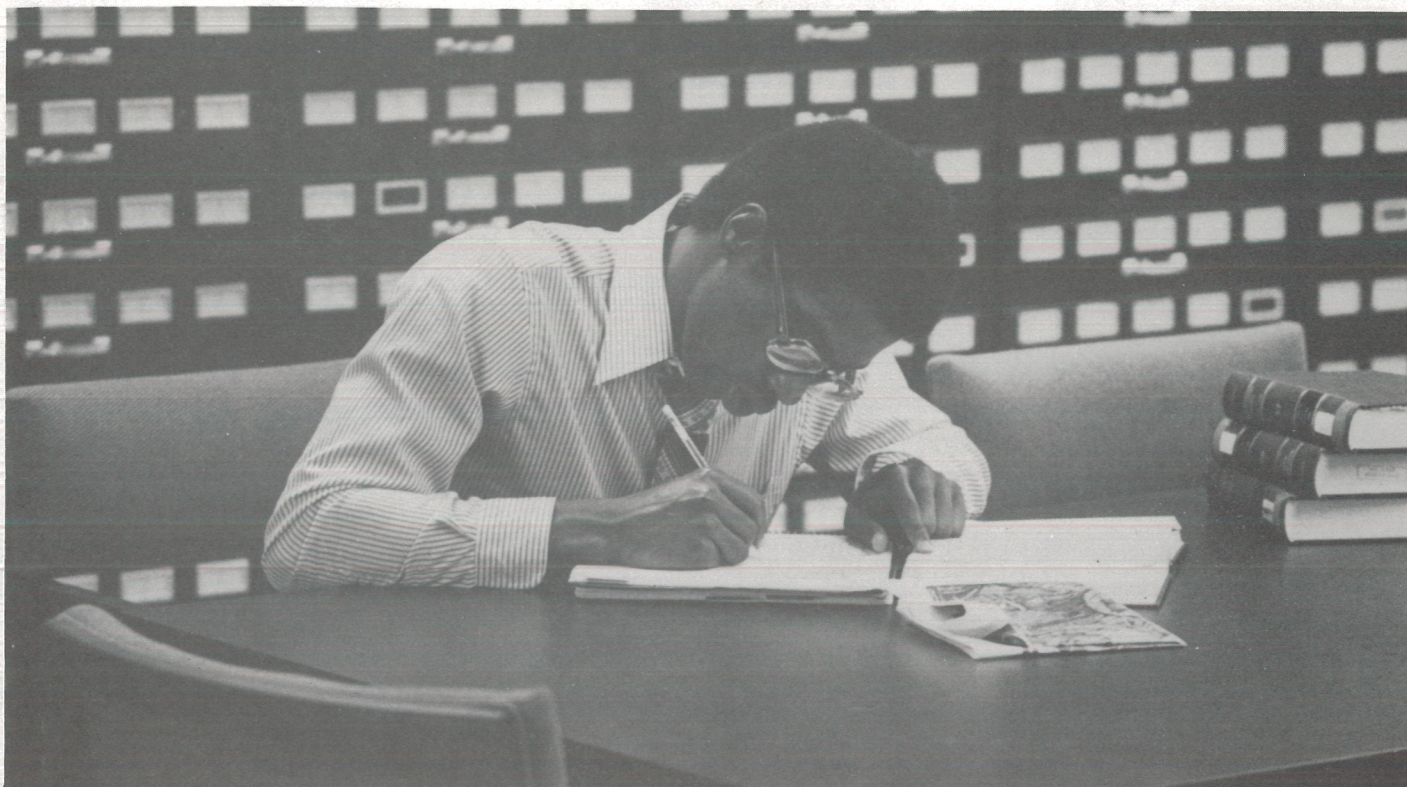
administration. A graduate degree in any one of these subject fields, in addition to one in library and information science, is very helpful; in fact, it may even be a prerequisite for obtaining and retaining employment in some academic and special libraries.

Persons who are attracted to the unknown and the unresolved, who are resilient but tenacious in their search for solutions, who are intrigued by mathematics as well as literature, will find this profession congenial. Imaginative, flexible, sociable people who believe that access to and proper utilization of the human record are essential for effective decision making, the enjoyment of life, and sustenance of democracy are needed for this expansive and fast-evolving field.

