



GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES
Rodman Hall, 94 West Alumni Avenue, Suite 2,
Kingston, Rhode Island 02881-0815
Phone: (401) 874-2878 Fax: (401) 874-4964

A Message from the Director

Thank you for your interest in the University of Rhode Island Graduate School of Library and Information Studies. The materials in this packet are designed to provide basic information about the Graduate School of Library and Information Studies (GSLIS) and our faculty, students, and programs. Additional information is available at our web site, <http://www.uri.edu/artsci/lsc>. GSLIS offers a Master of Library and Information Studies program that integrates the traditional service values of the library profession with the exciting new opportunities created by today's growing information environment.

The library and information profession is currently in a state of change as it responds to the information needs of an increasingly diverse global society and to the opportunities for improved service offered by new developments in information technology. However, the profession continues to be committed to the transfer of information, ideas, and knowledge.

The School places a high value on service and professional ethics. Our MLIS program is designed to produce graduates who combine professional knowledge and skills with a commitment to meeting information needs. GSLIS is a community that values the contributions of all individuals and celebrates diversity. We welcome you to join us as we provide teaching, research, and service to prepare for the information needs of the twenty-first century.

W. Michael Havener, Director
MHavener@uri.edu

The Graduate School of Library and Information Studies (GSLIS)

The School prepares students for professional service and leadership in libraries and information agencies by offering an ALA-accredited program leading to the Master of Library and Information Studies (MLIS) degree. The school library media specialist program is a Rhode Island State Approved Program in Library Media (K-12) and accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Students may pursue master's degrees simultaneously in library and information studies and either history or public administration. A Teacher Certification Program (TCP) with a specialization in school library media is offered for individuals who already hold MLIS degrees.

Courses are offered primarily at the URI main campus in Kingston, but some courses are delivered in Providence. The GSLIS New England Program also delivers courses in Massachusetts (Amherst, Boston, and Worcester) and New Hampshire (Durham).

The MLIS program prepares students for professional careers in academic, public, school, or special libraries or in other organizations. If they wish, students may specialize in children's and young adult's services, reference and bibliography, cataloging and classification, special collections and rare books, automation, or information science. There are increasing opportunities for employment in nontraditional information positions in business and government.

Since its inception, the GSLIS has awarded over 1,500 master's degrees. Our graduates hold responsible positions throughout the United States and the rest of the world. GSLIS alumni also serve the profession and society as a whole through participation and leadership in professional associations, writing, and other contributions.



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GSLIS MISSION:

In support of the University of Rhode Island's mission, the Graduate School of Library and Information Studies exercises leadership in the global information age through research, service, and the preparation of knowledgeable and ethical professionals who can serve the library and information needs of a diverse society.

In fulfillment of its mission, the School supports the following five goals:

Goal 1 (Academic Program): To prepare students for leadership roles in library and information services by offering a high quality academic program.

Goal 2 (Faculty): To provide a dedicated, talented, and diverse faculty who contribute to the profession, the academic community, and society through teaching, research, and service.

Goal 3 (Students): To attract and retain highly motivated and academically qualified students from a wide variety of backgrounds who will become dedicated library and information professionals.

Goal 4 (Culture and Environment): To foster a culture that encourages mutual respect and collaboration in learning, research, and service; and to create an environment that values contributions to the profession and society.

Goal 5 (Service and Outreach): To serve in local, regional, national, and international academic and professional communities and to cultivate mutually supportive relationships, especially within the New England region.

GSLIS GOALS AND OBJECTIVES:

Goal 1 (Academic Program): To prepare students for leadership roles in library and information services by offering a high quality academic program.

Objectives to achieve the goal: The GSLIS will

- 1.1 Provide a strong foundation in library and information studies through a coherent core curriculum.
- 1.2 Supplement the core courses with electives that support the career objectives of students in libraries, information agencies, and other settings.
- 1.3 Provide opportunities for individualized study through supervised practicums, professional field experiences, and independent work, including projects, research, and publications.
- 1.4 Provide an intellectual atmosphere of active learning and collegiality.
- 1.5 Provide students with opportunities for collaborative research with faculty, practitioners and other students.
- 1.6 Instill professional attitudes toward scholarship, research, and service; and instill a commitment to professional ethics.
- 1.7 Develop and maintain links and collaborative interdisciplinary programs with other URI academic units.
- 1.8 Provide a foundation of knowledge that enables graduates to meet the school's stated educational outcomes and to demonstrate leadership skills in the profession.

- 1.9 Provide a systematic process of course and instructor evaluations.
- 1.10 Integrate information technology into course content and delivery.
- 1.11 Provide institutional support for the technological infrastructure to deliver the academic program.
- 1.12 Integrate diversity concerns into course content.
- 1.13 Provide opportunities for distance learning in a predictable mix of online and face-to-face courses.
- 1.14 Provide mechanisms for regular program review and revision.

Goal 2 (Faculty): To provide a dedicated, talented, and diverse faculty who contribute to the profession, the academic community, and society through teaching, research, and service.

Objectives to achieve this goal: The GSLIS will

- 2.1 Recruit retain, and provide advancement opportunities for a diverse faculty committed to providing the highest quality in teaching, research, and service.
- 2.2 Provide support for faculty teaching, research, and service.
- 2.3 Incorporate practitioner perspectives and specializations through appropriate use of adjunct faculty.

Objectives to achieve this goal: The Faculty will

- 2.4 Pursue excellence in teaching.
- 2.5 Offer individualized guidance and mentoring to students with a sensitivity to cultural differences.
- 2.6 Maintain an active research agenda that leads to scholarly publications.
- 2.7 Collaborate with other professionals and students in research activities to further the advancement of the profession or to enhance library services.
- 2.8 Pursue research to link with other fields of knowledge and in support of University goals.
- 2.9 Pursue external research support when feasible.
- 2.10 Disseminate and share research at state, regional, national, and international conferences and workshops.
- 2.11 Serve in leadership roles in professional associations.

Goal 3 (Students): To attract and retain highly motivated and academically qualified students from a wide variety of backgrounds who will become dedicated library and information professionals.

Objectives to achieve this goal: The GSLIS will

- 3.1 Utilize a variety of means, including exhibits, conferences, and the Internet, for recruitment.
- 3.2 Provide opportunities for mentoring students.
- 3.3 Provide career information for students and potential students through a variety of means including collaboration with professional associations.
- 3.4 Target underrepresented minorities in recruitment and retention programs.
- 3.5 Support the University's goals for equality of opportunity and follow affirmative action guidelines for non-discrimination.
- 3.6 Offer an affordable public university education in Rhode Island and a public distance education program in New England.
- 3.7 Assist students in developing coherent programs of study.
- 3.8 Involve students in the governance of the school.
- 3.9 Provide scholarships and assistantships to recognize and support student achievement and potential.
- 3.10 Encourage and support student membership and participation in professional organizations.
- 3.11 Ensure school library media students' commitment to meeting Rhode Island Beginning Teachers Standards (RIBTS) and National Council for the Accreditation of Teacher Education (NCATE) Standards.

Goal 4 (Culture and Environment): To provide a culture that encourages mutual respect and collaboration in learning, research, and service; and to create an environment that values contributions to the profession and society.

Objectives to achieve this goal: The GSLIS will

- 4.1 Orient all incoming students to major issues in professional, academic, and research ethics.
- 4.2 Incorporate high ethical standards and a commitment to information access in the program, as exemplified by the American Library Association's Library Bill of Rights and the professional codes of the American Library Association, the American Society for Information Science and Technology, and other related professional associations.
- 4.3 Provide opportunities for service and growth as information professionals via professional field experiences, practicums, interdepartmental partnerships, professional associations, and independent projects.
- 4.4 Support the professional growth of students, graduates, and members of the state and regional library community by offering continuing education activities, including collaborative programs with other university units and/or professional organizations.
- 4.5 Consult, collaborate, and communicate with library and information professionals, especially in support of the New England Program.
- 4.6 Foster collegiality, community, and collaboration through student, alumni, and other associations.
- 4.7 Provide appropriate physical facilities and technological support for a productive learning and teaching environment for students and faculty.
- 4.8 Provide a supportive environment for students from diverse backgrounds at all delivery locations.
- 4.9 Provide for systematic planning and evaluation to insure appropriate physical facilities and technological support for the school.

