FACULTY OF LIBRARY & INFORMATION STUDIES

- FLIS -

FACULTY LIST

OFFICERS OF THE FACULTY

Salem, Elie	President of the University
Nahas, Georges	Vice President for Planning and Educational Relations, Dean
Karam, Nadim	Vice President for Health Affairs and Community Development
Najjar, Michel	Vice President for Development, Administration and Public Affairs
Moubayed, Walid	Dean of Admissions and Registration
Ayoub, Olga	University Librarian

FACULTY MEMBERS

Ayoub, Olga	M.L.I.S - Master of Library and Information Science, Wayne State University, USA.
Bardi, Gloria	Management, MSc Management of Arts, Culture, Media and Entertainment, Universita Commerciale Luigi Bocconi, Milan, Italy.
Blankerberg, Ngaire	Master of Arts, Media and Cultural Studies, Cume Laude University of Natal, Durban, South Africa.
Celarier, Laurine	Master in Contemporary Arab History, Université Paris-Sorbonne, Paris Master Degree in "History and Mangement of Cultural Heritage" Université Paris-Sorbonne, Paris.
Dannaoui, Elie	Doctorat Philologie et Histoire, Institut Pontifical Oriental, Italy.
Farah, Ibrahim	M.L.I.S - Master of Library and Information Science, Wayne State University, USA.
Fraudet, Thomas	Master Business Management, ESSEC, Paris.
Hanna, Nathalie	Masters in Conservation-Restauration of Cultural Properties: Archaeological Objects, Paris 1, La Sorbonne.
Haroun, Nadine	Doctorat en Archéologie des périodes Historiques, Paris I, Sorbonne.
Krummenacker, Carolyne	Masters Degree in "Museology, Sciences and Society", Museum of Natural History, Paris.
Melki, Antoine	Ph.D., Computer Science, University of Patras, Greece.
Menegazzi, Cristina	Ph. D., Museums Risk Management University of Viterbo, Italy.
Nahas, Georges	Doctorat en Education, Paris IV, Université René Descartes.
Nehmeh, Hélène	M.S., Computer Science, University of Balamand, Lebanon.

MISSION STATEMENT

Our mission is to create information professionals who view access to information as an important component of a democratic society.

Our programs seek to graduate professionals capable of leading and directing centers or institutions that deal with information management such as libraries, research and archive centers, museums, heritage centers, archaeological sites, etc.

GRADUATE PROGRAMS

The University policies stipulated in the "General Information Section" in this catalogue are followed by the Faculty of Library and Information Studies (FLIS) unless otherwise stated.

FLIS offers two graduate programs:

Library Science :

-Master Degree in Library & Information Science (MLS) : 3 specialisations

*MLS in Information & Digital Resource Management

*MLS in School Library & Media Center

*MLS in Library & Information Studies

Museum Studies & Cultural Heritage Management:

-Master Degree in Museum Studies & Cultural Heritage Management (MMCM)

COURSE CODES

Codes	Description
ACCT	Accounting Course
ARAB	Arabic Language & Litterature Course
BUSN	Business Course
CGIM	Computer Graphics Course
CSIS	Computer Science Course
CSPR	Cultural Studies Course
EDMM	Education Course
ENGL	English Language & Litterature Course
FREN	French Language & Litterature Course
FINE	Finance course
HOSP	Hospitality Course
MGMT	Management Course
MUSE	Museum Studies & Cultural Heritage Management Course
LISP	Library & Information Science Course
TSCG	Technical Skills Computer Graphics Course
QMET	Quantitative Methods Course

1. ADMISSION REQUIREMENTS

Applicants to the graduate program must hold a Bachelor degree from a recognized institution of higher learning with a minimum cumulative average as evaluated by the department. Applicant should present the following documents:

• A completed official application form.
• A certified copy of the Lebanese Baccalaureate or its equivalent.
• Two letters of recommendations.
• Three recent passport-size photographs.
• A non-refundable application fee.
• Language Proficiency Requirement:
FLIS offers English and French tracks.
A- Applicants holding a Bachelor degree taught in English or French do not need to sit for a proficiency language test.
B- If applicants do not hold a Bachelor degree taught in English or French then the following rules will be applied:
a) Applicants to English-track majors are required to meet the English Language Proficiency Requirement (a minimum of 600 on the paper-based TOEFL, or 100 on the internet-based TOEFL).
b) Applicants to French-track majors are required to meet the French language level FREN201 at UOB. A written entrance exam will determine the language level of the applicant.
• Statement of interest.

Graduate acceptance is granted upon recommendation of the Graduate Admission Committee after reviewing the application.

The Graduate Admission Committee may admit students on probationary status based on their presented credentials. A student admitted on probation must achieve a minimum average of 80 in the first semester of graduate study provided that the student enrolls in a minimum of six credits. Failure to satisfy these requirements will result in automatic dismissal from the graduate program.

2. ACADEMIC RULES AND REGULATIONS

A. TIME LIMIT

All students are expected to complete all academic requirements within a minimum of two years and a maximum of 4 years.

Course credits earned in the program of graduate studies or accepted by transfer are valid for a maximum of six years, unless an extension is granted in special circumstances as based on a written petition by the student.