Placement

The school maintains a placement activity that is designed to augment the more comprehensive University Office of Career Planning and Placement. Its principal function is to bring entry-level professional positions to the attention of all recent degree recipients and prospective graduates.





Representative Alumni

Abell, Millicent (1965)
University Librarian
University of California at San Diego
La Jolla, CA

Aronson, Ruth (1966)
Associate Librarian
New York State
Department of Correctional Services Training
Academy
Albany, NY

Baker, Augusta (1934)
Coordinator of Children's Services (Retired)
New York Public Library
New York, NY

Bob, Murray (1953)
Director
Chautauqua-Cattaraugus Library System
Jamestown, NY

Cirrito, Marianne J. (1979)
The Futures Group
Glastonbury, CT

Chu, Lucie (1978)
Technical Information Specialist
Enviro Control, Inc.
Rockville, MD

Dolan, Louise (1971)
Regional Coordinator
Island Interrelated Library System
Barrington, RI

Felicetti, Barbara Whyte (1976)
Information Broker
Director
Info/Motion
Lenox, MA

Finney, Bernard (1972)
Assistant in Library Services
Bureau of Specialist Library Services
New York State Education Department
Albany, NY

Holbert, Cornelia L. (1976)
Librarian
Hudson Correctional Facility
Hudson, NY

Johnson, Margaret H. (1959)
Director of Libraries
City School District of Albany
Albany, NY

Josey, E.J. (1953)
Chief
Bureau of Specialist Library Services
New York State Education Department
Albany, NY

Paulson, Peter (1955)
Director
New York State Library
Albany, NY

Poland, Ursula (1963)
Director
Schaffer Library
Albany Medical College
Albany, NY

Prentice, Ann (1964)
Director
Graduate School of Library and Information Science
University of Tennessee at Knoxville
Knoxville, TN

Reppenhagen, Eleanor (1966)
Head Librarian
Fulton-Montgomery Community College
Johnstown, NY

Scurrah, Lore S. (1962)
Chief
Bureau of School Libraries
New York State Education Department
Albany, NY

Swanker, Esther (1962)
Assistant Commissioner
New York State Department of Transportation
Office of Communications, Manpower and Employee
Relations
Albany, NY

Thomas, Patsy L. (1979)
Research Specialist
Library Services
Sterling-Winthrop Research Institute Library
Rensselaer, NY

Tirrell, Brenda P. (1975)
Head
Business, Science and Technology Division
Houston Public Library
Houston, TX

Edgar Tompkins
Director
Upper Hudson Library Federation
Albany, NY



Expenses and Financial Aid

Charges are predicted to be billed at the following rates but are subject to change:

Tuition	
New York State residents (regular session)	\$700.00
Part time (under 12 credits)	58.50
Out-of-state residents (regular session)	900.00
Part-time (under 12 credits)	75.00*
University Fee	
Full-time (regular session)	12.50
Part-time (under 12 credits)	.85*
Student Activity Assessment (Optional)	36.00
Room and Board in residence halls (except lunches, estimated per regular session)	900.00
Service Charge for Late Registration	10.00
Service Charge for Late Payment of Fees	10.00
Books and Supplies (approx.)	100.00
Health and Accident Insurance (estimated)	
Fall Session	40.00
Spring Session	51.00
Binding a master's thesis	12.00
Binding and microfilming a doctoral dissertation	45.00
Copyrighting a doctoral dissertation (approx.)	20.00
*per credit	

To the expenses listed should be added approximately \$600.00 for lunches, clothing, travel, and miscellaneous expenses. It is suggested that each student have available at least \$4,000 for the academic year. International students should have available at least \$4,800 in order to meet the expenses of a calendar year.

Payment Procedures

All tuition, fees, and on-campus room and board charges are payable at the time of registration (Master Charge is accepted). Holders of Tuition Assistance Program awards, National Direct Student Loans, and similar forms of financial assistance may defer payment of tuition and residence fees until their checks are received. Veterans may be allowed to defer payment pending receipt of their monthly benefit check. Arrangements for deferment should be made with the Office of Student Accounts at the time of registration. A late service charge of \$10 is made for payment of tuition and fees after the day of registration.

Assistantships and Fellowships

Assistantships range from \$2,500 to \$3,700 with a full tuition waiver. Students are required to work 15-20 hours per week.