Goal 5 (Service and Outreach): To serve in local, regional, national, and international academic and professional communities and to cultivate mutually supportive relationships, especially within the New England region.

Objectives to achieve this goal: The GSLIS will

- 5.1 Encourage collaborations and service through faculty and student representation on academic committees and in professional organizations.
- 5.2 Support the professional growth of students, graduates, and members of the state and regional library community by offering continuing education activities, including collaborative programs with other university units and/or professional organizations.
- 5.3 Consult, collaborate, and communicate with library and information professionals, especially in the New England region.
- 5.4 Support faculty membership, participation, and leadership in professional organizations and projects.
- 5.5 Encourage and support student membership and participation in professional associations.
- 5.6 Work with others within and beyond the University community to provide support for University goals.
- 5.7 Provide opportunities for faculty and students to engage in library and information services to diverse communities.

Approved by the GSLIS faculty on February 17, 1999
Reviewed, revised, and reaffirmed each academic year.
Last reaffirmed by the GSLIS faculty on October 5, 2005.



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Core Values of the URI GSLIS

The core values of the University of Rhode Island Graduate School of Library and Information Studies are rooted in the ethics and best practices of professional education and of library and information service. Because means affect ends, the same values that shape our goals and educational outcomes also shape our practices.

Service and Social Responsibility: As a profession, librarians and information specialists serve the public good, striving to provide the highest level of service to all. GSLIS faculty and staff model this through our commitment to high quality in our service to students, the profession, and society. This commitment is supported by our use of knowledge gained through systematic learning outcomes assessment to strengthen our programs.

Diversity: As a profession, we value our nation's diversity and strive to reflect it by providing a full spectrum of resources and services to the individuals and communities we serve. The GSLIS community is multicultural and international, and its members model respect for the dignity of all.

Ethics and Intellectual Freedom: As a profession, we are committed to promoting the free flow and ethical handling of information and to upholding the principles of intellectual freedom. The GSLIS faculty maintains a culture of respect, in which independent inquiry and free speech flourish.

Access: Libraries and information services have archival, educational, and research functions. As a profession, we preserve the symbolic records of human thought and knowledge, organize this heritage for use, and provide equitable access to all. The GSLIS, founded to serve New England, makes affordable LIS education widely accessible through a mix of face-to-face courses in three states and online courses.

Literacy and Learning: As a profession, we promote life-long learning by working with a wide range of institutions and organizations. GSLIS prepares students for service in all types of libraries and information services, and maintains significant program strength in information literacy and instructional design.

Emerging and Advanced Technology: As a proactive profession, we use emerging technologies to preserve, organize, and communicate knowledge and information. The GSLIS prepares students with the theoretical knowledge and practical skills needed for leadership roles in a rapidly changing profession.

Collegiality and Professionalism: We are a highly collegial profession. The GSLIS encourages student participation in professional associations. Faculty members model service to the School, the College, the University, and professional associations at the local, state, regional, national, and international levels.

Research and Leadership: Our faculty are committed to providing leadership for our profession through the generation and dissemination of new knowledge, the innovative application of existing knowledge to meet society's needs, and the articulation of new conceptual frameworks. We involve our students and graduates in our research and service activities to prepare them to become leaders who will move our profession forward.

Approved by the GSLIS faculty on May 4, 2005.

Reviewed, revised, and reaffirmed each academic year.

Last reaffirmed by the GSLIS faculty on October 5, 2005.



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University of Rhode Island Graduate School of Library and Information Studies Vision Statement

Librarians and information specialists serve the needs of a richly diverse population in an ever changing and increasingly complex information environment. The University of Rhode Island Graduate School of Library and Information Studies educates students from New England, the nation, and the world for a profession that places them at the center of intellectual life in a wide range of communities, including schools and universities, villages and cities, corporations and non-profit organizations.

The School instills knowledge, values, and skills that enable its graduates to participate actively and take leadership roles in their communities.

Graduates understand and respect the constituencies they serve.

Graduates are capable and proactive in defining and meeting information needs.

Graduates foresee and respond to changing needs.

Graduates foster the development of multiple literacies and the use of information.

Graduates advance the productivity of research teams by gathering, evaluating, analyzing, synthesizing, and communicating information to create new knowledge.

Graduates are committed to professional ethics that support free inquiry, access to information, protection of intellectual freedom, and respect for the information rights of all.

Recognizing that librarians and other information professionals foster life-long learning for all, the GSLIS seeks to provide an accessible, practical experience for our students, so that they may in turn serve their constituencies wherever they may be. Our student body, our faculty, and our curriculum reflect the diverse demographics of this society.

Approved by the GSLIS faculty on October 22, 2003.

Reviewed, revised, and reaffirmed each academic year.

Last reaffirmed by the GSLIS faculty on October 5, 2005.



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The University

The University of Rhode Island, a state-assisted institution founded in 1892, is a Land Grant, Sea Grant, and Urban Grant institution. The University's main campus is located in scenic South County in the historic village of Kingston just 30 miles south of Providence and six miles from the ocean. URI's location in a prime resort area within two hours of Boston provides an ideal mix of educational, recreational, and cultural opportunities.

The University has about 665 full-time faculty members and enrolls approximately 10,700 undergraduate and 3,600 graduate students. The University's academic programs lead to the baccalaureate in 112 areas of study, to the master's degree in over 50 areas, and to the degree of Doctor of Philosophy in over 30 areas.

The University Library on the Kingston Campus and two branch libraries at the Providence and Narragansett Bay Campuses house a collection of more than one million bound volumes and 1.2 million microform pieces. The Kingston Campus Library is a four-story, air-conditioned building with open stacks for easy access and full reference, bibliographic, and circulation services. Computerized circulation, cataloging, and reference services are an integral part of the Library's operation.

Providence Campus

GSLIS offers courses at the Alan Shawn Feinstein College of Continuing Education (CCE) in the newly renovated, historic Shepard Building in the heart of downtown Providence. Computer laboratories and interactive audio/visual classrooms support the GSLIS program.

Kingston Facilities and Resources

The GSLIS is located primarily on the first floor of Rodman Hall. Facilities include administrative offices, classrooms, a conference room, faculty offices, graduate assistant offices, and a student lounge. GSLIS's Information Technology Instruction Lab is located in the University Library. The University Library and the Information and Instructional Technology Services (IITS) area, both close to Rodman Hall, provide a wide range of resources and services in support of GSLIS programs. In addition, IITS assists GSLIS faculty and students by offering demonstrations and workshops about electronic communication systems.

Regional Program

The GSLIS offers courses at the University of Massachusetts (both Amherst and Boston campuses) and at the University of New Hampshire in Durham. Students may take up to 27 credit hours at regional locations. The GSLIS participates in the New England Regional Student Program Compact that extends in-state tuition rates with a surcharge of 50 percent to all New England residents for programs not available at their own state universities. Residents of Maine, Vermont, New Hampshire, and Massachusetts are eligible to take classes at URI under this compact.

For more information contact Dr. Gale Eaton Assistant to the Director for Regional Programs by phone at 401-874-4651 or e-mail geaton@uri.edu.



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Admission Requirements

The following are required for admission:

- a bachelor's degree from an accredited institution
- an undergraduate grade point average of B or better
- a score at or above the 50th percentile on the Miller Analogies Test or the Graduate Record Examination (test are waived for applicants with a graduate degree)
- two letters of recommendation
- a statement of purpose
- a current resume

The Admissions Committee may recommend admission of an applicant whose overall record indicates potential for success in the M.L.I.S. program even though all criteria for admission may not have been met. The final decision on admission rests with the dean of the Graduate School.