B. TRANSFER CREDITS

A maximum of 6 graduate credits obtained at an accredited institution of higher learning may be accepted towards the degree. A grade of 80 or above is required for transfer credits to be accepted. Courses must not be used as credit towards any other degree at UOB. Transfer credits will be granted for courses that have an equivalent offered at UOB.

C. PASSING GRADE

The passing grade for all courses is 70.

D. FULL–TIME STATUS

Students are considered to have a full-time status when their credit load per semester is nine credits or above.

E. GRADUATION REQUIREMENTS

In order to graduate students must achieve a minimum cumulative average of 80.

F. PROBATIONARY STATUS

A student is placed on probation in any of the following cases:
• The student has a failing grade in any of the courses (less than 70).
• The student has a cumulative average of less than 80.

G. DISMISSAL

A graduate student may be dismissed from the program in any of the following cases:
• The student has a failing grade in 2 courses within the same semester.
• The students remains on probation for two consecutive semesters.

3. PROGRAMS SPECIFICITIES

MASTER DEGREE IN MUSEUM STUDIES & CULTURAL HERITAGE MANAGEMENT (MMCM)

Graduates in Archaeology, Art History, Natural Sciences, History, Ethnography, Anthropology and Sociology may join the program. Holders of BA or BS degrees coming from other backgrounds, may join the program but will have the adequate bridging courses depending on the Admission Committee decision.

GRADUATION REQUIREMENTS:

Total number of credits required for graduation: 33
*Number of core credits: 18 credit hours of academic core courses

Course #	Course Title
MUSE 351	Theory & History of Museums
MUSE 352	Management of Museums & Cultural Heritage Sites
MUSE 353	Museum Collections: Theory & Practice
MUSE 354	Curatorship: Museum Exhibitions, Curational Practice & Planning
MUSE 355	Learning & Public Programming in Museums & Cultural Heritage Sites
MUSE 356	Conservation & Preservation of Collections & Sites

*Number of elective credits: 9 elective credits
Elective Courses that may lead to three concentrations (2 courses each) and 1 free elective master's course (MUSE 395) within the Faculty of Library and Information Studies (FLIS) or the Lebanese Academy of Fine Arts (ALBA).

Course #	Concentration	Course Title
MUSE 361	Planning a Museum	Funding the Museum
MUSE 362	Planning a Museum	Building Museums & Visitor Centers
MUSE 371	Management	Managing People & Projects
MUSE 381	Management/Collections	Exhibition Planning & Visitor's perspective
MUSE 382	Collections	Museums and the Law

Note:

the courses: MUSE362 and MUSE381 and an elective master's course from ALBA may lead to a fourth concentration devoted to architects.

*Special courses: 6 credits

MUSE 390 INTERNSHIP: 9-week internship, 40 hours per week. Internships must be primarily hands-on, practical training.
This course is free of charge.

MUSE 399 FINAL PROJECT: A final research Project /Directed Applied Research. Depending on the subject of their research, students may choose to study what is more practical/hands-on, e.g. a study of a particular artifact, cultural heritage site.
Co-requisite: LISP400.

LISP400 Mater's Thesis/Project Seminar 1

Check the section:

Course Description in Master Degree in Library & Information Science.

COURSE DESCRIPTIONS

MUSE 351 THEORY & HISTORY OF MUSEUMS   **3.0: 3 cr. E**

This course introduces students to the history and development of the museum, and its role in our contemporary world. What are museums? How have they evolved? What place do they have in our society? Students will be introduced to the study of museology, including the various types of museums, the place of objects and authenticity, the ethics and politics of collecting and exhibiting, and cultural (re)presentation. They will also learn about the wide range of activities that occur at museums, and the titled jobs or individuals involved. Curators, designers, visitors, artists, "stake-holder" audiences, and the surrounding community are part of the production of meaning in museums. This course provides students with a philosophical and theoretical framework for the rest of their studies, introducing key topics that could be explored in more specialized courses in the students' second year. Case studies will be used to provide concrete examples from a variety of museums. The focus of this course is global, but primarily focused on museums located in Lebanon and the region.

Students should be able to:

1.Master the concept of museums and their development in History.
2.Identify different types of museums.
3.Become versed in the different activities that take place at museums.
4.Distinguish the roles of all key players involved.

MUSE 352 MANAGEMENT OF MUSEUMS AND CULTURAL HERITAGE SITES   **3.0: 3 cr. E**

This course provides students with an understanding of basic management and planning concepts relating to museums and cultural heritage sites. Drawing on case studies and the personal experiences of guest lecturers, the course will introduce students to key topics such as forming a museum, strategic planning, museum organization, and governance. It serves as an introduction to concepts such as sources of funding, grant writing, business planning, non-profit fiscal management and budgeting. Managing people will also be introduced, in particular, staff and volunteer management, performance measurement and accreditation. The course deals with marketing the museum, audience development and public relations. Students will be introduced to key legal and ethical issues as they relate to museum management. Many of these topics can be explored further through specialized elective courses in the students' second year.

Students should be able to:

1.Master the basic management and planning concepts relating to museums and cultural heritage sites.
2.Absorb the importance of strategic planning.
3.Be introduced to sources of funding, grant writing, business planning.
4.Become versed in marketing the museum, audience development, and public relations.
5.Be acquainted with staff/volunteer management.

