

## REVISION (12/1/07)

### **Students: Information and Guidelines For Oral Comprehensive Examination**

#### Orientation sessions

An orientation session will be scheduled each fall and spring by the program chair. Notice will be posted on the lis-stu@hawaii.edu mail server. Paper copies will also be displayed in the LIS facility. At the session, the chair will go over the purpose, requirements, and schedule for the comps. The chair will also provide suggestions in preparing for the comps.

#### General requirements

The oral comprehensive examination is an exit requirement for all MLISc candidates. The exam must be taken in the last regular semester—fall if graduating in the fall, spring if graduating in the spring or the summer. At the orientation, each student will be given the oral comp scenarios. From these scenarios, a student must select four scenarios as follows:

##### Category A (everyone must select this)

- Personal statement about librarianship and information professionalism.

##### Category B (select one)

- Cataloging.
- Intellectual freedom.

##### Category C (select one)

- Digital libraries.
- Digital reference service.
- Information technology.

##### Category D (select one)

- Administration.
- Collection management.
- Information organization.
- Instruction.
- Reference service/training.

#### Oral comp schedule

Each student will be allotted one hour for the comp. Students will arrange for a specific time with the program chair. Exams are normally scheduled on Fridays. Neighbor island students must fly in for their comps. Summer graduates must take their comps in the spring semester.

There will be two faculty members on each exam team. The program chair in discussion with faculty will arrange schedules and assignments.

#### Advice in preparing for comps

- Students may study in groups; however, the comp must be taken individually.
- Students should read each scenario carefully to determine the intent of the scenario and the major questions posed.
- There is no specific reading list for the comps. Rather students must cull from the various courses they have taken, seeking out relevant resources and notes. In addition, they should keep abreast of the University's print collection and searchable digital journal archives.
- Each response must demonstrate evidence of the following:
  - Succinct overview of historical background relevant to the issue or problem.

- Organized analysis of situation.
- Clear description of methodology and/or rationale for handling the situation.
- Meaningful connections made between theory and application in a particular information center context.

#### Rules in taking the comps

- No notes are allowed in the exam room.
- Follow-up questions may be asked at the administering faculty members' discretion.
- The administering faculty members will make pass or fail decisions immediately following completion of the exam. Students are asked to step outside briefly while faculty members deliberate and are informed of the decision at that time.
- Students must repeat any portion that they fail. They must schedule a retake with the program chair. They will also be encouraged to meet with their faculty advisers in preparing for a retake.

#### Evaluation

The administering faculty members will be responsible for passing or not passing a student. All comments must be recorded on the evaluation check sheets. Completed sheets will be filed in student folders.

**CATEGORY A: EVERYONE MUST SELECT THIS SCENARIO**

**SCENARIO A: PERSONAL STATEMENT ABOUT LIBRARIANSHIP  
AND INFORMATION PROFESSIONALISM**

**Scenario**

You have almost completed the UH LIS program. This is an opportunity to reflect deeply and thoughtfully about your academic and professional experiences in the program.

**In your response**

Review your experiences and classes in the program and make a statement about the skills and understandings you have acquired.

- **What is your professional philosophy/foundational understandings of the profession? How have professional codes influenced your philosophy?**
- **What strengths will you bring to a job (i.e. how would you “sell” yourself in a job interview?)**
- **What further professional skills or understandings (technological, intellectual or personal, etc.) could you imagine acquiring in the next five years? Do you have an area of interest (such as Japanese bibliography on a particular era, networking, young adult literature, or assertiveness training) that you hope to pursue and how would you go about (formally or informally) advancing your knowledge/skill in that area?**
- **In which professional organizations will you actively participate and why?**

LIS Curriculum Objectives addressed:

- 1 Demonstrate an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology
- 10 Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users

Core Competencies addressed:

- 1 Professional ethics: Codes and principles of ethical practice governing the field
- 6 Knowledge accumulation--education and lifelong learning: importance of continuing education

**CATEGORY B: SELECT ONE OF TWO**

**B.1. CATALOGING**

**Scenario**

**You are the librarian in a public library on a reservation for a tribe of Native Americans. You receive a book containing transcriptions of chants used by medicine men to heal their patients. The chants call upon tribal deities for assistance. Where would you class this book using the Library of Congress Classification system?**