Steps in Applying for Admission

Submit the application forms and all applications documents (except GRE or MAT scores) **in the same envelope**. GRE or MAT scores should be directed to GSLIS from the testing agency. Your complete application package must include:

The application – The application should be completed and submitted online at <http://www.uri.edu/gsadmis/>. After it is submitted, the information will be directed to the GSLIS department.

Check or money order payable to the University of Rhode Island for the non-refundable application fee of \$50 for in-state or \$50 for out-of-state residents. **Your application will not be processed without this fee.**

Complete official transcripts of all course work (undergraduate and graduate) in an envelope, **sealed and signed by the registrar across the flap.**

Two letters of reference in envelopes, **sealed and signed by the reference writer across the flap**; international students must submit **three** letters of reference.

One copy of your current resume.

The completed Certificate of Residence form if you think you qualify for in-state or regional tuition and fees

Do not submit your application package until you have collected all of the above. **Incomplete packages will not be considered.** Place all of the above in a large envelope and address it to:

GSLIS, University of Rhode Island, Rodman Hall, 94 West Alumni Avenue, Suite 2, Kingston, RI 02881-0815.

Your completed application and all supporting documents must be received by June 15 for September admission, October 15 for January admission, and March 15 for Summer admission. Applicants for financial aid should check those deadlines which are generally earlier.

For further information write to: GSLIS, University of Rhode Island, Rodman Hall, 94 West Alumni Avenue, Kingston, RI 02881-0815 or call 401-874-2878. Applicants may also visit our Web site at:

<http://www.uri.edu/artsci/lsc>



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Financial Assistance

The GSLIS offers a limited number of graduate assistantships to students enrolled in the degree program and also has some scholarship funds that may be granted to matriculated students on the basis of need or scholarship. Other financial aid, such as University scholarships and work-study assistance, is available through the University's Financial Aid Office.

Any general questions regarding financial aid should be directed to the [Financial Aid Office](#), which is located in Green Hall, or call 401-874-2314.

Graduate Assistantships - The GSLIS offers 8 half-time graduate assistantships annually. They each pay 1/2 tuition (no fees) plus a salary for working 10 hours/week. Generally, duties include, but are not limited to: assisting a particular faculty member (10 hours/week), assisting in the computer lab, maintaining computers, upgrading software, updating the GSLIS web site, adding entries to the joblist, compiling data for GSLIS, and/or assisting in the GSLIS office. [Applications for graduate assistantships](#) for the spring semester are due by October 15 and for the summer or fall semesters by February 15.

GSLIS Scholarships - Multiple small scholarships (\$200-\$500) are funded each semester (Fall, Spring, and Summer). [Applications for scholarships](#) for the spring semester are due by October 15 and for the summer or fall semesters by February 15.

Prism Plus Fellowship – Please go to <http://www.uri.edu/artsci/lsc/web/News/news.htm#prismplus> for full details.

Elizabeth Futas Scholarship - This scholarship, honoring the memory of GSLIS Director Elizabeth Futas, is awarded each spring to recognize students in the GSLIS program who demonstrate excellence in their academic work, strong potential in library leadership, and a commitment to professional development, ethics, and service, in the spirit of Dr. Futas. The size of the award depends on investment returns but is in the \$1,000 to \$3,000 range.

Patricia E. Jensen Scholarship - Awarded each summer to a regional student.

Stewart P. Schneider Scholarship - Awarded each spring semester to a GSLIS student with professional aspirations in reference services.

H.W. Wilson Fund - Provided by the H.W. Wilson Company and used to fund small general GSLIS scholarships (\$500 or less) each semester.

Betty Fast Fund - Provides small scholarships to fund GSLIS students interested in school library media services and/or library instruction.

Additional scholarships are publicized and offered whenever GSLIS receives grants or other funding to support students. Check out the [American Library Association's Human Resources Development and Recruitment \[HRDR\] Office](#) page, for information on a wide variety of great career, scholarship, and placement information available to students, faculty members, professional librarians, and libraries. Scholarships, Grants, and Awards from Various Organizations - A compilation of these awards with their application procedures may be found in a three-ring-binder in the GSLIS Media Resource Room in Rodman Hall. Information is added to the binder as it is received. Check regularly.



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Library and Information Studies (LSC)

Student in good standing may take up to six hours of graduate-level Library and Information Studies courses in their senior year with the permission of the Director of the Graduate School of Library and Information Studies.

Library and Information Studies Courses

Arabic numerals show the number of credits for each course. Students are permitted to include in their programs up to six semester hours of electives outside the field of library and information studies.

502 Management of Library and Information Services (3) Introduction to the process, principles, practices, theories and case studies in the administration, management, and supervision of libraries and information services. Focus on management functions: planning, organizing, staffing, directing, and controlling. (Lec. 3)

503 Collection Development (3) Introduction to process, practices, and problems of collection building, maintenance, and evaluation regardless of format or subject of material, type of institutional setting, or community or client group served. (Lec. 3)

504 Reference and Information Services (3) Practical experience in the use of basic electronic and print information sources with readings and discussion on the philosophy and administrative aspects of reference work. (Lec. 3)

505 Organization of Information (3) Theory and practice of organizing information following national and international standards; focus on bibliographic information. Emphasizes the understanding and application of cataloging and classification principles, standards, tools, bibliographic utilities and networks. (Lec. 3)

506 Technical Services (3) Principles and policies in the acquisition, organization, conservation, and circulation of materials in libraries and information centers. Includes examination of automation of library processes. (Lec. 3)

508 Introduction to Information Science and Technology (3) Introduction to the organization, retrieval, and analysis of information, and the technologies used to control the manipulation and dissemination of information in library and information settings.

510 History of Books and Printing (3) The art and craft of book production through the ages; printers, methods, and materials with consideration given to the role of the book in cultural development. (Lec. 3)

512 History of Libraries and Librarianship (3) The development of libraries and librarianship within a cultural, social, and economic context from antiquity to the present. (Lec. 3)

513 Intellectual Freedom and Censorship (3) Historical development and current status of the concept of intellectual freedom and the restraints that past and present societies have imposed on it. Special attention given to the librarian's role in defense of intellectual freedom. (Lec. 3)

514 Information Policy (3) This course provides an opportunity to examine the large world of information policy and how changing technology, specifically the Internet, has affected our information policies. (Lec. 3)

515 Information Ethics (3) This course deals with the decisions librarians and information managers are forced to make on a daily basis and the norms a society constructs concerning how information should be handled. (Lec. 3)

517 Community Relations for Libraries (3) Includes public relations, advocacy, determining community needs, identifying potential partners, building partnerships, developing a community relations plan, and envisioning the library's future. Incorporates programs and strategies of core professional organizations. (Lec. 3) Pre: 502 or permission of instructor.

520 School Library Media Services (3) The role of the library media specialist as teacher, information specialist, instructional partner, and program manager, with emphasis on creating instructional programs in schools. Summer or fall semester prior to practicum. (Lec. 3) Pre: completion of 21 hours including core courses 502, 504, 505 and 508 or permission of instructor.

521 Public Library Service (3) Planning, evaluation, and programming in public libraries, with an emphasis on community analysis and responsive services. Development of a grant proposal or equivalent project required. (Lec. 3) Pre: 502 or permission of instructor.

522 College and University Library Service (3) Study of the functions, organization, management, and services of college and university libraries. (Lec. 3) Pre: 502.

523 Special Library Service (3) A survey of some of the major categories of special libraries in academia, corporations, foundations, government agencies and the military, typically including museums, conservatories, divinity schools, legal institutions, businesses, laboratories, industries, and healthcare organizations. (Lec. 3) Pre: 502.