MUSE 353 MUSEUM COLLECTIONS: THEORY & PRACTICE   **2.1: 3 cr. E**

A museum's collection is often the basis of its curatorial, research and educational functions. Students will commence by considering some fundamental questions, including: What does a collection consist of? What types of collections exist? In this course we define "collection" broadly, to encompass three-dimensional collections (artifacts, specimens, works of art) and two-dimensional ones (archives, images, works on paper). Topics of study will fall under the categories of creating, controlling and protecting collections. Creating a collection will include plans and policies, methods of acquisition, accessioning, documentation and inventories. Controlling a collection may cover topics that include digitization and information technology, copyright, rights and reproductions, loans and shipping. Protecting a collection will include an introduction to preventative conservation concepts and practices, conservation treatment, storage and handling, cleaning, security, insurance, disaster plans and risk management. This course also addresses the legal and ethical issues related to collecting and collections management, including international conventions and laws, issues relating to acquisitions,

de-accessioning, and more. The roles and responsibilities of individuals involved with the collections, managers, conservators, registrars and curators—are also explored.

Students should be able to:
1.Master the definition of "Collection": three-dimensional collections/two-dimensional ones.
2.Question the development of a collection.
3.Create a collection including plans and policies, methods of acquisition.
4.Acquire the skills for documentation, inventories and digitization.
5.Comprehend the responsibility of protecting a collection.
6.Recognize the ways for conservation concepts and practices.

MUSE 354 CURATORSHIP: MUSEUMS EXHIBITIONS   2.1: 3 cr. E
Curatorship has been a core function of museums since it first emerged, and has evolved over the years as the role of the museum in society has also changed. This course focuses on the role of curators, with a particular focus on their responsibility in creating permanent collection and temporary exhibitions for museums, art galleries, and cultural heritage sites. Traditionally, curators were responsible for the acquisition, research and interpretation and display of objects with the goal of increasing understanding of objects and communicating that knowledge to visitors. Most early exhibitions were focused solely on the objects, but today many exhibitions aim for a more experiential approach. This course will cover topics such as the ethics of collecting, community involvement, the production of meaning, and the politics of exhibiting. Students will be introduced to the topics of exhibition planning and design, which they can study further in their second year.   This course also examines how the role of curators is changing today, with the emergence of "idea museums," virtual exhibitions, traveling and temporary exhibitions programs, integrated programming, and visitor-created content. What is the future of curatorship in the 21st century museum?

Students should be able to:
1.Identify and articulate the role of curators.
2.Assimilate the creative dimension of a curator.
3.Organize and develop an exhibition.
4.Increase the understanding of objects and communicate that knowledge to visitors.
5.Master the concept of "idea museums" and virtual exhibitions.
6.Critically evaluate the role of curators in the 21st century.

MUSE 355 LEARNING & PUBLIC PROGRAMMING IN MUSEUMS & CULTURAL HERITAGE SITES   2.1: 3 cr. E
Educational and public programming is the key function of almost all museums and cultural heritage sites. What motivates visitors—of all ages—to learn in a museum setting? What learning experiences do museums offer that are different from traditional educational settings, and how do they complement each other? This course will explore the theoretical and practical application of communication and learning in museums, enabling students to apply this knowledge in designing, delivering and evaluating their own programs in the future. Students will have the opportunity to experience new programming strategies during class time through project work and on museum visits. Different techniques and media for delivering education and public programs will be investigated, including objects, text, design, interactivity, and various forms of technology such as the online experiences, mobile applications, and social media. Students will learn to devise visitor studies and evaluation techniques for audience research, they will also learn to assess if a program satisfies its objectives and encourages human development and lifelong learning.

Students should be able to:
1.Explore the theoretical background and practical application of communication.
2.Apply knowledge in designing, delivering, and evaluating their own programs.
3.Identify new programming strategies.
4.Experiment with different techniques and media for delivering education: online experiences, mobile applications, and social media.

5.Master evaluation techniques for audience research.

MUSE 356 CONSERVATION AND PRESERVATION OF COLLECTIONS AND SITES   1.2: 3 cr. E

This course focuses on one of the key challenges of museums and cultural heritage sites conservation and preservation of their resources. This course will approach "resources" broadly, to encompass artifacts, architecture, archaeology, and archival materials. Preventive conservation is extremely important, and focuses on identifying and quantifying the risks to resources and developing strategies to avoid those risks and possible damage. Students will learn how to handle objects, do condition reporting, and work with conservators. They will also learn about the materials of collections, and how particular materials degrade and react to their environment. The course will also address the ethics involved in conservation. Students will learn how to evaluate the conservation and preservation requirements for the safe exhibition and storage of museum collections, and use of heritage architecture and archaeological sites.

Students should be able to:

1.Identify the challenges of museums and cultural heritage sites conservation.

2.Gain skills in preventive conservation techniques.

3.Assess and identify the risks to resources and develop strategies to avoid those risks.

4.Master the handling of objects and condition reporting.

5.Recognize the materials of collections and their reaction to their environment.

6.Evaluate the conservation and preservation requirements for safe exhibition.

MUSE 361 FUNDING THE MUSEUM   2.1: 3 cr. E

Building on the introduction to museum and cultural heritage fundraising from their first year, students in this course will undergo an in-depth exploration of the approaches, challenges, and opportunities for museum funding. Topics will include development and fundraising for capital projects as well as for operating budgets, self-generated revenue, contributed income, government subsidies and the potential for endowments; options for admission charges, membership programs, rentals, retail and food services. The students' final project will be to design their own plan for a funding project at an actual museum, which could include grant writing, a membership campaign, a proposal for corporate support, or plan for self-generated revenue.

