Graduate Council Meeting
April 25, 2017
3:00 – 5:00 p.m. Gilmore 212

Minutes

Quorum: 11 (Current membership = 23)

Present: M. Kataoka-Yahiro, T. Hangelbroek, H. Park, M. Park, K. Rao, K. Braun, R. Juarez, W. Gosnell (for B. Shiramizu), C. Morden (for K. Barton), C. Bacchilega, M. Babcock, K. McQuiston, D. Sanders, J. Purvis, K. Aune, J. Maeda

Absent: R. Babcock, K. Oliveira, A. McKee

Excused: B. Shiramizu, C.Yano, T. Miura, K. Barton, F. Sansone, C. Sorensen Irvine

Guests: Rich Gazan, LIS, David Ericson, EDEF, Andrea Bartlett, EDCS, John Chen, CIM, Hyeong Jun Ahn, CIM, Lurana O'Malley, THEA, Megan Conway, CDS, Judith Stilgenbauer, ARCH

Welcome & Announcements
- Mahalo to Graduate Council Members who have completed their 3-year term!
  - Mary Babcock
  - Merle Kataoka-Yahiro
  - Kavita Rao

NOTE: There was a change to the order of agenda items due to representatives to respond to questions for proposals under Old Business and the chair of the Course committee not present at that time. Thus, some of the agenda items under New Business were covered before Old Business, but the Minutes still reflect the order of items in the Agenda. The number of Graduate Council members who voted also changed as members arrived. All votes occurred with a quorum.

Old Business
- April 4, 2017 minutes
  - **VOTE: 12 in favor (includes 1 via proxy); 0 against; 1 abstention**

- UHM 1 forms request for further information from April 4, 2017 meeting:
  - DIS 680 – Disability History. Overview provided by M. Conway, proposer for the course. Formerly a special topic in special topics course with content distinct from SPED courses. A wide variety of students enroll in the course. Focus is on history and culture of those with disabilities. Larger spectrum of content than K-12, which is more typical of SPED courses. Content is important to overall mission about disabilities and info to inform others about disabilities. Instructor initially proposed to teach the course is a retired faculty member. Other faculty members are also

able to teach this course. The syllabus was revised to be more open and allow for others to teach the course, per suggestions from the Graduate Council.

- o **Motion to approve this course proposal: <u>VOTE: 14 in favor; 0 against; 0 abstain</u>**

- o THEA 644 – Lighting II: Intermediate Lighting. Overview provided by L. O'Malley, Graduate Chair, THEA. This is an advanced lighting course that is primarily for MFA in design students and a potential option for others. It's one of a number of 400-level courses taken by graduate students. In this case, not many undergraduates take this course. This is one of three courses to be changed from an upper division course to become a 600-level course. THEA did not plan to delete the 400-level course until new one is approved.
- o **Motion to approve this course proposal: <u>VOTE: 15 in favor; 0 against; 0 abstain</u>**

New Business
- UHM 1 forms –
  - o ASAN 650
    - C. Yano, on behalf of the Course committee, submitted her review of this proposal as well as for the two courses from LING, as she could not be present at the meeting.
    - For ASAN 650, she did not see any concerns or issues and recommended approval. One question by the Council, how many other faculty are able to teach the course? Info should be presented. J. Maeda to ask the program.
  - o **Motion to approve this course proposal: <u>VOTE: 15 in favor; 0 against; 0 abstain</u>**

  - o DIS 675 Alpha –
    - An overview was provided by M. Conway, proposer of this course. Overall focus is on the inclusive classroom. The individual alphas B, C, and D are focused courses around STEM and English Language Learners. Target audience is in-service teachers. The ELL course would help teachers to adapt and support students who are ELL so they're not identified as needing special education services. Their main issue is to learn English. Content has been offered successfully as seminar special topics courses. Area of research on cultural diversity and English language learning.
    - Concern by K. Rao that the catalog description of the alpha course overlaps with SPED 650 without a clear enough distinction between the SPED and DIS course. SPED covers that content, but it appears that the target audience is different. The DIS course is designed for in-service teachers whereas the SPED course is primarily for pre-service teachers. This was also highlighted by

another faculty member from SPED (college curriculum review committee). Post baccalaureate certificate and MEd in SPED courses include both ELL and UDL (Universal Design for Learning), but it's not highlighted as the feature of the course. STEM and ELL are the focus for these DIS alpha courses, rather than primarily UDL while working with students in STEM, ELL, or other diverse learners.