524 Teaching About Information: Philosophy and Methodology (3) An introduction to all aspects of instructing a diverse clientele in the effective use of information in all forms. Philosophy, cognitive aspects, methodologies, media, and the administration, coordination, and evaluation of Information Literacy Instruction will be considered (Lec. 3) Pre: 504 or permission of instructor.

525 Multiculturalism in Libraries (3) Determining information needs and planning library collections, services, and programs for a diverse population. Historical, philosophical, and comparative aspects of multiculturalism in libraries will also be considered. (Lec. 3) Pre: Six graduate credits in library and information studies or permission of instructor.

528 Instructional Technology in Library & Information Services (3) Provides an introduction to instructional design, development, and motivation theories and their application in producing instructional materials, including emerging technology in library and information environments. (Lec. 3)

529 Information Design (3) Provides an introduction to the analysis, planning, presentation, and evaluation of effective communication through the use of tools and theories of communication, and message, instructional, and information design. (Lec. 3)

530 Reading Interests of Children (3) Building, maintaining, evaluating, and promoting collections for children in public libraries and elementary school media centers. Fiction and nonfiction books emphasized; digital and other resources also discussed. (Lec. 3)

531 Reading Interests of Young Adults (3) Building, maintaining, evaluating and promoting collections to serve the special interests and information needs of adolescents in public and secondary school libraries. Focus on books; graphic novels, Internet, etc. included. (Lec. 3)

- 533 Digital Resources for Children and Teens (3)** Investigate informational, educational, and recreational resources, primarily on the Internet. Emphasis on selection, evaluation, promotion, and the development of information literacy. (Lec.3) Pre: 530 or 531 or permission of instructor
- 535 Public Library Youth Services (3)** Public library services to children and young adults, with emphasis on the development of programs to meet library goals and objectives. (Lec. 3) Pre: 502 or permission of instructor.
- 537 Health Sciences Librarianship (3)** Serves as an introduction to the field. Covers the literature, vocabulary, computer applications, reference tools, information retrieval, and environments relating to health sciences libraries. (Lec. 3) Pre: 502 and 504 or permission of instructor.
- 538 Law Librarianship (3)** Introduction to legal bibliography and research and to a broad range of problems involved in the administration and operation of various kinds of law libraries. (Lec. 3) Pre: 502 and 504 or permission of instructor.
- 539 Business Information (3)** An introduction to many aspects of business information services, as well as to business information in all formats. This course will emphasize services in business libraries and information centers, and the fields of corporate intelligence and knowledge management will also be considered and discussed. (Lec. 3) Pre: 504.
- 540 Humanities Information and Materials (3)** Information needs and services of all areas of the humanities. Unique aspects of library services and materials in all formats will be considered. Pre: 504.
- 541 Social Science Information (3)** Information needs and services in all areas of the social sciences and the professions, including information in all formats. Pre: 504.
- 542 Library Materials in Science and Technology (3)** Library resources in science and technology, including the major works, serial publications, and reference and bibliographical materials. (Lec. 3) Pre: 503 and 504.
- 543 Government Publications (3)** Survey of the publishing activities and publications of national, state, and local governments with emphasis on the publications of the United States government. (Lec. 3) Pre: 504.
- 544 Visual Information Science (3)** An introduction to the interdisciplinary study of visual information science related to visual information (data) collection, analysis, processing, transmission, utilization and communication in modern and digital libraries and information centers. (Lec. 3) Pre: 508 or permission of instructor
- 545 Indexing and Abstracting (3)** Principles and techniques of indexing for the purpose of information storage and retrieval. Includes periodical indexing, book indexing, automatic indexing, abstracting, and thesaurus construction. (Lec. 3) Pre: 504.
- 546 Computer Systems in Library Automation (3)** Introduction to principles of systems analysis and the tools of analysis. Study of library automation systems and networks and the application of new technologies to library operations and services. (Lec. 3) Pre: permission of instructor.
- 547 Online Searching and Services (3)** Introduction to computerized information retrieval and the provision of computerized information services in libraries, including hands-on experience. (Lec. 3) Pre: 504.
- 548 Information Architecture (3)** Introduces principles of information architecture, library science and information science to plan, design, develop, and evaluate cohesive web sites and intranets that are attractive, navigable, manageable, and expandable Pre: 508 or permission of instructor.
- 549 Information Storage and Retrieval (3)** Theory, methods, evaluation, and research of analyzing, storing, indexing languages, information storage media, information storage and retrieval systems, and information seeking and retrieving in libraries and information services. (Lec. 3) Pre: 504, 505.
- 550 Organization of Digital and Nonbook Resources (3)** Using the most current international and national standards for organization of digital and nonbook resources, the course emphasizes not only bibliographic control

of these resources for retrieval but also issues relating to subject analysis, standards, access, and other mark-up languages for better retrieval. (Lec. 3) Pre: 505.

557 Research and Evaluation in Library and Information Services (3) Introduction to research methods for community analysis, information needs assessment, and evaluation of library and information services; critique of published research. Includes substantial paper involving significant independent study. (Lec. 3) Pre: completion of 15 hours or permission of instructor.

562 Administration of Special Collections, Archives, and Manuscripts (3) Principles and techniques for administering manuscript and archival repositories, including acquisition policies, appraisal criteria, methodology, and preservation practices. (Lec. 3) Pre: core courses, 502-508, or permission of instructor.

564 Introduction to Library Preservation (3) Organization, management, principles, and techniques as they apply to the development and administration of a library preservation program. Includes causes of deterioration of materials, deacidification, and reformatting and selecting for preservation. (Lec. 3)

565 Rare Book Librarianship (3) Organization, management, principles, and techniques as they apply to the development and administration of rare book collections. (Lec. 3) Pre: 510 or permission of instructor.

593 Independent Work (1-6) Supervised reading or investigation in areas of special interest. Student must obtain written approval prior to registration for the semester for which the study is proposed. (Independent Study) Pre: 18 hours of library science with B average, and 557 or permission of instructor. 593 and 595 may be repeated for a combined total of 6 credits.

595 Professional Field Experience (1-6) Directed field experience applying theory to practice in libraries, information centers, and related organizations. Jointly supervised by a member of the faculty and a professional in the cooperating institution. (Practicum) Pre: 18 hours of library science with a B average, 45 hours per credit. 593 and 595 may be repeated for a combined total of 6 credits.

596 Professional Field Experience: School Library Media Practicum and Seminar (9) Directed field experience in two school library media centers (150 hours in elementary and 150 hours in secondary). Perform roles and demonstrate competencies of a library media specialist. Bi-weekly seminars. (Lec./Lab. 9) Pre: 520 with a B or better and 30 hours of library science with a B average or permission of the instructor.

597 Selected Topics (1-3) Selected topics of current and special interest in library and information studies not covered in existing course offerings. Topics and number of credit hours announced prior to each offering. May be repeated with different topics. (Lec. 1-3) Pre: permission of instructor.



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Faculty

W. Michael Havener, Professor and Director, B.A. Ohio Wesleyan University, 1971, English; M.A. University of Michigan, 1972, English; A.M.L.S. University of Michigan, 1975; Ph.D. University of North Carolina at Chapel Hill, 1988, Information and Library Science.

Naomi R. Caldwell, Assistant Professor, BS, Clarion State College, 1980; MSLS, Clarion University of Pennsylvania, 1982; Ph.D., University of Pittsburgh, 2002, Library and Information Science.

C. Herbert Carson, Associate Professor, B.S. SUNY at Geneseo, 1968, Elementary Education and Early Secondary Math; M.S. Rochester Institute of Technology, 1973, Instructional Technology; M.L.S. Syracuse University, 1976; Ph.D. Syracuse University, 1988, Instructional Design, Development and Evaluation.

Elizabeth Gale Eaton, Associate Professor, and Assistant Director and Coordinator of Distance Learning, A.B. Smith College, 1969, English; M.L.S. University of Rhode Island, 1974; Ph.D. University of North Carolina at Chapel Hill, 1990, Information and Library Science.