Students should be able to:

1.Acquire a more significant understanding of the museum funding.

2.Demonstrate a good understanding of the concepts of project management, including fundraising for capital projects as well as for operating budgets.

3.Plan and develop self-generated revenue, contributed income, government subsidies and the potential for endowments.

4.Prepare a planning program such as grant writing, a membership campaign or a proposal for corporate support.

MUSE 362 BUILDING MUSEUMS & VISITOR CENTERS   2.1: 3 cr. E

Building new or renovating existing museums and visitor centers for archaeological and art collections can be one of the most challenging tasks the institutions and their staff could encounter. This course starts by examining the ways in which buildings relate to fulfilling a museum's mission and strategic plan. Consequently, students will learn about the process of a building construction project, including architectural planning and design, functional planning, contracting, project management. Examples of recent major museum building projects in the region are examined in detail through case studies and guest lecturers from those institutions. Recent technological changes have created enormous opportunities—and challenges—for museums and

cultural heritage sites. Internally, changes in technology could signify improved and more effective knowledge and information management, for example digital imaging and database software. These perspectives will provide students with concrete examples of how planning is applied to real-life situations, and the challenges and lessons learned by the institutions and individuals. This course would benefit from an association with L'Académie Libanaise des Beaux-Arts (ALBA).

Students should be able to:

1.Distinguish between building new or renovating existing museums and visitor centers.
2.Examine the ways in which buildings relate to fulfilling a museum's mission and master plan.
3.Understand a building construction project, including architectural planning and design.
4.Acquire the skills of functional planning, contracting, project management, funding and marketing.
5.Assess the impacts on collections and staff.
6.Explore the new media and technology employed by museums to enhance the way they communicate with visitors.
8.Display information sharing systems and master the ability for two-way communication between visitors and the museum.

MUSE 371 MANAGING PEOPLE & PROJECTS   3.0: 3 cr. E

Managing people and projects are two of the most important—and challenging—tasks that museum managers undertake. The first half of this course will be devoted to managing people and includes topics such as organizational behavior theory, establishing and maintaining a motivated and skilled staff, volunteer management, membership programs, and the team process. Case studies and guest lecturers —experienced people in this line of work —will substantially augment the learning opportunities for students. The second half of this course will examine how to effectively and profitably manage a range of projects including capital work, fundraising, exhibitions development, programming and a building program. The roles and responsibilities of a project manager as well as the processes and tools they use will be a primary focus of study. Students will also learn about modern planning, risk analysis, and decision-making approaches in times of crisis and war. Project managers from museums and cultural heritage sites will be invited to share their knowledge and experience with students.

Students should be able to:

1.Acquire the knowledge to manage people: organizational behavior theory.
2.Assimilate the methods of building motivated and skilled staff and manage volunteers.
3.Develop membership programs and committees.
4.Master the basic concepts of social network analysis.
5.Gain the skills to profitably manage projects, capital work, fundraising, exhibitions development and programming.
6.Analyze risk and decision-making approaches in times of crisis and war.

MUSE 381 EXHIBITION PLANNING & VISITOR'S PERSPECTIVE   2.1: 3 cr. E

Incorporating and planning for visitor perspectives is essential when developing museums and cultural heritage site exhibitions, educational and public programs, special events, and online experiences. Students will learn how this can be achieved in a number of ways, for example market analysis, visitor surveys, focus groups and community participation including emerging trends in the field. The course will take students through the typical phases of exhibitions development beginning with concept development and interpretive planning. Different exhibition techniques that draw on a variety of forms of media will be introduced. Next, students will be exposed to the production and installation of the exhibits. The final project will involve creating a proposal, or part of a plan or design for a physical or virtual exhibition.

Students should be able to:

1.Submit a market analysis, visitor surveys, focus groups and other methods of identifying visitor preferences and conduct visitor research and evaluation study.
2.Develop and follow up on cultural heritage site exhibitions, educational and public programs, special events, and online experiences.
3.Plan the typical phases of exhibition development beginning with concept development and interpretive planning exhibitions, including emerging trends in the field.
4.Design a physical or virtual exhibition, from its preliminary phases all the way up to the production and installation of the exhibits
5. Write a critical visitor's assessment based on an analysis of an existing exhibition or a potential one.

MUSE 382 MUSEUMS, THE ART MARKET AND THE LAW   **3.0: 3 cr. E**

This course builds on some of the topics related to museums and the law introduced in the core courses. In this course students will acquire a sounder comprehension of the legal and ethical issues concerning museums, cultural heritage sites, and cultural property. Specific topics will include the issues involved with ownership and restitution of stolen art and other cultural property unethically or illegally attained from its owner or country of origin. Examples of reported claims brought against museums will be used to examine current museum policies and procedures on acquisition, exhibition, repatriation, retention and restitution of museum collection objects. Students will also explore the entire range of the market, from the individual collectors and the antiquities trade to contemporary art galleries, auctions, art fairs and biennials. These ethical and legal issues are of great importance in this field, and the course concentrates on those particularly relevant to Lebanon and the region, for example, those associated with archaeological heritage. Other topics to be explored include intellectual property law, contracts (public tender), governance, the legal structure of museums and heritage sites and other matters.