- Suggestion: Further clarify the catalog description to reduce confusion for students. For the Catalog description – potentially pull out and clarify info relative to target audience to be clearer in focus to distinguish between the two courses.
  - DIS 675B
  - DIS 675C
  - DIS 675D

o **Motion to adjust the Catalog description per discussion – clarify information and submit for review by K. Rao and OGE: <u>VOTE: 15 in favor; 0 against; 0 abstain</u>**

o HWST 631 – No questions or discussion
  - **Motion to approve this course proposal: <u>VOTE: 15 in favor; 0 against; 0 abstain</u>**

o C. Yano, on behalf of the Course committee, submitted her review for these two courses from LING, as she could not be present at the meeting. She did not have any concerns or questions about either of these courses.
o LING 618 – No questions or discussion
  - **Motion to approve this course proposal: <u>VOTE: 15 in favor; 0 against; 0 abstain</u>**

o LING 619 - No questions or discussion
  - **Motion to approve this course proposal: <u>VOTE: 15 in favor; 0 against; 0 abstain</u>**

o An overview was provided for all LIS courses by R. Gazan, Graduate Chair of LIS. Content for courses was recommended by their accrediting body to be added to the program. Accrediting body recommended a balance of full-time and adjunct faculty in terms of teaching courses. Many of the courses draw students from the neighbor islands.
  - LIS 602, 614, 631, 633, 634, 655, 656, 661, 662, 676
  - **Motion to approve these course proposals: <u>VOTE: 15 in favor; 0 against; 0 abstain</u>**

o An overview of this new subject code and new courses was provided by K. Braun, Graduate Chair of DrPH and Director of Public Health program.

Interim Chair of the Department of Complementary and Integrative Medicine, J. Chen and faculty member, H. Ahn were present to answer any questions. A summary of each course was provided and is attached to the minutes. For more specific information RE: each course, please see attached Quantitative Health Sciences (QHS) summary sheet at end of the Minutes.

- QHS 610, 611, 620, 650, 651, 670, 699
- **Motion to approve these course proposals: <u>VOTE: 15 in favor; 0 against; 0 abstain</u>**

o TPSS 658 – There is a reference to a 300-level course on p.3 of the syllabus.
- **Motion to approve pending correction to syllabus: <u>VOTE: 15 in favor; 0 against; 0 abstain</u>**

- Master of Landscape Architecture Proposal
  o An overview of the proposal and response to questions from a member of the Program committee was provided by J. Stilgenbauer, author of the proposer and Graduate Chair of ARCH. The proposed MLA program is a three year program track if the student does not have a background in ARCH; two years if they have a background in ARCH or two years for those with a professional background. This is typical of most MLA programs across the country.
  o Concern expressed by a member of the Program committee RE: FTE for the program. Did they plan with enough faculty FTE? Per J. Stilgenbauer, they were told by the OVCAA (former VCAA Dasenbrock), that they were unlikely to get more faculty until the program is established. ARCH worked with current faculty and in the last five years has been able to convert two ARCH positions to have two faculty with a background in landscape architecture. With the first cohort of graduates the argument can become stronger to try to attain more faculty. They are already collaborating with Urban and Regional Planning (PLAN) and Tropical Plant and Soil Sciences (TPSS) with regard to faculty who have a background in landscape architecture. It is also typical to hire professionals from the community to teach in the program. There are willing and eager professionals in the community who are excited to participate. Further, the new model for strategic hiring and reorganization in the future, may not be as focused around FTE as is the case now. The hope is that in three years, the program will have one more FTE with a landscape architecture background.
    - The accrediting body for the MLA requires 3 FTE for initial accreditation; currently, they have 2.75 FTE. In 2026, they will need 5 FTE for full accreditation.
  o There was a question about Dr. Andy Kaufman's faculty status (listed as a faculty member able to teach in the proposed MLA program). He is a faculty specialist in TPSS but doesn't teach any required courses in TPSS.

He is willing and eager to teach a course in the MLA program that may also include TPSS students (i.e., cross-listed course).