Donna L. Gilton, Associate Professor. B.A. Simmons College, 1972, Elementary Education and History; M.S. Simmons College, 1975, Library Science; Ph.D. University of Pittsburgh, 1988, Library Science.

Yan Ma, Professor, B.A. Zhejiang University, 1982, English; M.L.S. Kent State University, 1988; Ph.D. University of Wisconsin-Madison, 1993, Educational Communications and Technology.

Irina Lynden, Assistant Professor, BA/MLS St. Petersburg State University of Culture & Arts, 1976, MLS, Pratt Institute, 1994, Ph.D. St. Petersburg State University of Culture & Arts, 1980.

Cheryl McCarthy, Professor and Coordinator, School Media Program. B.A. Rhode Island College, 1971, History; M.L.S. University of Rhode Island, 1973; D.A. Simmons College, 1990, Library Science.

Adjunct Faculty

Melody Lloyd Allen, M.S. Simmons College, 1975; Supervisor, Young Readers' Services, Rhode Island Department of State Library Services.

Edgar Bailey, Jr., D.A. Candidate, Simmons College, 1994-1999; M.L.S. Rutgers University, 1975. Reference, Providence College, Phillips Memorial Library.

Holly Barton, MLIS University of RI, 1991. (School Library/Media Specialist). Library Media Specialist, Hope Valley Elementary School, Chariho Regional School District, RI.

Christina Bellinger, M.L.S. Simmons College, 1978; Serials Librarian, Dimond Library, University of New Hampshire.

Betsey J. Brenneman, M.S.L.S. Syracuse University, 1971; M.A.T. Fitchburg State College, 1978; Chair, Worcester State College Library.

Louise A. Buckley, M.L.S. Rutgers, 1992; M.A. St. John's University, 1981; Reference Librarian, Dimond Library, University of New Hampshire.

Joanna Burkhardt, M.A., University of Wisconsin/Madison, 1981; MLIS, University of Rhode Island, 1986. Associate Professor/Librarian, CCE Library, University of Rhode Island, Providence.

Elliott Caldwell, M.L.I.S., University of Rhode Island, 1990, Library Science; M.A., University of Rhode Island, 1991.

Kenneth E. Carpenter, M.S.L.S., Simmons College, 1964; Emeritus Assistant Director for Research, Harvard University Library.

Lisa Chen, M.S. University of Illinois at Urbana-Champaign, 1993; Lead Information Technologist, Information and Instructional Technology Services, University of Rhode Island.

Aaron Coutu, MLIS University of Rhode Island, 2000; Young Adult Librarian, Greenville Public Library, Greenville, RI.

Carol Diprete, M.S. Oklahoma State University, 1968, Education; M.L.I.S., University of Maryland, 1981.

Donna Dufault, MLS, University of Rhode Island, 1973.

Dorothy Frechette, MLS, University of RI, 1973. Executive Director, RI Library Information Network for Kids, East Bay Educational Collaborative, Warren, RI.

Christine Hannon, M.B.A. University of Denver, 1982; M.A. University of Denver, Librarianship, 1978; Coordinator of Public Services, Smith College Library.

Barry J. Hennessey, M.L.S. Simmons College, 1974; Ph.D. Harvard University, 1972; Automation Librarian, University of New Hampshire.

Michael Jackson, Ph.D., Politics, Brandies University, 1991; MLS, University of Southern California, 1978. Social Science Librarian, Brown University, Rockefeller Library, Providence, RI.

Frank R. Kellerman, M.S.L.S. Case Western Reserve University, 1975; Biomedical Reference Librarian, Brown University.

James R. Kelly, M.L.S, SUNY Geneseo, 1974; Anglo-American Studies Bibliographer, University of Massachusetts.

Susan Kimball, MLS, Catholic University of America, Washington, DC, 1997. Science Librarian, Amherst College, Keefe Science Library, Amherst, MA.

Mary MacDonald, M.L.I.S., University of Rhode Island, 1996. Assistant Professor/Librarian, University of RI Library, Kingston, RI.

Anne C. Moore, M.L.I.S., 1983, Library Science; M.E., 1989-1992, Boston University, Overseas Program, Concentration in Counseling; Ph.D., New Mexico State University, 2001, Educational Administration. Head, Reference Services, University of Massachusetts-Amherst.

Barbara Lynne Morgan, M.L.S. University of North Carolina at Chapel Hill, 1979; J.D. University of Connecticut, 1995; Law Reference Librarian, University of Massachusetts.

Danuta Nitecki, Ph.D., University of Maryland, College Park, 1995; MS, University of Tennessee, Knoxville, 1976; MS, Drexel University, Philadelphia, PA, 1972; Associate University Librarian, Yale University Library, New Haven, CT.

Kathleen Odean, M.A., University of California, Berkeley, 1983, Folk Lore; M.L.S., University of California, Berkeley, 1982.

Daniel O'Mahony, M.S.L.S., Florida State University, 1988. Government Documents Coordinator, Brown University.

Whitney D. Pape, MLIS, The University of Texas at Austin, 1996; NEH Preservation Librarian, Brown University Library.

Karen Ramsay, M.L.I.S. University of Rhode Island, 1977; Head of Monographic Acquisitions and Copy Cataloging, University of Rhode Island Library.

William Edwin Ross, M.L.S. University of Maryland, 1980; Ph.D. Candidate, American University; Head of Special Collections, Dimond Library, University of New Hampshire.

Susan Sheridan, M.L.S. Rutgers University, 1974, Library Science; M.P.A., University of Massachusetts, Amherst, MA, 1984, Public Administration. Head of Technical Services, Amherst College Library.

Linda Sherouse, M.L.I.S. University of Rhode Island, 1997; School Library Media Specialist, Hampton, N.H.

T.J. Sonderman, M.L.I.S, University of Rhode Island, 2001. Reference and Instruction Librarian, Wheaton College, Norton, MA.

Tony Stankus, M.L.S. University of Rhode Island, 1976; Director, Science Libraries, College of the Holy Cross, Worcester, MA.

Kendall Svengalis, M.A., Purdue University, 1973, History; M.L.S., University of Rhode Island, 1975. President, RI Law Press, Stonington, CT.

Diane Tebbetts, D.A. Simmons College, 1985; M.L.A. Boston University, 1978; M.L.S. Simmons College, 1972; Associate University Librarian, Dimond Library, University of New Hampshire.

Stephen Thompson, M.L.S., Simmons College, 1974. Reference/Collection Development Librarian, Brown University.

Eileen Tierney, MLS, University of RI, 1982. Curator, Media Resource Center, University of RI, Kingston, RI.

Timothy Tierney, MA, University of RI, 1976; Assistant Director, AV Production Services, University of Rhode Island Library, Kingston, RI.

Mary Ann Tourjee, MLS, University of Kentucky, 1979.

Olga Verbeek, M.L.I.S., University of RI, 1998; M.S., University of RI, 1990. Systems Librarian, Salve Regina University, Newport, RI.

Mark Winston, M.L.S., University of Pittsburgh, PA, Library Science; Ph.d., University of Pittsburgh, PA, 1997. Associate Professor, Library and Information Science, Rutgers, New Brunswick, NJ.

Faculty Emeriti

Jonathan S. Tryon

Fay Zipkowitz

GSLIS Advisory Committee

Alicia Antone, Assistant Library Director for Community Services, East Providence Public Library, East Providence, RI.

Cheryl Banick, Library Services, Dept. of Veteran Affairs, Providence, RI.

Holly Barton, President, Rhode Island Educational Media Association, Library Media Specialist, Hope Valley Elementary School, Hope Valley, RI.

Naomi Caldwell, Assistant Professor, Graduate School of Library & Information Studies, Kingston, RI.