The University also provides special assistantships for minority students. Stipends are \$4,400 with a full tuition waiver. The School of Library and Information Science usually receives three or four of these assistantships per year.

In addition, the Arete Publishing Company of Princeton, New Jersey, publisher of the *Academic American Encyclopedia*, awards a working fellowship for research in reference service. Graduate students exhibiting professional promise who are interested in pursuing innovative approaches to satisfying the demand for particular types of information, from the viewpoint of user, librarian, or publisher, are eligible to receive a stipend of \$3,600 per year.

A limited number of Higher Education Act, Title II-B grants for fellowships for study toward the Master of Library Science degree are offered to academically qualified persons who wish to enter the profession of librarianship. Eligibility is restricted to U.S. citizens or permanent residents. These awards cover tuition plus a stipend of \$3,000 for the academic year and one summer session of study.

A graduate assistantship is also customarily offered each year by the University Office of Career Planning and Placement to a student from the School of Library and Information Science. A stipend of \$3,700, plus tuition waiver, is received for work that entails assistance in the Office's career library.

Several students in the Health Sciences Librarianship program are awarded traineeships with compensation up to \$2,500 an academic year, through a cooperative arrangement with the local Veterans Administration hospital.

Besides the preceding assistantships and fellowships, the School of Library and Information Science Alumni Association offers a tuition assistance stipend to a student in the certificate of advanced study program each year.

Loans, Grants, Workstudy

Any student applying for loans, grants, or workstudy through the University is required to submit the University's financial aid application, the College Scholarship Service Financial Aid Form, and a copy of student's and/or parents' IRS Form 1040, as appropriate. Students may request the University's financial aid application form directly from the Office of Financial Aids. Statements describing amounts and duration of all nontaxable income, such as Social Security, veterans benefits, social services, etc., must accompany the application.

All loan, grant, and workstudy aid awarded by the University is based on demonstrated financial need as determined by the College Scholarship Financial Aid Form and other application data submitted to the Office of Financial Aids.

For further information contact: Office of Financial Aids, Room AD-152, State University of New York at Albany, 1400 Washington Avenue, Albany, New York 12222 (518) 457-8882.

How To Apply



The application process should begin *at least* six weeks before the start of the desired session. Throughout the year applications are reviewed and a response is sent within one week of receipt of all credentials.

M.L.S. Degree Program

For the M.L.S. degree program, the School requires a completed application form, official college transcripts, official scores of the Graduate Record Examination, three letters of recommendation, and a personal interview with a faculty member.

Foreign students should apply to the Office of Graduate Studies; in addition to a completed application form, transcripts, and recommendations, they must also submit an International Student Affidavit and, where necessary, a score on the Test of English as a Foreign Language (TOEFL).

Certificate of Advanced Study Program

For the sixth-year program leading to a certificate of advanced study, the School requires a completed application form, an official transcript, and two years of successful professional experience.

Nondegree Study

Students who wish to take specific courses but who do not want to enter a degree program or who plan to pursue a degree but are not able to provide credentials in time for registration should apply for nondegree status. The School must receive an official transcript from the college from which a student received his or her highest degree, together with a completed application form. Students admitted to a nondegree program are limited to a maximum of 12 credits. Students who do not meet degree program entrance requirements are *not* admitted on a provisional, nondegree basis for possible future admission to the degree program.

Transfer Credit

Credit, not to exceed six hours, may be accepted and applied to a program for graduate work completed at another institution. Courses presented must be graduate courses completed with at least a grade of *B* at an accredited institution authorized to grant graduate degrees.

If you would like further information or would like to take the opportunity to visit the School and discuss the programs, please write or call:

Lillian K. Orsini, Associate Dean
School of Library and Information
Science
State University of New York at Albany
135 Western Avenue
Albany, NY 12222
(518) 455-6288

Advisory Council

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Union College

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State University of New York
Central Administration
State University Plaza

Barbara Van Nortwick
Librarian
New York State Nurses Association

Christine Ward
Manuscripts Librarian
Albany Institute of History and Art

State University of New York at Albany does not discriminate on the basis of age, color, creed, disability, marital status, national origin, race or sex. Inquiries concerning this policy should be referred to the Affirmative Action Office, Administration Building; or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201. Sex discrimination is prohibited by Title IX of the Education Amendments of 1972. Application of Title IX is administered by the University Title IX Coordinator, Affirmative Action Office.