Students should be able to:

1.Master the concept of cultural property such as ownership and restitution of stolen art.
2.Examine current museum policies and procedures on acquisition, exhibition, repatriation, retention and restitution.
3.Aquire exposure to actual examples, particularly those relevant to Lebanon and the region.
4.Explore intellectual property law and legal structure of museums.
5.Demonstrate an enhanced awareness of the duties and responsibilities of contemporary art galleries, auctions, art fairs and biennials.

MUSE 390 INTERNSHIP

9-week internship, 40 hours per week. Internships must be primarily hands-on, practical training.

MUSE 395 Fine Arts Seminar   **3.0: 3 cr. E**

This course introduces students to the various methodologies used to analyze a work of art as well as the role that the study of art has played in defining contemporary visual culture.

New approaches to creating and exhibiting art will be considered, as well as relevant social and political issues to which artists respond, and the impact of critical theory upon both the visual arts and art history and criticism.

The course material will be presented through assigned readings and class discussion and exhibition visits, highlighting the work of contemporary and historically significant art historians, philosophers, art critics and artists.

Students should be able to:

1- Identify and demonstrate understanding of various art historical methods.
2- Investigate critically how specific scholars in their field of specialization have discussed the ideas and works of major artists.
3- Deploy significant methodological strategies in their own work as manifested in their research project.
4- Develop appropriate research topics and questions that can shape their projects.
5- Strengthen their ability to organize and express their thoughts clearly and coherently both in writing and orally.

MUSE 399 FINAL PROJECT

A final research Project /Directed Applied Research. Depending on the subject of their research, students may choose to study what is more practical/hands-on, e.g. a study of a particular artifact, cultural heritage site.

MASTER DEGREE IN LIBRARY & INFORMATION SCIENCE (MLS): 3 SPECIALISATIONS

-MLS in Information & Digital Resource Management
-MLS in School Libraries & Media Centers
-MLS in Library & Information Studies

Holders of a BA in Library Science are entitled to join the program on the basis of the "Graduate Studies Manual" adopted by the University. Students coming from different backgrounds are required to take bridging courses which are not, however, considered as graduate courses.

Bridging courses are university-preparation courses within an academic curriculum which prepare students applying from a variety of fields to successfully complete a program which they would not have been legible for with their current standing.

*courses *background	BLS in Library science joining MLS in Library science (Technology Specialization)	B.S Information Systems joining the MLS	Other Majors Bachelor Degree Program Joining the MLS
LISP 203 Introduction to Libraries and Library Resources.		X	X
LISP 223 Introduction to Library Automation.		X	X
LISP 232 Electronic Sources: Evaluation and Use.		X	X
CSIS 245 Seminar in Computer Programming.	X		X
CSIS 246 Survey of Telecommunications and Computer Networks.	X		X
CSIS 247 Survey of Database Systems and Technologies.	X		X

GRADUATION REQUIREMENTS

Total number of credits required for graduation: 33
*Number of core credits: 9 credits
*Number of credits per specialization: 18 credits
*Special courses: 6 credits
LISP400 Master's Thesis/Project Seminar 1
Check the section: Course Description.

			MLS Information & Digital Resource Management	MLS School Library & Media Center	MLS Library & Information Studies
CORE COURSES 9 Cr.	**LISP 305**	*Information Professions & Knowledge Management	X	X	X
	LISP 306	*Information Networks	X	X	X
	LISP 307	*Infometrics	X	X	X
Information & Digital Resource Management	**LISP 310**	*Digitzation for Preservation and Access	X		
	LISP 311	*Records Management	X		X
	LISP 312	*Global Trends in Informations	X		
Computer Science & Information System	**CSIS 373**	*Information Systems Policies	X		
	CSIS 376	*Human Computer Interaction	X		
	CSIS 382	*Search Engines & Information Retrieval	X		
School Library & Media Center	**LISP 320**	*Organization & Retrieval of Information		X	X
	LISP 321	*Collection Developpement		X	X
	LISP 322	*Resources & Services for Children & Adolescents		X	
	LISP 323	*School Library Administration		X	

Educational Technology	EDMM 310	*Fundamentals of Educational Technology		X	
	EDMM 311	*Instructional Design		X	
Library & Information Sciences	LISP 330	*Management of Libraries & Information centers			X
	LISP 331	*Heritage Preservation			X
	LISP 332	*Seminar in Current Trends: Analysis of Current Trends & Issues			X
Final Project	LISP 340	*Internship (Non-payable course)	X	X	X
	LISP 341	*Project	X	X	X
			33	33	33

COURSE DESCRIPTION AND LEARNING OUTCOMES

CSIS 373 INFORMATION SYSTEMS POLICIES   **3.0: 3 cr. E**
The course is intended to provide a layout of the IS policies foundation and the major areas they address. The course covers the process of starting, writing and maintaining the policies. Topics include: determination of policy needs, physical security, authentication and network, Internet, Email, viruses, encryption, software development and acceptable use policies.