- o There was also a question about initial student enrollment. Typically admissions size for ARCH programs are based on a studio cohort, possibly 6-16 students. For the MLA, 12-15 students are proposed. This is typical for other programs across the country. Per J. Stilgenbauer, they're estimating about 45 students to be enrolled after three years.
- o There was a question RE: the grading of assignments in syllabi and how that would be done. J. Stilgenbauer provided the Program committee with an example to address this concern. Once the courses are approved and ready to be offered, all of the syllabus would be much more complete with regard to the grading scale and how assignments will be evaluated. If more needs to be done now, she is willing to do so. A follow-up question by K. McQuiston was relative to the next steps in the approval process for the MLA would also look specifically at syllabi and in particular, how grades would be assigned for coursework? Some discussion on this topic and the next steps occurred. Everyone seemed to agree that the next steps in the approval process would probably not look as closely to syllabus as the Graduate Council, as academic integrity is part of their review, but not as much a focus later in the process. The budget and implementation would take on higher priority.
- o There was a question about possible overlap with the PhD in PLAN (DURP)? There will be one course, PLAN 620 offered in the MLA that is also a core course for the MS in PLAN. Upon consultation with Karen Umemoto, Department and Graduate Chair of PLAN, J. Stilgenbauer reported that it will be opened to MLA students. OVCAA has also approved having an MLA core requirement from PLAN.
  - § **Motion to approve MLA proposal and courses: <u>VOTE: 15 in favor; 0 against; 0 abstain</u>**

- Global & International Education track within the PhD in Education
  - o An overview of the program and new track was provided by D. Ericson, EDEF Department Chair. This new track is to be offered as part of the College of Education's college-wide PhD degree. There are currently 6 tracks - Kinesiology, Exceptionalities, Curriculum & Instruction, with three others spread among EDEA and EDEF. There is demand for international education. The courses for the PhD track would be different from the MEd track and specifically designed to appeal to students interested in such a focus. This track would also be the third stand-alone offering west of the Mississippi. The other two are Stanford – Global and International Education and UCLA – Comparative International Education. This track could attract 4-6 new students each year. With the decline in international student enrollment, this is one way to address that decline. Courses would be offered face to face, unlike the MEd track which would be all online. Researchers, government and non-government

types interested in international education. Job placement is available. No new courses to be proposed.

- o Question from Council members RE: the size of PhD program? There are 6 tracks with about 150 students. The PhD in Education in a college-wide degree and not limited to EDEF. EDEF currently has two GAships. They are hoping the new MEd track can support 1-2 more assistantships.
- o Question from Council members about the difference between global and international? Per D. Ericson, he referred members to page 10 of the proposal where they provide the distinction between global and international.
- o Question from Council members about the field internship. Students would be placed at an international location for the internship. These are pre-arranged sites provided by the program. They currently have one with UNESCO Asia in Bangkok. It's a pre-arranged connection. World Bank in China and another in Japan are also potential opportunities. An example provided by D. Ericson was if there is a student from China, they would be placed in another location for their internship.
- o Question from Council members about recognition on diploma for this track? They would like to have a designation of the track on the transcript and diploma, if possible. Currently, a notation may be made on the transcript, but discussion is on-going for possibility of a track on the diploma.
    - **Motion to approve: <u>VOTE: 16 in favor; 0 against; 0 abstain</u>**

- Global Perspectives in Educational Policy and Practice track within the MEd degree in the College of Education
    - o An overview was provided by D. Ericson, EDEF Department Chair. This new track would be added to an existing MEd in EDEF. No new courses would be proposed and the track is to be offered online. In-house review related to WASC requirements to be done by OVCAA. Fall 2018 is the projected start. Students to be admitted as a cohort with hopefully local, national, and international students. The courses are to be taught synchronously, as much as possible. They would like to create a community of discourse and inquiry, across continents. EDEF already has a flexible core so no change is necessary. They envision 25 students, but projecting 10-15 initially. There is a Plan B culminating project for this 30 cr program. They're also considering bringing all students together for either an orientation or waiting for a term and then bringing the students together, maybe over the holidays for maybe 3 days or so. Their being able to interact face to face with each other and the faculty would be helpful and beneficial. The track would be run through Outreach College.
    - o Question by Council members, is there demand for the track? There is dwindling numbers from the local population in the program and there is also a downward slope in their traditional face-to-face program. They have also had inquiries for an online option. There are a few tracks in other degrees in the College of Education that are offered online.

