

Developing Online Master's Programs for Teacher-Librarians: Current and Proposed Programs at the University of the West Indies, Mona

Abstract

The Department of Library and Information Studies (DLIS) at the University of the West Indies, Mona campus presently offers the Master of Library and Information Studies (39 credits) and the Master of Arts in Library and Information Studies (36 credits). These programs offer a wide range of courses over two to three years. As a result of the decrease in registration and the heavy demand for a multi-modal delivery approach, the DLIS has written a proposal to the university to implement the two postgraduate programs in this format. The Our Virtual Learning Environment (OurVLE) has been selected as the learning support system for these programs as its features are ideal for multi-modal delivery. The DLIS awaits final approval from the campus-wide committee.

Keywords: Department of Library and Information Studies, UWI, Mona, master's programs, postgraduate, multi-modal delivery program

Introduction

The 66-year-old University of the West Indies, Mona campus presently serves 15 English-speaking countries through three physical campuses in Barbados (Cave Hill), Jamaica (Mona), and Trinidad and Tobago (St. Augustine). The Open Campus, its newest, was formally opened in 2008 and offers multi-modal teaching and learning services across the Caribbean region. There are currently 42 site locations of the Open Campus in the region, serving 16 countries in the English-speaking Caribbean (Open Campus Website).

The Department of Library and Information Studies (DLIS) is a part of the Faculty of Humanities and Education on the Mona campus. The only library school in the English-speaking Caribbean region offering postgraduate studies, its mission is "to provide the highest standard of teaching and research to produce library and information professionals well-equipped to face [the] challenges of the dynamic environment and capable of managing the information needs of the Caribbean for the 21st Century and beyond" (DLIS Website).

Program history

Up to 1987, the Department offered undergraduate programs as well as a Diploma in Library Studies to students who already had an undergraduate degree. The Diploma in Library Studies was upgraded to the Master in Library Studies (MLS), and graduates holding the diploma were encouraged to upgrade. In 2000, the word 'information' was added to the name of the Department, and the degree was re-named Master in Library and Information Studies (MLIS); it then targeted students whose first degree was in another discipline. In 1998, the Master of Arts in Library and Information Studies (MALIS) was added as an advanced degree for graduates possessing the Bachelor of Arts in Librarianship.

In 2007, the DLIS began toying with the idea of offering the MALIS program using a blended mode of delivery (face-to-face and online). The MALIS program was seen as the likely program for this conversion as it was felt that those persons who would matriculate into this program would be able to manage an online course because of their experience with information technology from working in libraries. However, overtime, with the decrease in population in the postgraduate programs, the Department began contemplating using the blended mode to deliver the MLIS program.

The current graduate programs

The MLIS program “equips graduates with a bachelor’s degree in other disciplines with professional education in the field of library and information studies in order to prepare them to effectively manage library and information units and organizations in different types of environments”(DLIS Website).The MALIS program provides graduates of a BA in Library and Information Studies with the opportunity to upgrade their qualification to meet the demands of the modern information environment (DLIS Website).

Matriculation requirement

To be admitted to the MLIS program, applicants must generally be graduates of approved universities with at least a lower second-class honors degree in any discipline. Applicants are required to be computer literate. The MALIS program requires applicants to have at least a lower second-class honors degree (Bachelor of Arts in Library and Information Studies/Bachelor of Education in Library and Information Studies and appropriate work experience).

Course requirement

The MLIS students are required to read 10 semester courses and write a research paper of 10,000 – 15,000 words (option 1), or write an Independent Study (a state of the art essay) for 3 credits and an additional course (option 2). At the end of the course work, the MLIS students are required to do a practicum over six weeks for 3 credits. A minimum of 36 credits are required.

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Students doing the research paper are required to attend at least four research seminars and make at least one presentation based on their research. The research seminars are designed to provide a platform for students to present research ideas—completed or in-progress—in a formal and collegial setting and to get feedback about their research (DLIS Website).

The length of MLIS program in credit hours

Full-time MLIS students take one academic year to complete all the required courses. Those who opt to pursue option 1 will then register as part-time students for an additional academic year to complete the research paper, making a total of two years. Students who opt to pursue option 2 will register full time for one additional semester to write the Independent Study and complete one extra course making a total of one and a half years.

Students who register for part-time study will take two academic years to complete all the required courses and one year part time to complete the research paper, making a total of 3 years. Those who opt to pursue option 2 will register as part-time students for one additional semester to complete the Independent Study and one extra course, making 2 and a half years (DLIS Website).