Students should be able to:
1. Define information policy.
2. Recognize and discuss the purposes for which information policies are developed.
3. Identify stakeholders in the development of information policy.
4. Identify examples of key information policies and understand their historical development and significance.
5. Lead a vulnerability analysis to identify the structure and characteristics of information policy.
6. Perform a risk assessment.
7. Develop an appropriate IS audit process and evaluate business processes.
8. Perform the quality assurance process and assess its role in software development.
9. Select the proper testing techniques, methods and tools.

CSIS 376 HUMAN-COMPUTER INTERACTION   **3.0: 3 cr. E**
The course presents the techniques facilitating effective human-computer interaction including the basic elements,

procedures, tools, and environments contributing to the development of a successful user interface. Design principles, guidelines, and methodologies for building, installing, managing and maintaining interactive systems that optimize user productivity are reviewed. Topics include the multidisciplinary dynamics of human-computer interaction, current and projected developments in HCI research, usability engineering, computer-supported cooperative work and strategies for implementing and evaluating human-computer dialogues

Students should be able to:
1.To properly consider the human characteristics of the user in the design of any system.
2.To execute an enhanced development of human-centered information systems.
3.To perform HCI development.
4.To properly evaluate any HCI application or product.

CSIS 382 SEARCH ENGINES AND INFORMATION RETRIEVAL   **3.0: 3 cr. E**
This course is intended to prepare the student for a complete treatment of web search engines, by acquiring deep knowledge of the foundation, principles, elements, ranking, crawling, content analysis and detection, and query models. In addition, students are exposed to practical experience and the state-of-the-art research methods and future trends through a set of papers and projects.

Students should be able to:
1.Explain and differentiate between the different search engine architectures.
2.Apply the design principles for faceted search.
3.Explain the general model for text retrieval.
4.Apply techniques for achieving different matching through different model.
5.Appreciate the impact of synonymy and polysemy on precision-recall performance, and employ appropriate techniques to compensate for them.
6.Understand the techniques for query refinement and the different models for web link analysis.
7.Know the concepts of clustering and classification in search engines.
8.Apply collaborative filtering and association rule mining in text recommendation.
9.Comprehend the concepts and best practices in search engine optimization and marketing.

EDMM 310 FUNDAMENTALS OF EDUCATIONAL TECHNOLOGY   **3.0: 3 cr. E**
This course introduces various active learning strategies such as project learning, problem solving, and collaborative learning and technology trends applicable to the design, development and integration of technology-based instruction. Students will conduct basic and applied research related to technology integration and implementation. The course consists of a comprehensive introduction to technology through using a technology-oriented delivery that exposes students to much of the technology taught throughout the program.

Students should be able:
1.Conduct basic and applied research related to technology integration and implementation.
2.Use instructional plans and materials in contextualizing instructional settings that address the needs of all learners.
3.Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process.
4.Use educational communications and instructional technology resources in a variety of learning contexts.
5.Identify strategies for the diffusion, adoption and dissemination of innovations in learning communities.
6.Identify and apply copyright and fair use guidelines within practice.

EDMM 311 INSTRUCTIONAL DESIGN   3.0: 3 cr. E

In this course, students will explore theories of designing instruction and will focus on a variety of instructional design models. This groundwork will enable students to discern what model is best for a particular context, audience, and content. Through the identification of an instructional problem students will acquire the means to implement an instructional needs assessment, analyze situational characteristics and prepare appropriate assessment instruments and procedures. Students will investigate various ICT tools and methods permitting them to select appropriate instructional media for the instructional situation. Students will have the ablity to write fitting objectives for specific content and outcome levels and categorize them using an appropriate schema or taxonomy.

Students should be able to:

1.Utilize and implement design principles which specify optimal conditions of learning.

2.Identify a variety of instructional system design models and apply at least one model.

3.Identify learning theories from which each model is derived and their consequent implications.

4.Apply a variety of instructional system design models.

5.Identify theories from which a variety of ID models are derived and their consequent implications.

6.Write appropriate objectives for specific content and outcome levels.

7.Analyze instructional tasks, content and context.

8.Categorize objectives using the appropriate schema or taxonomy.

LISP 305 INFORMATION PROFESSIONS & KNOWLEDGE MANAGEMENT   3.0: 3 cr. E

This course provides students with an understanding of information systems and the basic techniques of knowledge management. The emphasis in this course is on the role of information systems in the information infrastructure.

Students should be able to:

1.Understand the multidisciplinary nature of what knowledge management with an emphasis on the information sciences.

2.Describe, understand and manage key concepts in knowledge management including tacit and explicit knowledge, knowledge capture and codification, communities of practice, organizational learning, and knowledge sharing in organizations.

3.Describe the knowledge management cycle and models of knowledge management.

4.Describe how to apply information and communication technology to solve or improve knowledge management issues.

5.Create and apply knowledge management strategies and metrics in an organization in order to improve its effectiveness.

6.Understand and manage the ethical implications of managing tacit knowledge in organizations.

LISP 306 INFORMATION NETWORKS   3.0: 3 cr. E

This course is a review of the different information networks including the Internet, intranets, and World Wide Web. It includes an exploration of the interactive nature of Web 2.0 and social media and its effects on organizations and digital resources.

Students should be able to:

1.Demonstrate an understanding of the impact of information networks on the different fields: politics, economics, technology…

2.Understand the basic concepts of social network analysis.

3.Apply the link between qualitative and quantitative methods of social network analysis.

4.Assess how social technologies impact society and vice versa.

5.Demonstrate knowledge of Web 2.0 concept and application software.