- o Question by Council members, are you working with DCDC? (Distance Course Design & Consulting. College of Education group who develop online courses) Per D. Ericson, it's about $25K per course. The EDEF faculty are looking into a standard online platform that could be used instead as it would be too expensive for them to cover the costs for development of courses for this track. The EDEF faculty have experience teaching online, but this will be the first for them to do it for an entire cohort. The funds from this program will hopefully fund GAships for the doctoral track in Global and International Education. Outreach College does not have a residency requirement and tuition is the same for both residents and non-residents with total cost at approximately $20K for this track under the MEd in EDEF program.
  - o Question from Council members about facilities and faculty expertise/ experience? All of the EDEF tenure track faculty from junior faculty to full professors would participate in this track. Within the college, the technology and experience are available. They hope to be ready to offer this track in Fall 2018. This includes faculty training. The teaching of the courses for this track, even if offered via Outreach, would be considered on-load for workload.
    - ▪ **Motion to approve: <u>VOTE: 16 in favor; 0 against; 0 abstain</u>**

- Interdisciplinary concentration within the Curriculum Studies degree
  - o Recommendation from Dean Aune to select one term when referring to packages of courses, preferably track. However Curriculum Studies already uses the term concentration, so for consistency, it makes sense to continue to use "concentration" for this program.
  - o An overview of the degree and proposed concentration was provided by A. Bartlett, Department and Graduate Chair of Curriculum Studies (EDCS). The MEd program is mostly comprised of in-service teachers. They have been changing their program a lot in the last couple of years to try to better meet the needs of teachers. Their content was primarily in individual content areas (e.g., science, math, reading, art, etc) with information on how to help teachers in those content areas. They have tried to take a more leadership and integrated approach with this concentration as well as in other recent changes. The changes would to enable them to work with schools and teachers to put together a program that more appropriately fits their needs. Courses that would best fit their needs would comprise the program of study.
  - o Question by Council members RE: the Capstone and how that fits into their program. Per A. Bartlett, The Capstone is their Plan B project and is part of the program of study, which is 12 cr of core courses and 18 cr in a track. EDCS 667 Seminar in Curriculum is the capstone course that is used to complete the Plan B project.
  - o Question by Council members RE: the meaning of interdisciplinary by the program. Are courses outside of the program to be taken? Most of

the courses would be from within the department, but they may use courses from other departments (e.g., science – 400-level BIOL course) with approval from the Graduate Chair or advisor. One course of the required 18 cr could come from another program. Teachers could use more background in some areas. Courses would be tailored to student needs and content knowledge. Students would be enrolled as a cohort and if content outside of the cohort is important, an instructor would be asked to teach the cohort in a separate section.

- **Motion to approve: <u>VOTE: 16 in favor; 0 against; 0 abstain</u>**

Adjournment: 4:54p

QHS (Quantitative Health Sciences) Courses at JABSOM
Department of Complimentary and Integrative Medicine (Starting Spring, 2018)

The Biostats and Bioinformatics faculty (under John Chen) at JABSOM was initially under Trop Med and have taught biostats courses for Trop Med, Public Health, Nursing, and JABSOM's "Clinical Research" degree programs. The "Clinical Research" degree programs (MS, PhD) were led by Rosanne Harrigan, now deceased, who also was head of the Complimentary and Integrative Medicine (CIM) department at JABSOM. Since her death, John Chen and his staff moved over to CIM and were charged with strengthening the Clinical Research program and with developing a "package" of Quantitative Health Science (QHS) courses for JABSOM's various academic degree programs. Although courses will primarily be taught at Kakaako, they will be open to students in other units of UHM. The table below summarizes the content and rationale for each course.

I provided John suggestions for beefing up the learning objectives per Bloom's Taxonomy and spelling out the assignments. I recommended that they look for a standard syllabus format at JABSOM and, if one does not exist, to use the PH standard syllabus. PH has biostats courses, but only 1 biostats person to teach them, limited our offering. COE has stats courses and a stats certificate, but these courses are oversubscribed. I recommend approving these courses. - Kathryn Braun