Practicum

Full-time students do the fieldwork at the end of the first year and part-time students at the end of the second year. The practicum is done in an information unit where there is a trained information specialist who prepares a program of activities for the students and supervises them for the period of the practicum. At the end of the practicum, the supervisor is required to complete the evaluation form designed by the DLIS and forward it to the adjunct staff in charge of fieldwork. Any of these options will make a total of the required 39 credits (DLIS Website).

Full-time students take one academic year to complete all the required courses and an additional academic year part time to complete the research paper, making a total of two years. Part-time students take two academic years to complete all the required courses and one year parttime to complete the research paper, making a total of three years. This makes a total of 36 credits (LIS Website).

Total number of faculty/students

The number of full-time members of staff is six including the Department's librarians. One of these staff members is on study leave. The number of adjunct staff is seventeen (17). Presently, the MLIS program has only twenty-four (24) part-time students and the MALIS has only twenty-three (23) part-time students. Thirty-two (32) of these are in the process of writing the Independent Study or the research paper. The examination scripts are externally examined by approximately eight external examiners from various universities overseas.

Tuition by program and approximate cost

Both programs (face-to-face and multi-modal) are University Grants Committee (UGC) funded meaning that students pay 20% of the economic cost of the tuition fee (Downes, 2013, p.19). For the 2013-2014 academic year, the fee for both programs was US\$2,600 per year for full time and US\$1,300 for part time (Office of the Campus Registrar, Graduate Studies & Research (2013/13, p. 3). The fee is increased by varying amounts each academic year. In 2013-2014, it was increased by 5.5%. This rate of increase was below the inflation level in Jamaica, which was reported at 8% for 2012 and represents a 20% recovery of economic costs (UWIOG.NR, n.d.).

Availability for international study

The International Students Office (ISO) was established on August 1, 2008 as a campus initiative to both enhance the services to international students and to drive the internationalization imperatives of the UWI, Mona campus. The Office provides a wide range of support services for non-Jamaican students, giving them a place to call home while on exchange, studying abroad, visiting the UWI, Mona Campus for elective clerkships, or visiting for research/study purposes under special admissions (International Student Office, UWI, Mona, para. 1). Through this program, postgraduate students in DLIS have been to the University of Toronto to pursue courses as part of their postgraduate program. If a student makes a request to do his/her practicum in an overseas institution, this is facilitated.

MLIS Program preparing students to work in school libraries

Previously, students who pursued this program would seek employment in school libraries, or were already employed in a school library without being trained. Recently, it was discovered that students who matriculated into this program were mainly school teachers who desired to leave the primary or high school system at the end of the program. Upon graduation, they would seek jobs in higher educational institutions, public libraries or special libraries. Very few have returned to the school libraries, and those who do continue to seek employment in another type of information unit. Accordingly, for many years, students did not take Management of School Libraries and Contemporary Literature for Children and Young Adults. These were finally

dropped from the program in 2013/2014.

Students who intend to work in school libraries when they graduate are required to pursue the core course, Management of Libraries and Information Units, of which management of school libraries is a component. In addition, they opt to take the Information Literacy Instruction course. Invariably, graduates of the MLIS postgraduate program do not resume their posts in the schools. This is because most of these educational institutions do not offer a teacher- librarian position which carries a higher remuneration than that of a trained graduate teacher. As a result, they seek employment in information units such as public, special or academic libraries. Therefore, the school libraries are managed by graduates of the Bachelor of Education in School Librarianship and the Bachelor of Arts in Library and Information Studies programs.