6.Demonstrate the ability to identify, evaluate, compare and select applications appropriate for supporting delivery of information services and resources.

LISP 307 INFOMETRICS 3.0: 3 cr. E

This course covers the theory and practice of metrics in the treatment of documents, including the quantitative study of information production and use, infometric data modeling, research assessment, and its applications in information studies.

Students should be able to:

1.Understand and analyze the developments in infometrics, its development as a field, from traditional bibliometrics to webometrics in the internet age.

2.Assess the role of library and information science in the process of scholarly communication.

3.Synthesize and apply infometric techniques to the analysis of documents.

4.Critically evaluate information resources and activities using infometric tools.

5.Apply quantitative techniques to the assessment of research and scholarship.

LISP 310 Digitization for Preservation and Access 3.0: 3 cr. E

The course will cover media refreshment, conversion to neutral formats vs. emulation to retain original format, migration, and electronic records repository construction and administration. Students will explore and develop skills in the field of setting policies for building, organizing, preserving and accessing digital collections. Legal and ethical issues of access (including privacy and open records) in the context of WWW standards and digital library initiatives.

Students should be able to:

1.Build a physical and logical electronic records repository in order to provide access to permanent electronic records.

2.Demonstrate efficacy in the management of digital files in accordance with industry standards and best practices.

3.Competently use equipment and software for the digitization of all types of documents.

4.Plan, assess and create descriptive, administrative, and structural metadata in order to support the discovery, management, and preservation of digital files.

5.provide access to permanent electronic record.

6.Demonstrate competence in applying knowledge of legal and ethical issues surrounding intellectual property in the management of digital collections.

LISP 311 RECORDS MANAGEMENT 3.0: 3 cr. E

Examination of the document life-cycle of the records of organizations: generation and control--filing, storage, and retrieval systems using various technologies; protection and disposition--retention regulations and practices. It addresses the different print and digital record-keeping systems. The practical part emphasizes the principles and practices of the design, implementation, management and preservation of digital resources.

Students should be able to:

1.To describe the legislative, regulatory and standards framework that governs records management.

2.To identify key organizational benefits of effective records management.

3.To identify the principles, characteristics and responsibilities of records management recordkeeping and recordkeeping systems.

4.To explain the processes and controls associated with records management and record keeping systems.

5.To understand the importance of standardizing terminology through the use of a classification scheme.

6.To appreciate the value of functional classification for superior records management.

7.To have a broad understanding of media options for storing and protecting records.

LISP 312 GLOBAL TRENDS IN INFORMATION   3.0: 3 cr. E

The content of this course varies 0so as to cope with the changes in the world of information and knowledge. The course covers trends that affect the participation and involvement in the creation of information.

Students should be able to:

1.Understand the emerging technologies and terminologies as well as their trends and challenges, with an emphasis on their applications in information studies.

2.Argue on the choice between open standards and proprietary solutions.

3.Understand the product strategies of major hardware, software, and telecommunications vendors

4.Understand how national and global standards organizations influence architectural standards, regulations, and future developments.

5.Examine the current practices and techniques in electronic resources and Web content management.

LISP 320 ORGANIZATION & RETRIEVAL OF INFORMATION   3.0: 3 cr. E

The course will introduce ways in which recorded knowledge iscan be organized and structured, and ways of providing access to the intellectual works. It includes describing and indexing intellectual works; current approaches, standards, tools, and systems in use for information organization and the relationship of information organization to information access.

Students should be able to:

1.To create an index, thesaurus, and descriptors for retrieval purposes based on international standards.

2.To classify and catalog knowledge as recorded in different formats.

3.To identify the needs and features required to establish a retrieval system.

LISP 321 COLLECTION DEVELOPMENT   3.0: 3 cr. E

This course deals with the study of collection management in all types of libraries and information centers. It includes analysis of information needs, criteria for selection, collection use evaluation, and resources for collection development.

Students should be able to:

1.To identify user needs.

2.To draft and implement a written collection development policy.

3.To apply selection and evaluation methods to develop a library collection.

4.To distribute fund allocation among competing departments, subjects, and/or media.

5.To establish cooperative collection development.

6.To identify specialized area/subjects to create a special collection.

LISP 322 RESOURCES & SERVICES FOR CHILDREN & ADOLESCENTS   3.0: 3 cr. E

This course surveys genres in children and adolescents' literature. It introduces students to the strategies, techniques and tools in the process of selecting, evaluating and exploiting school library resources.

Students should be able to:

1.Survey sources from literature, film, video to other formats for children from infancy to adolescence, with an emphasis on contemporary sources.

2.Critically evaluate materials for use in a multicultural society.

3.Examine various topics and genres in literature for children or teens such as graphic novels, poetry, fantasy, science fiction.

4.Analyze the importance and use of picture books as an educational tool.

5.Critique publishing and writing trends.

6.Assess and implement reading motivation techniques.

7.Design strategies to encourage the use of those materials by children and those who work with children.

8.Design instructive programs for children such as story hours, outreach techniques, services with schools, summer reading programs, book discussions, or homework help to include parents and the community.

9.Implement weekly or monthly activities based on hobbies and community development and services such as pottery, knitting and other such activities.