**In your response**

- **Where would members of the community look for the book?**
- **On what basis would you make your decision?**
- **What are the social implications of your choice?**

LIS Curriculum Objectives addressed:

- 2 Demonstrate an understanding of the development, organization, and communication of knowledge
- 5 Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources

Core Competencies addressed:

- 2 Knowledge organization: standards to control and create information structures, principles involved in the organization and representation of knowledge and information structures
- 9 Social, historical, and cultural context: concepts and knowledge regarding the socio-historical development of libraries, print culture, and information science; international dimensions of librarianship, information technology and policy, and social and cultural issues, including the interplay between library and information science and the cultures of Hawaii, the Pacific region, and Asia

## B.2. INTELLECTUAL FREEDOM

### Scenario

You are the head librarian at (designate one)

- Orinoco Elementary or High School Library
- Orinoco Public Library
- University of Mirando at Orinoco

It is five minutes before closing and you and the clerk are busy with last minute checkouts. In walks an extremely irate patron. The patron throws a book on the counter and demands that such filth be removed from the library immediately.

### In your response

- What is your immediate response?
- What are possible subsequent responses in the upcoming weeks as the patron/s pursue the matter?
- What could have been done previously to prepare for this kind of challenge?
- What resources exist to support librarians in intellectual freedom battles?

LIS Curriculum Objectives addressed:

- 1 Demonstrate an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology
- 5 Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources
- 7 Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers
- 10 Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users

Core Competencies addressed:

- 1 Professional ethics: codes and principles of ethical practice governing the field

## CATEGORY C: SELECTION ONE OF THREE

### C.1. DIGITAL LIBRARIES

#### Scenario

Many libraries are partially replacing/complementing their print subscription/purchases by the digital versions of journals and books. You are part of a library committee exploring the options. You are asked to make a presentation about the feasibility of such a project in your library.

#### In your response

- Identify the type of library or information center.
- Explain the major issues involved in terms of access, content, price, and ownership of digital collections.

LIS Curriculum Objectives addressed:

- 5 Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources
- 6 Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization, and evaluation of information
- 11 Demonstrate basic competencies in the latest specialized information technologies
- 12 Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies

Core Competencies addressed:

- 2 Resource building: creation, evaluation, selection of collections of information; storing, preserving and conserving information
- 4 Technological knowledge: current information and communication technologies as they affect information centers, concepts, and processes related to assessing and evaluating impact and efficacy of tech-based products and services, use of Information and Communication Technology (ICT) tools

## C.2. DIGITAL REFERENCE SERVICE

### Scenario

The institution that recently hired you is planning to develop a digital reference service. Your job will include working on the committee responsible for researching the options and preparing a report on the various forms this service might take and to make recommendations to your unit. What types of data will you need to make decisions about what goes into the report? How will you obtain that data?

### In your response

- Identify the type of library or information setting, including its mission and goals related to this project.
- Describe the steps and activities you would undertake, and the types of resources you would consult to gather information for the report.
- Describe the types of digital reference functions you would recommend.
- Describe the level and range of services you would recommend and the policies you would create.
- Describe your plan to market and evaluate the service.

LIS Curriculum Objectives addressed:

- 2 Demonstrate an understanding of the development, organization, and communication of knowledge
- 3 Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments
- 9 Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available
- 11 Demonstrate basic competencies in the latest specialized information technologies
- 12 Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies

Core Competencies addressed:

- 4 Technological knowledge: current information and communication technologies as they affect information centers, concepts, and processes related to assessing and evaluating impact and efficacy of tech-based products and services, use of Information and Communication Technology (ICT) tools
- 5 Knowledge dissemination-service: concepts, principles, and techniques that facilitate information access for users, interaction with users to provide consultation or guidance in use of information resources, assessment of user needs, diversity in user needs
- 7 Knowledge inquiry-research: research methods and findings within the information fields; fundamentals of research, survey and data collection designs; familiarity with current literature in the field and related areas

### C.3. INFORMATION TECHNOLOGY

#### **Scenario**

You were asked to be part of a team that will prepare a proposal to upgrade the information technology system used in the library where you work. The collection (type of materials, development), the services that the library offers, the number of users have changed significantly and the director of the library needs a study to support an expansion of the current information technology infrastructure. What steps should the team take to develop the proposal?