Alex Caracuzzo, Information Analyst, Fidelity Investments Institutional Services Company, Smithfield, RI

Chaichin Chen, Rhode Island Office of Library and Information Services, Providence, RI

Kathleen Cheromcha, Student Representative, Graduate School of Library and Information Studies, Kingston, RI

Susan Cirillo, Dean, Library, Instructional and Learning Support, Salem State College, Salem, MA

Peter V. Deekle, Dean, University Library Services, Roger Williams University, Bristol, RI

Haydee Hodis, Past President, REFORMA NE, Springfield Public Library, Springfield, MA.

Cindy Lunghofer, Assistant Library Director of Library Services, East Providence Public Library, East Providence, RI

David Macksam, Director, Cranston Public Library, Cranston, RI.

Ida McGhee, West Kingston, RI

Mark P. McKenney, Chair, Library Board of Rhode Island, Providence, RI.

Connie Zack, Library Media Specialist, Cole Junior High, East Greenwich, RI.

W. Michael Havener, ex-officio, Director, Graduate School of Library & Information Studies, University of RI.

University Administration

Robert L. Carothers, President

M. Beverly Swan, Provost

Winifred Brownell, Dean of the College of Arts and Sciences

GSLIS Administration

W. Michael Havener, Director

E. Gale Eaton, Assistant Director and Coordinator of Distance Learning

Cheryl McCarthy, Coordinator, School Media Program

Rosemary A. Northup, Administrative Secretary

Jennifer Legare, Senior Word Processing Typist



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MLIS Degree Requirements

The program for the Master of Library and Information Studies degree requires 42 credits, 18 in required core courses and 24 in electives, six of which may be taken in courses outside library science when relevant to the student's specialization; one course with a major paper requiring significant independent research; and a written comprehensive examination.

Core Courses

All students must take 18 hours of core courses: LSC 502, Management of Library and Information Services; LSC 503, Collection Development; LSC 504, Reference and Information Services; LSC 505, Organization of Information; LSC 508, Introduction to Information Science and Technology; and LSC 557, Research and Evaluation in Library and Information Services.

Students in the School Library Media Program or students planning to take both LSC 530 **and** LSC 531 may substitute both courses for LSC 503.

Elective Courses

All students (except those in the School Library Media program) must take 24 credits of electives selected in consultation with an advisor. Prior to the completion of three courses, each student must have an approved Program of Study (POS). Each student's individualized POS includes a combination of core and elective courses designed to meet her or his professional goals. The POS can be modified with proper consultation and prior approval. Students in the School Library Media program should check the requirements outlined on the School Library Media Specialist Program sheet.

Credit for Courses Taken Prior to Admission

Subject to the approval of the GSLIS director and the dean of the Graduate School, up to six credits of courses taken prior to admission into the GSLIS program may be counted toward the 42 credits required for the degree.

Credit for Courses Taken at Other Institutions

University rules permit up to 20 percent of the 42 credit program (8.4 credits) to be made up of transfer credits for courses taken at another accredited institution. Those courses must be at the graduate level equivalent to URI's 500 level courses and must be relevant to the student's program of study. Once admitted into the program, students may take relevant courses at other institutions within the 20 percent limitation providing prior permission has been granted.

Credit by Examination

Students who have significant experience in some aspect of library work may petition to test for credit by examination. Students who pass the exam will receive three credits toward their degree.



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School Library Media Program Admissions and Assessment Procedures

General Information Provisional Admittance: Step One

The GSLIS offers a **Master of Library and Information Studies (MLIS)** degree with a specialization in school library media, which leads to eligibility for teacher certification through the Rhode Island Department of Education. Candidates for certification must apply for admission following the GSLIS guidelines (See <http://www.uri.edu/artsci/lsc>).

Candidates who wish to apply for **provisional admittance** to the **MLIS** school library media program should indicate school library media program on the Graduate School Application form and submit the following to the GSLIS Admissions office. In addition to the application, candidates should include two official transcripts of all prior academic work and two letters of recommendation. In accordance with the Rhode Island Department of Education, each candidate is required to submit a statement of objectives that demonstrates knowledge and understanding of Rhode Island Beginning Teacher Standards. (See http://www.ridoe.net/teacher_cert/certification/bts.htm)

Teacher Certification Program

In addition to the MLIS program, GSLIS also offers a **Teacher Certification Program (TCP)** for individuals who have already earned the MLIS but apply to return to complete the requirements of the School Library Media Program for certification credentials. Students must follow the same guidelines and application procedures as for the MLIS program above and at <http://www.uri.edu/artsci/lsc> for provisional admittance to the TCP in school library media. Students admitted to the **TCP** program are governed by the same academic standards as other GSLIS matriculated graduate students. Upon acceptance, the candidate must complete an official **Program of Study** in consultation with the coordinator of the School Library Media Program. The coordinator will analyze the student's transcripts to determine which courses can be accepted and which courses are needed to complete the student's credentials for the certification program. The number of additional courses needed to complete the TCP program will vary depending upon transcript analysis. However, to meet the standards of our RHODE ISLAND STATE and NCATE approved program, a student must have the URI courses listed below or their equivalent as approved by their advisor (42 credit hours):

LSC 502, LSC 504, LSC 505, LSC 508, LSC 557; either LSC 528 or LSC 529, LSC 530, LSC 531, 6 elective credits including ED 503 or an education/instruction equivalent, LSC 520 and LSC 596.

Specific Information MLIS or TCP Programs: Step Two

Upon acceptance to the **MLIS school library media program or TCP program**, each candidate must complete an official **Program of Study** in consultation with his or her advisor. As a provisional school library media candidate, students are required to take the following URI courses:

Candidate's Course of Studies:

The forty-two (42) hour MLIS program requirements for the school library media program are:

1. Fifteen (15) hours of core courses

LSC 502: Management of Library and Information Sources
LSC 504: Reference & Information Services
LSC 505: Organization of Information
LSC 508: Introduction to Information Science & Technology
LSC 557: Research and Evaluation in Library and Information Science

2. Six (6) hours of literature courses:

LSC 530: Reading Interests of Children, and
LSC 531: Reading Interests of Young Adults

3. A three (3) hour media course:

LSC 528 Media in the Library,
Or
LSC 529 Theory and Production of Library Media

4. A three (3) hour administration/instruction course:

LSC 520: School Library Media Services (must be taken in the summer or
Fall prior to practicum)

5. Nine (9) hour supervised field experience:

LSC 596 School Library Media Practicum and Seminar (to be taken in the
final spring semester) 150 hours/5 weeks in an Elementary School and 150
hours/5 weeks in a Secondary School.

6. Six (6) hours of electives including ED503 or an education/instruction equivalent approved
by the advisor*.

*All students who are not certified in elementary or secondary education will be required to take EDC 503 – Education in Contemporary Society that is offered by the URI School of Education or an equivalent education/instruction course approved by the advisor.

Certification Candidacy and Readiness Assessment: Step Three

The process for school library media certification candidates is a continuous assessment process but officially begins once the candidate has been enrolled in LSC 520, School Library Media Services. During the semester in which a student is enrolled in LSC 520, the instructor/supervisor will assess the candidate's readiness for Rhode Island student teaching certification after completion of the student's observations and pre-practicum field placements at two approved field sites. Upon successful completion of LSC 520 with a grade of B or better including pre-practicum fieldwork, the instructor/supervisor will interview the student and assess the student's readiness according to GSLIS Guidelines and Dispositions. The student will complete a journal for LSC 520 reflecting on his/her readiness to fulfill the four roles of a library media specialist: as teacher, information specialist, instructional partner, and program manager and incorporate understanding of the Rhode Island Beginning Teacher Standards. This essay will be the first draft of a personal statement to be included in the exit e-portfolio. After an interview, the faculty/supervisor will complete an assessment of the candidate's readiness and eligibility for practicum placement. The student will complete a student teaching certification application and enroll in LSC 596 School Library Media Practicum for the Spring Semester. Each candidate is allowed to select among approved sites for practicum placement locations where the cooperating library media specialist/mentor has been trained in the Rhode Island Beginning Teacher Standards.