Table 1: Courses in the Current Programs

Master of Library and Information Studies (MLIS)	Master of Arts in Library and Information Studies (MALIS)
Semester 1 (Aug to Dec) <u>Compulsory (5)</u> Information Technology I Foundations of LIS Management of Information Units Subject Analysis/Indexing in Info Retrieval Bibliography & Reference Methods/ Materials	Semester 1 (Aug to Dec) <u>Compulsory (3)</u> Information Technology I Trends & Issues in LIS Work Basic Statistics <u>Electives (2)</u> Copyright Issues Affecting Caribbean LIS Metadata & Resources Discovery A course from another Department or Faculty with the approval of DLIS
Semester 2 (Jan to May) <u>Compulsory (3)</u> Subject Analysis & Indexing in Info Retrieval Research Methods in LIS Integrated Library Systems <u>Electives (2)</u> Mgmt. of University and Research Libraries Mgmt. of Special Libraries & Info Centres Mgmt. of Public Libraries Mgmt. of School Libraries LRCs & Info Resources in Science & Technology Info Resources in the Social Sciences Contemporary Literature for Children & YA	Semester 2 (Jan to May) <u>Compulsory (4)</u> Information, Communication & Society Information Literacy Instruction Research Methods in LIS Integrated Library Systems <u>Elective (1)</u> Archives and Records Management Introduction to Digital Libraries A course from another Department or Faculty with the approval of DLIS
Semesters 3 and 4 (Aug to Dec, Jan to May) Option 1 Research Paper Option 2 Independent Study plus one additional elective course	Semesters 3 and 4 (Aug to Dec, Jan to May) Research Paper

Practicum (Jun to Aug) –6 weeks	No practicum required
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Source: DLIS Program Handbook 2013-2014

Sample of Course Content

The duration of each course is 13 weeks and each covers a wide range of topics to give students a good knowledge of the content. For example, the course LIBS6003 Information Literacy Instruction covers the following topics to achieve the learning outcomes.

LIBS6003 Information Literacy Instruction

Course Description

This course is aimed at introducing students to information literacy instruction which will include the pedagogical and andragogical approach to teaching adults and children information literacy. It will place emphasis on the planning and teaching of information literacy instruction to students and adults through a systematic program. The Big6 and the Marland Nine-step Information Literacy Model will be included to provide a framework for instruction. Human information behavior and the impact that this has on users when they seek information will be explored. Students will be allowed to conduct needs assessments and get practice in writing effective library research assignments.

Rationale

Information literacy is regarded as a basic human right; as such, UNESCO has recommended that all governments introduce information literacy instruction in their curriculum at all levels. Since library and information professionals play an important role in educating the public on information management skills, they need to be equipped with the knowledge and competencies to plan, implement and effectively manage the information literacy programs. The UWI Strategic Plan 2007-2012, *STRIDE*, has also expressed a number of key graduate attributes including being information literate. Recognizing the critical role of information literacy in academic and personal endeavors, this course is designed to equip library and information professionals to provide effective information literacy instruction.

Learning outcomes

At the end of the course students will be able to:

1. Apply the theories of information literacy to their teaching;
2. Explain some models of information literacy and the established standards for information literacy at all levels;
3. Employ the teaching strategies to instruct adults and children;
4. Plan and effectively manage an Information Literacy instruction program for any given audience;
5. Identify and explain the various stages in the information search process and the responsibilities of teachers, students and librarians at each stage;
6. Plan and develop effective Information literacy assignments;
7. Develop an assessment/assessment tool for their information literacy instruction;
8. Develop an outline of an information literacy curriculum.

Unit 1

Concept and Theory of Information Literacy

Information literacy definition, concept and contexts
Multiple literacies
Elements of information literacy
Information literacy and libraries

Information literacy research

Unit 2

Information Literacy: Standards and Models

Information Literacy Standards for Student Learning
Implications of these standards for teaching and learning
Information literacy models

Unit 3

Theories of Information-seeking Behavior

Models of information seeking behavior
-Kuhlthau's theory
-Dervin's sense-making theory
-Wilson's model
-Implications of information-seeking behavior for libraries

Unit 4

Educational Theories and Information Literacy Instruction

Learning styles
How children and adults learn
Bloom's taxonomy
The constructive approach to learning
Resource-based instruction
The inquiry approach

Unit 5

The Information Literacy Curriculum

Components of the information literacy curriculum
Developing an information literacy continuum
Integrating information literacy into the primary, secondary and tertiary curriculum

Unit 6

Planning Information Literacy Instruction

Needs assessment
Approaches to teaching information literacy
Creating lesson plans
Evaluating information literacy instruction

UNIT 7

Information Literacy Instruction in Libraries

Information literacy in different library environments
Integrating information literacy in the curriculum – (pre-requisites and process)
Librarian/faculty collaboration for instruction
Using Web 2.0 tools

Evaluation

Creating assignments
Construct assessments

Websites or other information sources for the programs

Information about the programs is located on the DLIS and Graduate Studies and Research websites at <http://myspot.mona.uwi.edu/dlis/>. Information is also found in the DLIS Program Handbook and the DLIS Postgraduate Brochure.