**In your response (include any of the following items):**

- Describe the library or information center (mission, users, collection, services, etc.).
- Describe the current system status: Information technology infrastructure (hardware, software, networking). Current databases, OPAC, including number of records, standards for cataloging, classification, indexing, searching, barcoding etc.
- Mention sources your team might use to acquire/update their knowledge about current information technology for libraries.
- Identify the kind of needs assessment studies that need to be done (staff, users, community).
- Describe the function and task analysis that need to be conducted. Include methodologies for data gathering and analysis.
- Provide examples of the kind of specifications needed for the new system.
- Identify criteria you would use to prioritize functions to be automated.
- Identify elements you must consider to estimate the cost of the project.
- Describe items that should be included in a request for proposals (RFP).
- Describe characteristics you need to consider when evaluating a vendor of library automation systems.

LIS Curriculum Objectives addressed:

- 5 Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources
- 6 Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization, and evaluation of information
- 8 Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers
- 9 Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available
- 11 Demonstrate basic competencies in the latest specialized information technologies
- 12 Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies

Core Competencies addressed:

- 4 Technological knowledge: current information and communication technologies as they affect information centers, concepts, and processes related to assessing and evaluating impact and efficacy of tech-based products and services, use of Information and Communication Technology (ICT) tools
- 7 Knowledge inquiry-research: research methods and findings within the information fields; fundamentals of research, survey and data collection designs; familiarity with current literature in the field and related areas
- 8 Institution management: principles of planning, management, and evaluation of information centers; institutional change; oral and written communication skills; concepts for developing partnerships and collaborations; diversity of stakeholders; outreach and advocacy to specific audiences

**CATEGORY D: SELECT ONE OF FIVE**

**D.1. ADMINISTRATION**

**Scenario**

**You are the newly hired librarian/library director. The previous librarian had never engaged in any routine or systematic planning process. The institution itself has not seen the value of staff spending time on any formal planning process. How are you going to convince the administration and any staff that there is value in both short and long term planning?**

**In your response**

- **Identify the type of library or information center.**
- **Describe the community that it serves.**
- **Delineate the mission and goals of the institution (actually written or implied).**
- **Describe the organizational structure, the budget and the staffing of the library.**
- **Discuss the steps in the planning process that you would recommend and how you would go about making your argument.**

LIS Curriculum Objectives addressed:

- 8 Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers
- 10 Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users

Core competencies addressed:

- 8 Institution management: principles of planning, management, and evaluation of information centers' institutional change; oral and written communication skills; concepts for developing partnerships and collaborations; diversity of stakeholders; outreach and advocacy to specific audiences

## D.2. COLLECTION MANAGEMENT

### Scenario

In your new position, you will be responsible for developing and maintaining the collection that you are managing. There is no collection policy in place. The previous person in your position did not think that such a policy was necessary and that there was no time to develop one anyway. How would you create a collection management policy appropriate to your library, its community and the collection itself?

### In your response

- Identify the library or information center.
- Describe the community that it serves.
- Discuss whether or not you think such a policy should be developed.
- Discuss how you would proceed in developing such a policy.
- Discuss the elements that you would include in the policy.

LIS Curriculum Objectives addressed:

- 1 Demonstrate an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology
- 3 Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments
- 5 Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources
- 7 Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers
- 10 Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users

Core Competencies addressed:

- 1 Professional ethics: codes and principles of ethical practice governing the field
- 2 Resource building: creation, evaluation, selection of collections of information; storing, preserving and conserving information

### D.3. INFORMATION ORGANIZATION

#### Scenario

You are in charge of developing the Pacifica Web Directory/Web Guide of resources related to the Pacific region, appropriate for a school or a college library of your choice. Although the task is similar to cataloging and classifying print and A/V materials, there are specific considerations applicable for Web resources.

#### In your response

- Identify some examples for the use of traditional information organization tools for Web directories (such as classification systems, cataloging rules, thesauri, subject heading lists).
- Explain what traditional information organization tools may be adequate for your specific project.
- Describe some of the unique features that apply to organizing information about Web resources for such a directory.