Course	Notes
QHS 601 Biomedical Statistics I (3 cr; No prereq; Fall) Fundamental biomedical statistics concepts and tools will be introduced, as well as their applications to biomedical data. Students will perform hands-on analysis and learn to interpret and present the results.	This course was BIOM 642- Applied Clinical Epidemiology and Biostatistics. There were no/few changes in the syllabus...just a redesignation of the course from BIOM to QHS. UHM-2 was submitted and already approved.
QHS 602 Biomedical Statistics II (3 cr; QHS 601 or consent; Spring) Advanced biomedical statistics principles and tools as well as their applications will be introduced. Topics include: model selection, hierarchical model, repeated measurements, classification methods, structural equation modeling and multivariate analysis.	This course was BIOM 643- Applied Biostatistics. There were no/few changes in the syllabus...just a redesignation of the course from BIOM to QHS. UHM-2 was submitted and already approved.
QHS 610 Bioinformatics I (3 cr; No prereq; Fall) Provides concepts in bioinformatics with an emphasis on hands-on training. Covers topics such as molecular biology, sequence alignment, biological databases, phylogeny, and genomics including microarray and RNA-seq data analysis.	Although submitted UHM-1, QHS 610 was not a totally new course. It was based on Trop Med (TRMD) 653 and John's faculty has been teaching it. Discussed with Trop Med and proposed to "move" this course to QHS 610, and crosslist with TRMD 653. Submitted both UHM-1 and UHM-2. QHS 611, materials are more advanced than QHS 610 (and TRMD 653), covering NGS, etc. Discussed content with other bioinformatics course instructors across campus, and courses are complementary.
QHS 611 Bioinformatics II (3 cr; QHS 610 equiv or consent; Spring) Focuses on bioinformatics approaches for functional genomics related to DNA, RNA, and protein. Provides overview of Virus, Bacteria, and human genome and bioinformatics approaches to human disease.	
QHS 620 Introduction to Clinical Trials (2 cr; No prereq; Spring) This course provides an introduction to clinical trials. Topics include history, definitions/terminology, adverse events, FDA and government regulatory agencies, ethics, monitoring committees, recruitment, introduction to protocol development, basic designs.	No other course like this exists.
QHS 650 Secondary Data Analysis (2 cr; No prereq; Spring)	No other course like this exists.

Course	Notes
This course will allow students who are new to using secondary data to become comfortable with accessing the data, forming hypotheses, and designing study proposals. It will introduce by examples both basic and advanced techniques.	Although QHS 650 and 651 should be taken together by students who want to learn secondary data analysis, more than a few researchers have expressed strong interests in the material, but stated that they don't want to go through the torturing process of analyzing the data themselves. As a result, the instructors have split the delivery into "lecture only: QHS 650" vs "lecture + hands-on: QHS 650 + QHS 651).
QHS 651 Secondary Data Analysis Practicum (2 cr; QHS 601 or equiv and QHS 650, which can be taken concurrently; Spring) This course will introduce students to issues in working with complex data sets and add the hands on experience needed to conduct individual research using secondary databases.	
QHS 670 Special Topics in Quantitative Health Sciences (1-4 credits) This course covers special topics in quantitative health sciences. It reflects special research interest of QHS faculty or guest lectures.	A sample of a "special topics" course is provided, focusing on design and analysis of clinical trials (vs. QHS 620, which is an overview course)
QHS 699 Directed Research (1-3 credits) This course is directed research in quantitative health sciences. Students will work closely with a QHS faculty member or mentor who will guide them through the process of conducting a research study.	

Library & Information Science Program course proposal summary, Spring 2017
version of 10 Apr 2017, compiled by Rich Gazan

Overview

In the 2015 American Library Association (ALA) accreditation of our 2-year masters program, we were advised to:

- increase the technology-oriented content of the program (SLO4)
- formalize our unique offerings in Hawaiian, indigenous and multicultural librarianship (SLO5)
- update courses related to management (SLO6).

ALA explicitly values the participation of working professionals as adjunct faculty. Ours have shared their experience with our students via Special Topics courses (ST in table below), and trained students who are now local professionals and additional potential instructors. With the exception of LIS 602, all proposed courses are open to LIS students at any point in the program, so students have the fewest prerequisite obstacles to building diverse, individualized programs of study.