The proposed postgraduate multi-modal delivery programs

The decision by the Department of Library and Information Studies (DLIS) to offer the MALIS program using a blended mode of delivery (face-to-face and online) is informed by:

1. DLIS Strategic Objective to 'enhance learning effectiveness,' which reflects the UWI, Mona Strategic Plan to provide "multiple and flexible paths for all constituencies to pursue tertiary education in their lifetime";
2. UWI Strategic Plan to provide "high quality student experience as a platform for enhanced regional and international student success and long term commitment to the UWI"; (UWI Strategic Plan, p. 6)
3. Global trends in Library and Information Science education for multi-modal delivery;
4. Increased global and national competition for our students;
5. Decreasing student numbers and low student recruitment, especially at the graduate level.

This blended approach was also considered because it would likely lead to an increase in the number of Caribbean students pursuing courses in the DLIS and so fulfill the mission of "providing leadership in managing the information needs of the Caribbean for the 21st century and beyond." It is also possible that the programs will reach a more diverse audience using this mode of delivery.

Evidence of demand for multi-modal delivery

The Department is cognizant of the demand for the multi-modal delivery articulated by graduates of DLIS, members of the Library and Information Association of Jamaica (LIAJA) and the College Library Network (COLINET) at meetings held in 2013 by the Head of DLIS. These members expressed the challenges associated with obtaining leave to pursue the face-to-face Program. The Head of DLIS also held meetings with over 30 graduates of the Department at the St. Augustine Campus of UWI, graduates and other information professionals who overwhelmingly recommended the multi-modal offerings of DLIS programs. In addition, the Director of the National Library and Information System Authority (NALIS), the largest network of public and school libraries in Trinidad and Tobago, reiterated the need for DLIS to use the multi-modal delivery to offer the program, especially since the government of Trinidad and Tobago offers a number of scholarships annually to nationals to pursue degrees in library and information science. Most persons, however, opt to pursue online and blended programs in the USA and the UK with a short face-to-face component. Informal meetings in St. Lucia with information professionals from the Caribbean also confirmed the need for the multi-modal delivery of courses and programs.

A major group of applicants for the MLIS program has been teachers seeking career change or enhancement. The need to offer the program via a blended mode became more urgent with the announcement by the Ministry of Education in 2013 to suspend study leave to teachers (Thwaites, 2013). This move severely reduced the number of applicants for the last academic year, and there were no applicants for full-time study.

Table 2: Outlines the Requirements of the Proposed MLIS and MALIS Programs

Master of Library and Information Studies (MLIS)	Master of Arts in Library and Information Studies (MALIS)
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Semester 1 (Aug to Dec) <u>Core (4)</u> Information Technology I Foundations of LIS Management of Information Units Subject Analysis/Indexing in Info Retrieval Bibliography & Reference Methods/ Materials <u>Electives (1)</u> Copyright Issues Affecting Caribbean LIS Metadata & Resources Discovery Trends & Issues in LIS Work (Compulsory for students selecting independent study paper option)	Semester 1 (Aug to Dec) <u>Core (2)</u> Information Technology I Trends & Issues in LIS Work <u>Electives (2)</u> Copyright Issues Affecting Caribbean LIS Metadata & Resources Discovery Legal Information Resource Management A course from another Department or Faculty with the approval of DLIS
Semester 2 (Jan to May) <u>Core (1)</u> Research Methods in LIS <u>Electives (2)</u> Information Literacy Instruction Info Resources in Science & Technology Info Resources in the Social Sciences Archives and Records Management Introduction to Digital Libraries	Semester 2 (Jan to May) <u>Core (3)</u> Information, Communication & Society Information Literacy Instruction Research Methods in LIS <u>Elective (1)</u> Archives and Records Management Introduction to Digital Libraries A course from another Department or Faculty with the approval of DLIS
Summer Session 1 (Face-to-Face) <u>Core (3)</u> Catalogue Creation and Use Subject Analysis/Indexing in Info Retrieval Integrated Library Systems <u>Elective</u> Basic Statistics (for students selecting research paper option)	Summer Session (Face-to-Face) <u>Core (2)</u> Basic Statistics Integrated Library Systems <u>Option</u> May take one additional elective course and begin work on the Research Paper
Semesters 3 and 4 (Aug to Dec, Jan to May) Option 1 Research Paper (10,000 -15,000 words) Option 2 Independent Study plus one additional elective course	Semesters 3 (Aug to Dec) Research Paper (10,000 -15,000 words)
Summer Session 2 (Jun to Jul) Practicum (6 weeks)	