LISP 323 SCHOOL LIBRARY ADMINISTRATION   3.0: 3 cr. E

This course introduces students to the concepts, strategies and techniques of administering a school library media center for the 21st century in terms of engaging students, supporting learning and technology integration.

Students should be able to:

1.Describe the roles and responsibilities of the teacher-librarian in integrating the school library media program into the instructional program of the school curriculum.

2.Develop administrative policies and short and long-range plans that emphasize collaborative planning and assessment of teaching and the diverse needs manifested in student learning.

3.Design policies and procedures for the effective selection of print and non-print materials and technology tools that provide equal access to information ideas, and resources for teaching and learning.

4.Integrate information literacy standards for students learning into documents and all activities of the school library media program.

5.Demonstrate knowledge of national instructional curricula, national standards in content areas, and local school curriculum documents.

6.Identify ways to utilize technology in school library management and for information access and production

7.Develop a school library media program public relations plan to market services to parents and the learning community.

8.Demonstrate knowledge of effective management principles in the administration of the school library media program, to include library access services, reference services, personnel, fiscal, collection management, and consortia arrangements.

9.Apply legal and ethical principles that govern information access, intellectual property rights, and the responsible use of technology tools and online resources.

LISP 330 MANAGEMENT OF LIBRARIES AND INFORMATION CENTERS   3.0: 3 cr. E

This course is an introduction to management theory. Leadership and the management of organizational change are studied. Organizational culture and principle roles and functions of managers, including developing information policy and managing new information technologies are explored, as well as information and decision support systems, finances, and human resources.

Students should be able to:

1.To demonstrate an understanding of the principles of administration applicable in libraries and information centers.

2.To apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments.

3.To demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users.

4.To demonstrate an understanding of the above goals within the perspective of prevailing technologies.

5.To decide on administrative tasks related to decision-making, finances, and human resources.

LISP 331 HERITAGE PRESERVATION **3.0: 3 cr. E**

This course is an introduction to the philosophies and techniques used to preserve and retrieve manuscript, printed and digital materials. It examines the evolution of preservation practice, with emphasis on emerging theories, models and technologies in digital preservation.

Students should be able to:

1.To understand, apply and articulate the philosophies, principles and ethics of preserving and retrieving manuscripts, printed and digital materials.

2.To organize, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

3.To demonstrate an understanding of issues and techniques of preservation of physical and digital objects.

LISP 332 Seminar in Current Trends: Analysis of Current Trends and Issues **3.0: 3 cr. E**

A writing and discussion seminar during which students select and investigate focused aspects of broad, fundamental issues in information and library science through literature searches, readings, lectures, and discussion of their written work.

Students should be able to:

1.To develop focused positions related to specific current issues in information and library studies.

2.To articulate their position in short written papers and defend that position through oral presentations.

LISP 340 Internship **3.0: 3 cr. E**

(Non-payable course).

This is a professional field experience course. This structured practicum provides the opportunity for students to apply theoretical knowledge to an information environment and acquisition of basic professional skills through practice.

Students should be able to:

1.To demonstrate an understanding of the roles and services at information organizations.

2.To demonstrate an understanding of the duty and responsibilities of information professionals.

3.To initiate and implement solutions to cases and situations.

LISP 341 Master's Project **3.0: 3 cr. E**

The final project is designed to integrate skills and concepts acquired during the master's program and prepares students to compete in the job market. It provides experience in formulating and carrying out a sustained, coherent, and significant course of work resulting in a tangible work product; in project management, in presenting work in both written and oral form; and, when appropriate, in working in a multidisciplinary team. Projects will take the form of professionally-oriented applied work.

Co-requisite: LISP 400.

Students should be able to:

1.To integrate the skills and concepts learned during the master's program.

2.To conduct and sustain in-depth research over several months in a specific problem or issue in the field of library and information science.

3.To gather, organize and analyze large amounts of material.

4.To write that material in clear, accessible, and professional-quality prose.

5.To experiment with topics new to theme-based information systems in libraries, information centers or on the web.

6.Recognize the major computer and communications technologies and trends applicable to libraries, archives or other information centers.

7.Describe the design and operation of information systems in libraries or information centers or on the web.

8.Demonstrate basic skills in selected current technologies (such as database management systems (DBMS), HTML, wikis, or blogs) to organize and disseminate information.

9.Appraise the importance of professional development and continuous learning about information technology in L&IS.

LISP400 Mater's Thesis/Project Seminar   **1.0 : 1 cr. E**

The course provides a general background on the process of writing graduate project reports and theses. It aims at building students' awareness on the different components that reflect the academic value of a thesis or a project. It stresses the importance of the originality of the scientific content, of the references, and of the final work presentation.

a.Grade: P/F.

b.All Masters Projects and Theses in all faculties will have this course as a prerequisite.

c.It is a 1-credit course , free of charge and NOT counted towards graduation.

While the research methodology falls under the responsibility of the different faculties, the Faculty of Library and Information Studies will deliver this general background.

Students should be able to:

1- Identify the copyright issues related to thesis/projects as publications

2- Identify the difference between an intermediate and a final graduating work.

3- Identify the academic difference between a final project and a thesis, while both have the same solid scientific basis and the same aim to originality.

4- Search, evaluate and quote the relevant references to his/her work.

5- Master the steps leading from the conception of the work to its presentation.

6- Follow the detailed process that leads to have his/her final work accepted and registered in the University Libraries database.