LIS Curriculum Objectives addressed:

- 2 Demonstrate an understanding of the development, organization, and communication of knowledge
- 5 Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources
- 11 Demonstrate basic competencies in the latest specialized information technologies
- 12 Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies

Core Competencies addressed:

- 3 Knowledge organization: standards to control and create information structures, principles involved in the organization and representation of knowledge and information structures
- 5 Knowledge dissemination-service: concepts, principles, and techniques that facilitate information access for users, interaction with users to provide consultation or guidance in use of information resources, assessment of user needs, diversity in user needs
- 4 Technological knowledge: current information and communication technologies as they affect information centers, concepts, and processes related to assessing and evaluating impact and efficacy of tech-based products and services, use of Information and Communication Technology (ICT) tools
- 9 Social, historical, and cultural context: concepts and knowledge regarding the socio-historical development of libraries, print culture, and information science; international dimensions of librarianship, information technology and policy, and social and cultural issues, including the interplay between library and information science and the cultures of Hawaii, the Pacific region, and Asia

#### D.4. INSTRUCTION

##### **Scenario**

**In your new library position, you are expected to establish an instructional program that meets the needs of your patrons. There has been no systematic plan or framework in place for such a program. Identify the steps you would take to design such a program. [Note: this can be a program focusing on reading literacy, information/technology literacy, research skills, etc.]**

##### **In your response**

- **Identify the type of library or information center.**
- **Describe your patrons and the needs that you hope to meet.**
- **Identify your targeted area of instructional emphasis.**
- **Articulate your major instructional goals and the rationale for them.**
- **Integrate published information literacy or instructional standards and guidelines (e.g., ACRL, AASL) into program goals.**
- **Describe the structure of the program (e.g. levels, categories, sequence, phases of the program).**
- **Provide examples of teaching strategies you would use in your actual instruction.**
- **Identify ways you would assess and evaluate achievement of your instructional goals.**
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LIS Curriculum Objectives addressed:

- 3 Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments
- 8 Demonstrate basic competencies required for instructional program development in particular information environments
- 9 Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available
- 12 Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies

Core Competencies addressed:

- 5 Knowledge dissemination--service: concepts, principles and techniques that facilitate information access for users, interaction with users to provide consultation or guidance in use of information resources, assessment of user needs, diversity in user needs
- 6 Knowledge accumulation-education and lifelong learning: principles and techniques dealing with consultation and guidance to users; application of basic learning theories, instructional methods, and achievement measures to learning situations; importance of continuing education
- 7 Knowledge inquiry-research: research methods and findings within the information fields; fundamentals of research, survey and data collection designs; familiarity with current literature in the field and related areas

## D.5. REFERENCE SERVICE/TRAINING

### Scenario

You have been appointed to create staff development training sessions for the paraprofessionals in the reference department. These staff members need to be trained for in-person as well as digital reference interviewing strategies. Compare and contrast differences in training for each type of service. Identify what will be taught and what teaching strategies will be used for each type.

### In your response

- Identify the type of library or information setting, including its mission and goals related to this project.
- Describe the steps and activities you would undertake, and the types of resources you would consult to gather information for the training sessions.
- Describe the differences in curriculum and teaching strategies for digital and face-to-face (f2f) reference.
- Describe the specific concepts and target behavior you would include in their training.
- Describe your plan to evaluate the service once it is offered.

LIS Curriculum Objectives addressed:

- 3 Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments
- 8 Demonstrate basic competencies required for instructional program development in particular information environments
- 10 Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users
- 12 Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies

Core Competencies addressed:

- 4 Technological knowledge: current information and communication technologies as they affect information centers, concepts, and processes related to assessing and evaluating impact and efficacy of tech-based products and services, use of Information and Communication Technology (ICT) and tools
- 5 Knowledge dissemination-service: concepts, principles, and techniques that facilitate information access for users, interaction with users to provide consultation or guidance in use of information resources, assessment of user needs, diversity in user needs
- 6 Knowledge accumulation-education and lifelong learning: principles and techniques dealing with consultation and guidance to users; application of basic learning theories, instructional methods, and achievement measures to learning situations; importance of continuing education
- 7 Knowledge inquiry-research: research methods and findings within the information fields; fundamentals of research, survey and data collection designs; familiarity with current literature in the field and related areas