Source: DLIS Program Proposal for Multi-modal Delivery

Major change in the program

Table 2 shows the various library management courses that were dropped and replaced by LIBS6106 Management of Libraries and Information Units. This was done based on feedback received from the Quality Review Team in 2012 after they interviewed students who pursued the MLIS program. Their complaint was that because of the number core courses that they had to pursue, they were not able to complete courses such as Archives and Records Management and Copyright Issues Affecting Caribbean LIS and the newly developed course, Information Literacy Instruction. The new management course will be taught for 13 weeks. The first 6 weeks will cover the management theories and the other 7 weeks will cover the management of the various types of libraries. By doing this, students will have the opportunity to do other courses without having to do extra credits.

Preparation for presentation of proposal at various UWI, Mona Committees

The extremely low registration in 2013-2014 academic year forced the Department to begin in earnest preparation to implement the blended learning postgraduate programs. Staff attended a number of face-to-face and webinar workshops to get a greater understanding of how to implement and deliver a blended learning program. Two examples of these workshops are "Introduction to Blended Hybrid Learning" and Blended and Online Learning Workshop. Staff then attended workshops on how to write course content for online delivery. Practice sessions were included in these workshops. Workshops were also conducted on how to use the Moodle platform, Our Virtual Learning Environment (OurVLE), to manage the programs, for example uploading course contents and writing online quizzes. Staff were then ready to re-write their course contents to suit this mode of delivery. One member of staff who is familiar with the technique was assigned to supervise the re-writing process.

Re-writing contents for online courses

The decision was taken as to which courses would be delivered face-to-face only and which courses would be delivered both face-to-face and online. The existing outlines for the online courses were adjusted to reflect the change in delivery. This means that the mode of instruction was modified to include online quizzes, graded activities which are embedded in the contents of the courses and virtual presentations by students. A period of one semester was given to prepare these course contents.

Presentation of proposal to the sub-committee

The Department wrote a proposal to the Faculty of Humanities and Education Sub-committee indicating its intent to offer the MLIS and the MALIS programs using the multi-modal delivery. All the course outlines in the programs were attached to the proposal and taken to the sub-committee for discussion and approval. The sub-committee is comprised of one staff member for each department in the Faculty of Humanities and Education. This committee is chaired by the Deputy Dean of the Faculty. After the presentation was made to this committee and discussion held, the proposal was accepted with two suggestions, which were: 1) to keep the program UGC Funded to make it affordable for prospective students; 2) and to prepare a budget for the extra costs that this blended mode would attract. These were expected to be the transportation of examination scripts to various locations in the region, payment for personnel to invigilate these examinations and the cost for the venue for the examinations. The budget was made up and the document was ready to be sent to the next committee, Faculty of Humanities and Education Board.

Presentation to Faculty Board

At this meeting comprising all staff from the Faculty of Humanities and Education, the document was presented for discussion and approval. It was approved with one suggestion: that we use

the term multi-modal to describe the delivery instead of online and face-to-face. The change was made and the proposal was sent to the Campus Committee.

Presentation to Campus Committee

This committee was comprised of the Assistant Registrar of the UWI, Mona Campus, the Campus Coordinator, School of Graduate Studies and Research, the Deputy Deans who chair the sub-committee in their faculty and other campus personnel. This committee scrutinized the proposal in detail to ensure that it was feasible. After much deliberation, the committee suggested a number of inclusions. Some of these were:

1. Documentation of the process of uploading the online and face-to-face courses separately;
2. Statement on how the system will allow the online students to pay the supplementary fees;
3. Documentation stating how the online students would register and pay the supplementary fees;
4. Statement that “students will pay an additional **\$21, 600 per semester** for additional services, for example, off site examinations.”

Discussion with a representative from the bursary confirmed that students can be accommodated in two streams for each course to be delivered multi-modal. The Bursary would be informed of students in each stream and costs assigned accordingly. Information from the Campus Registrar Office to request approval of the supplementary fees was followed through (DLIS Program Proposal, 2014, p. 7).

Presentation at Academic Board

The necessary inclusions were done and the document was sent back to the Campus Committee, which then sent it to the Academic Board. The Board consists of the UWI Mona Principal and Vice Principal, the Campus Registrar, the Deans from all the Faculties and the Heads of All Departments. The Board discussed the proposal and accepted it, after which it was sent to the Campus Wide Committee. At this stage, we are confident that the proposal will be approved. We are now seeking to have applications to these programs re-opened and to embark on a massive advertising campaign.