Exit Certification Assessment: Step Four

LSC 596 Professional Field Experience: School Library Media Practicum and Seminar is a nine credit graduate course that focuses on directed field experiences in two school library media centers for a total of 300 hours (150 hours in an elementary school program and 150 hours in a secondary school program) and participation in biweekly seminar classes on campus. Students perform the four roles of a school library media specialist: teacher, information specialist, instructional partner, and program manager. This course is the capstone course for the library media/teacher certification track for all students in the school library media program. Students enrolled in the School Library Media Practicum have successfully completed LSC 520 School Library Media Services with a B or better and have been interviewed for readiness by their faculty supervisor for the Practicum.

Each student is required to develop an electronic exit portfolio. This exit portfolio/e-portfolio will enable the student to showcase evidence of his/her field experiences and how they met or exceeded achievement of the eleven Rhode Island Beginning Teacher Standards (RIBTS). In addition, the exit e-portfolio will document the level to which students are prepared to receive approval for teaching certification in School Library Media grades kindergarten through twelve.

Evidence included in exit e-portfolio documents the students' application of Information Literacy Standards and other subject area standards as used during the field experiences. The practicum supervisor will assess the electronic exit portfolio based on the stated tasks and criteria using the rubric at <http://www.uri.edu/artsci/lsc>.

The rubric is divided into four sections: Task (artifacts), Unacceptable, Acceptable, and Exemplary. The Unacceptable level is one in which the student has not demonstrated graduate level work and is equivalent to a letter grade range of F to C. Acceptable level is equivalent to a letter grade range of B- (minimal acceptance) to A- (acceptance with careful attention to detail). Exemplary level is intended to assess exemplary work and growth beyond the beginning teacher level with work that exceeds the requirements and is equivalent to a letter grade of A to A +.

The University supervisor works cooperatively and collaboratively in the process of providing the practicum student with positive learning experiences both at the school sites and at biweekly seminars conducted at the University. The supervisor visits the practicum student twice at the field sites and observes and communicates with the cooperating media specialist regarding the student's progress in all four roles and the RIBTS. The cooperating media specialists complete three evaluations of students at 50, 100, and 150 hours. The supervisor completes two site visit reports and one final narrative evaluation. Cooperating media specialists are also extended a special invitation to attend any seminar class to participate in the class discussions. The seminar is a time to discuss current educational issues and books and to further bridge the gap between theory and practice. LSC 596 provides "Guidelines for a Good Practicum Experience" for both students and cooperating media specialists including the following appendices: 1. Suggestions for a High Quality Practicum; 2. Core Beliefs About Teacher Education; 3. Rhode Island Beginning Teacher Standards; 4. Matrix of Standards; 5. RIBTS Appraisal Document; 6. Expectations for Cooperating Media Specialists; 7. Expectations for Practicum Students; 8. Practicum Student Responsibilities. (To read the "Guidelines" including appendices with the RIBTS appraisal document go to <http://www.uri.edu/artsci/lsc>).

Students who successfully complete LSC 596 including their practicum placements and demonstrate mastery of the Rhode Island Beginning Teacher Standards as evidenced in their portfolio/e-portfolio are recommended for certification as library media specialists K-12. Names of candidates who have completed all of the MLIS or TCP requirements for the school library media program are forwarded to the Office of Teacher Education for letters acknowledging their completion of a state approved program in library media K-12 in Rhode Island. Students take the PRAXIS II exam and forward their scores to the Office of Teacher Education and the Rhode Island Department of Education and complete their certification application upon completion.



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Librarianship And Public Administration A Double Master's Program

This double master's degree program is jointly offered by the Master of Public Administration Program of the Department of Political Science and the Graduate School of Library and Information Studies. Its purpose is to prepare graduates for:

- 1) Administrative careers in public libraries, college and university libraries, school library media centers, and special libraries particularly those operated by the government.
- 2) Positions in public administration which require a knowledge of information systems, information resources, and/or library service.
- 3) Government jobs which involve the management of library and information services as well as other federal, state, or municipal activities.

This program results in a Master's degree in library and information science and a Master's degree in public administration. Taken separately, these two degrees require the completion of 78 credits. Taken together, the two degrees can be earned with 63 credits. The integrated pursuit of the MPA and the MLIS demands that the student complete either 30 credits in public administration and 33 credits in library and information studies or 27 credits in public administration and 36 credits in library and information studies.

Students desiring to enter the double master's program must apply to the Graduate School for admission to both the MLIS program in the Graduate School of Library and Information Studies and the MPA program in the Department of Political Science and must be admitted to work toward each degree. Both the School and the Department will assign an advisor to each student in the cooperative program. Existing procedures for examining candidates for each degree will be maintained and students will have seven years in which to complete all program requirements.

For further information, please contact:

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And

The Chairperson
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Librarianship and History

A Double Master's Program

Increasingly, securing a position and successful performance in an academic or special library serving a community of historians, in archival and special collections work, in historical societies of all kinds, and in the teaching of historiography and historical bibliography requires graduate study in both librarianship and history. In response to this demand, the Graduate School of Library and Information Studies and the Department of History at the University of Rhode Island have developed a cooperative program in which students can earn simultaneously the degrees of Master of Library and Information Studies and Master of Arts in History. By pursuing both degrees concurrently and by maintaining a balance in courses taken between librarianship and history, students can complete both programs by taking a total of 60 credits.

Students desiring to enter the double master's program must apply to the Graduate School for admission to both the MLIS program in the Graduate School of Library and Information Studies and the MA program in the Department of History and must be admitted to work toward each degree. Both the School and the Department will assign an advisor to each student in the cooperative program. Existing procedures for examining candidates for each degree will be maintained and students will have seven years in which to complete all program requirements. Students must complete at least 36 credits in librarianship and at least 24 credits in history.

For further information, please contact:

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And

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Required Technology Competencies for Students Entering the Graduate School of Library and Information Studies

The Graduate School of Library and Information Studies (GSLIS) at the University of Rhode Island expects that incoming students possess a basic knowledge of information technologies. If you do not possess the following competencies, you may acquire them before the first semester of enrollment by any of several means including:

- a. By taking the appropriate free short courses offered by IITS on the URI campus or by using the self-training program offered by URI. See Web site: <http://www.uri.edu/ois/iits/education/education.html>
- b. By participating in relevant courses elsewhere (e.g., CCRI or another local technical college).
- c. By using web-based instructional programs. A few to try:
net.Tutor at Ohio State University: <http://gateway.lib.ohio-state.edu/tutor/>
Rochester Institute of Technology (RIT). Wallace Library: <http://wally.rit.edu/>
Cybertours: <http://www.infosearcher.com/cybertours/>

1. Computer system software: You should have a basic familiarity with relevant operating systems or a graphical user interface environment, (e.g., MS-DOS or Mac OS), including the ability to install programs, install peripherals and associated software, and operate programs. You should be familiar with basic terminology such as directory, folder, file, extension, etc.

2. Word processing: You should be able to create, edit, save, print and manipulate document files with at least one common commercial word processing program such as Microsoft Word or WordPerfect.

3. Spreadsheets: You should be able to set up, edit, save, sort, print and manipulate data and use basic functions such as sum, average, median and mode with at least one commercial spreadsheet such as Excel or Lotus. Basic skills using a spreadsheet program are prerequisite for taking LSC 502.

4. Data Bases: You should be able to set up, edit, save, sort, search for, print and manipulate data using at least one commercial data base program such as ACCESS or FileMaker Pro. Basic skills using a data base program are prerequisite for taking LSC 508.