Proposed course	SLO	# Instrs. (FT/adj)	ST?	Summary rationale
LIS 602 Resource Discovery	4	2/2		Builds on intro LIS 601. How to find and evaluate information resources, how Web search engines work, mechanics of subscription databases and institutional repositories.
LIS 614 Navigating Information Organizations	6	2/3		Goes beyond traditional management to focus on team skills, communication, professional development, advocacy and workflow analysis to make students more effective members of information organizations, in any role.
LIS 631 Introduction to Hawai'i and Pacific Librarianship	5	1/4	X	Course designed and taught by UHM Hamilton Librarians Kapena Shim and Eleanor Kleiber, though librarians from a range of local institutions (e.g. HSHK) have expressed interest in teaching it from their practices and perspectives.
LIS 633 Indigenous Librarianship	5	1/3	X	Course designed and taught (usually online) by former ALA President Loriene Roy, focused on indigenous knowledge and classification systems.
LIS 634 Multicultural Resources for Diverse User Groups	5	3/2	X	Critical thinking towards cultural competency in librarian professional practices, how resources targeted towards diverse users can be integrated appropriately into LIS service.
LIS 655 Digital Archives	4	2/2	X	Designed and usually taught by Hawaii State Archivist Adam Jansen; technologies in archival work, digital finding aids, interface design, trust and authenticity certification.
LIS 656 Moving Image Archives	4	2/2	X	Designed and usually taught by UHWO Head Archivist Janel Quirante; hands-on practice with moving image preservation, description and access systems and services.
LIS 661 Informatics	4	2/2	X	Sociotechnical approach to information systems, including formal and informal information resources, pathways and practices of communities and individuals.
LIS 662 Asian Informatics	4	2/1	X	Comparative sociotechnical models of IT and society, focusing on Asian countries.
LIS 676 Creating Digital Libraries	4	3/3		Creating digital libraries is both a career pathway and the means by which professionals in non-technical areas can find points of common understanding with the tech-oriented professionals who build and maintain these systems, and with people who wish to create their own digital collections.

Proposed LIS course list, linked with primary Student Learning Outcome (SLO)

SLO1 Apply history and ethics to develop a professional LIS identity
SLO2 Design, provide, and assess information services
SLO3 Create, organize, manage and discover information resources
SLO4 Evaluate and apply information technologies
SLO5 Engage with diverse communities and/or indigenous cultures
SLO6 Demonstrate skills necessary to manage and work effectively within information organizations

	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6	varies
LIS 601 Introduction to Reference and Information Services		X					
LIS 602 Resource Discovery			**X**				
LIS 605 Metadata Creation for Information Organization			X				
LIS 610 Foundations of the Information Professions	X						
LIS 611 Intellectual Freedom	X						
LIS 612 History of Information	X						
LIS 614 Navigating Information Organizations						**X**	
LIS 615 Collection Management			X				
LIS 619 Preservation Management			X				
LIS 620 Conservation of Library and Archival Materials			X				
LIS 630 Community Engagement					X		
LIS 631 Introduction to Hawaiʻi and Pacific Librarianship					**X**		
LIS 633 Indigenous Librarianship					**X**		
LIS 634 Multicultural Resources for Diverse User Groups					**X**		
LIS 635 Traditional Literature and Oral Narration					X		
LIS 641 Digital Librarianship		X					
LIS 645 Asian Research Materials and Methods			X				
LIS 646 Advanced Cataloging and Classification			X				
LIS 648 Government Documents		X					
LIS 650 Management of Libraries						X	
LIS 651 Archival Arrangement and Description			X				
LIS 654 Archival Ethics and Profession	X						
LIS 655 Digital Archives				**X**			
LIS 656 Moving Image Archives				**X**			
LIS 657 Records Management				X			
LIS 658 Archival Management						X	
LIS 661 Informatics				**X**			
LIS 662 Asian Informatics				**X**			
LIS 663 Database Searching				X			
LIS 665 Digital Instruction		X					
LIS 672 Technology for Libraries and Information Centers				X			
LIS 673 Media Technology & Resources				X			
LIS 674 Database Design and Creation				X			
LIS 676 Creating Digital Libraries				**X**			
LIS 677 Human Dimension in Information Systems				X			
LIS 678 Personalized Information Delivery				X			
LIS 681 Books and Media for Children			X				
LIS 682 Books and Media for Young Adults			X				
LIS 683 Services in Public Libraries			X				
LIS 686 Information Literacy and Learning Resources		X					
LIS 690 Internship						X	
LIS 691/2 Masters Seminar I/II							X
LIS 693/4 Special Topics in Information Studies/Tech							X
LIS 696 Practicum in School Librarianship						X	
LIS 699 Directed Reading and/or Research							X
LIS 700 Thesis Research							X