The learning management system selected

The learning management system to be used is the Our Virtual Learning Environment (OurVLE). This is the “Moodle-based” platform used for online learning support at the University of the West Indies, Mona Campus. OurVLE features tools such as Forums, Document Sharing, Online Assignment Submission and Online Quizzes which are able to support the online courses (What is OurVLE, par.1). Staff are familiar with this system as it is used to manage the face-to-face courses.

Pedagogical approaches use for instruction

A blend of interactive and discovery approaches are used in this department. This teaching strategy is done through in-class discussion, debates and presentations. The discovery approach will allow students to become self-directed and constructivist learners, thus providing them with a range of options from which to construct their own knowledge. Lecturers provide coaching or scaffolding to assist students in their discovery. These approaches will also be used in the multi-modal delivery as the learning management system can accommodate interactive learning. The learning activities will provide opportunities for the implementation of discovery learning.

Supports and/or obstacles to development the development of the blended learning program

During the writing of the proposal, DLIS requested a meeting with the Campus Coordinator, School of Graduate Studies and Research to inform them of our intent. This meeting proved invaluable, as crucial information was given to guide the process.

Support is expected from the Mona Information Technology Department in terms of further training DLIS staff to use the features of OurVLE. The Faculty of Humanities and Education has a technology room from where live streaming will be carried out to conduct orientation sessions and to deliver some of the lectures. Laboratory technicians will be on hand in the event that technological problems arise.

Evaluation of past and proposed programs (content, quality, outcomes, impact)

Both programs are evaluated every five years. This evaluation is supervised by the Quality Assurance Department of the University of the West Indies. A committee is selected which includes faculty from universities overseas and librarians from various information units. The evaluation process usually lasts three days and includes committee members looking at the course outlines and interviewing employers of graduates, students, Head of DLIS, faculty and support staff. A detailed report from the committee always follows, which includes the evaluation's findings and the recommendations.

The courses undergo continuous revision to ensure that course contents are updated with current information and practices in the field. Whenever there are major changes to be made, for example, changing the method of assessment or the in-course and exam weighting, the course outline has to be presented at the sub-committee, Faculty Board and the Quality Assurance Committee for final approval.

The multi-modal program is new, therefore formative evaluation will be conducted to monitor how well: the programs are meeting their objectives, students are accessing the course and using the features of the learning management system, etc. The findings will guide staff to make adjustments if necessary. Toward the end of the first semester, students will be asked to do an evaluation of the content of the courses they pursue using the evaluation form created by the Department as well as the functionality of the learning management system. A major summative evaluation will be conducted by staff before it is offered in the second year.

This will determine what changes, if any, should be made to the learning outcomes, the contents of the courses and the use of the system by students. The course management system will also be evaluated to see if there is a need to upgrade any aspect of it. This will be done in consultation with the Mona Information Technology Department as their expertise will be required to make any changes necessary.

Impact evaluation

An evaluation will be conducted at the end of the first academic year to determine the impact that the program has on DLIS in terms of increase in the number of students, benefits to students and change in the profile of the Department, among other things. The findings will be used as evidence to improve the programs.

Lessons learned and future plans

The most important lesson learned is how to write an acceptable proposal for a multi-modal delivery format and in addition, how to organize the courses of an already planned program to multi-modal delivery.

Three of the future plans that DLIS has for these programs are to:

1. Complete the process of developing a fully online postgraduate Archives and Records Management course. Lecturers from various universities overseas who are proficient in this area are in the process of assisting with the development process.
2. Add new courses to the already existing programs to educate students to meet the current demand of the information units in which they plan to work.
3. Seek accreditation status from the American Library Association.
4. Promote programs.

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Biographical note

Paulette Stewart, PhD is a lecturer in the Department of Library Studies at the University of the West Indies, at Mona. She is the IASL Regional Director for Latin America and the Caribbean and was the President of the Library and Information Association of Jamaica (LIAJA) in 2010. Dr. Stewart received the Ken Haycock Leadership Award in 2006 in Portugal for her outstanding leadership role in the Schools Section of the Library and Information Association of Jamaica. She was also elected by LIAJA as Librarian of the year in 2009. Her research interests include, school library education, school libraries and information literacy.