5. Data Communication and Networking: You should either have your own established account with an Internet provider or have registered for a URI Network ID and Password to access the Internet by the first week of class. You should be able to send, receive, forward, attach, and print electronic mail messages. You should have a working knowledge of an Internet browser such as, setting up preferences, making bookmarks, using URLs and links, and performing basic searching. You should have a working knowledge of listservs including joining, participating, and quitting a listserv.

6. Information Retrieval: You should be able to use an online library catalog and to search and retrieve information on the Internet at a basic level. During the first semester, you will be required to develop competencies to search bibliographic databases commonly found in a library (e.g., Academic Index, FirstSearch, InfoTrac, etc.).

7. Basic Troubleshooting: You should be able to perform basic troubleshooting by using online help and appropriate instructions in standard manuals.

The Graduate School of Library and Information Studies at the University of Rhode Island provides students with a high-tech Information Technology and Instruction Lab exclusively for GSLIS student use. It is strongly recommended that students own their own computers. Ram Computers, located at the Memorial Union, provides academic discounts for computers and software; Tel: 401-874-2679 or Email: ramcomp@etal.uri.edu or web site: <http://www.uri.edu:80/bookstore/ramgen.htm>



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POLICY ON TRANSFER COURSES FOR MLIS CREDIT

- 1.) The GSLIS policy conforms to all general URI and Graduate Policies. Therefore:
 - No more than 20% of the student's credit hours (8.4 credit hours, or, in practice, usually 2 courses) may be transferred from other institutions.
 - No Transfer course over five years old may be accepted for graduation credit.
 - Courses already counted for credit toward previously earned graduate degrees may be accepted for credit toward the URI MLIS if they meet all other criteria.
- 2.) Courses accepted for transfer must be from accredited institutions, and must carry graduate credit at those institutions.
 - Courses taken in lieu of any core courses must be from programs in library and information science accredited by the American Library Association (ALA) or an equivalent international body.
 - Courses taken in lieu of any requirements for school library media certification must be accredited by NCATE, a state approved library media certification program, or ALA.
- 3.) Courses taken in lieu of LSC 530 (Reading Interests of Children) or LSC 531 (Reading Interests of Young Adults) will not count toward the GSLIS Collection Development requirement. For instance, students may transfer children's or young adult literature courses from acceptable programs in Education or English and waive LSC 530, LSC 531, or both, but must then take LSC 503 (Collection Development).
- 4.) Courses accepted in transfer must logically support the student's program of study. The student's advisor may request a copy of the course syllabus as evidence that it supports GSLIS educational outcomes.
- 5.) Procedures: transfer credits will be submitted for approval with the student's program of study. To help the advisor evaluate course suitability, the student should provide a course syllabus. Supporting documentation to accompany the program of study will include:
 - A course description from the other institution's catalog
 - A statement from the institution's catalog indicating that courses so numbered are for graduate students only
 - The student's official course transcript

University of Rhode Island Graduate School of Library and Information Studies
 Projected GSLIS Rotation Schedule - Kingston / Providence
<http://www.uri.edu/artsci/lsc/index.html>

GSLIS is committed to offering these courses in Rhode Island barring unexpected changes in enrollment patterns and/or School resources. This schedule does not include regional courses, and additional courses will be added depending on perceived student needs.

Course	Rotation	Odd Fall	Even Spring	Even Summer	Even Fall	Odd Spring	Odd Summer
Bold = required course		2005 Fall	2006 Spring	2006 Summer	2006 Fall	2007 Spring	2007 Summer
502 Management of Library and Information Services	Every term	502	502	502	502	502	502
503 Collection Development	every term	503	503	503	503	503	503
504 Reference and Information Services	every term	504	504	504	504	504	504
505 Organization of Information	every term	505	505	505	505	505	505
506 Technical Services	Spring		506			506	
508 Introduction to Info. Science and Technology	every term	508	508	508	508	508	508
510 History of Books and Printing	even Fall				510		
512 History of Libraries and Librarianship	odd Fall	512					
513 Intellectual Freedom and Censorship	even Fall				513		
514 Information Policy	Summer			514			514
515 Information Ethics	odd Fall	515					
517 Community Relations for Libraries	Summer			517			517
520 School Library Media Services	Fall; Summer	520		520	520		520
521 Public Library Service	Fall	521			521		
522 College and University Library Service	Spring		522			522	
523 Special Library Service	odd Fall	523					
524 Library Instruction: Philosophy, Methodology, Materials	Spring		524			524	
525 Multiculturalism in Libraries	Fall	525			525		
528 Media in the Library	Fall; even Summer	528		528	528		
529 Theory & Production of Library Media Communications	Spring; odd Summer		529			529	529
530 Reading Interests of Children	Spring; Summer		530	530		530	530
531 Reading Interests of Young Adults	Fall; Summer	531		531	531		531
533 Digital Resources for Children and Teens	Odd Fall; even Sum	533		533			

535 Public Library Youth Services	Even Spring		535				
537 Health Sciences Librarianship	Even Spring		537				
538 Law Librarianship	Odd spring					538	
539 Business Reference	Even Fall				539		
540 Library Materials in the Humanities	Odd Spring; even Sum			540		540	
541 Library Materials in the Social Sciences	Even Spring; odd Sum		541				541
542 Library Materials in Science and Technology	Even Fall				542		
543 Government Publications	Spring		543			543	
544 Visual Information Science	Spring		544			544	
545 Indexing and Abstracting	Odd Fall	545					
546 Computer Systems in Library Automation	Even Fall				546		
547 Online Searching and Services	Fall; odd Summer	547			547		547
548 Internet for Librarians	Even Spring; Summer		548	548			548
549 Information Storage and Retrieval	Odd Fall	549					
550 Organization of Digital and Nonbook Resources	Even Fall				550		
557 Research and Evaluation in LIS	Every term	557	557	557	557	557	557
562 Special Collections, Archives, and Manuscripts	Fall	562			562		
564 Introduction to Library Preservation	Even Spring		564				
565 Rare Book Librarianship	Odd Spring					565	
593 Independent Work	Every term	593	593	593	593	593	593
595 Professional Field Experience	Every term	595	595	595	595	595	595
596 School Library Media Practicum and Seminar	Spring		596			596	
<i>597 - Special Topics</i>							
597 Leadership	Summer			597			597
597 International Librarianship	Even Fall				597		
597 Digital Libraries	Summer			597			597
597 Information Literacy	Summer			597			597

University of Rhode Island Graduate School of Library and Information Studies
Projected GSLIS Rotation Schedule for Core Courses Offered in Massachusetts and New Hampshire

These are courses that GSLIS is committed to offering in Massachusetts and New Hampshire barring unexpected changes in enrollment patterns and/or School resources. <http://www.uri.edu/artsci/lsc/index.html>

University of New Hampshire in Durham, NH

Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
503 Collection Development	505 Organization of Information	504 Reference & Information Service	503 Collection Development	502 Management of LIS	504 Reference & Information Service	503 Collection Development	502 Management of LIS
522 College and University Library Service	508 Intro to Info Science & Technology	550 Organization of Digital and Nonbook Resources	508 Intro to Info Science & Technology	505 Organization of Information	528 Media in the Library	508 Intro to Info Science & Technology	505 Organization of Information
	531 Reading Interests of Young Adults	557 Research and Evaluation in LIS	562 Special Collections, Archives & Manuscripts	530 Reading Interests of Children	557 Research and Evaluation in LIS	506 Technical Services	547 Online Searching and Services
	593 Independent Work	593 Independent Work	593 Independent Work	593 Independent Work	593 Independent Work	593 Independent Work	593 Independent Work
	595 Prof'l Field Experience	595 Prof'l Field Experience	595 Prof'l Field Experience	595 Prof'l Field Experience	595 Prof'l Field Experience	595 Prof'l Field Experience	595 Prof'l Field Experience

Worcester State College in Worcester, MA

Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
508 Intro to Info Science & Technology	502 Mgmt. of LIS	503 Collection Development	502 Management of LIS	504 Reference & Information Service	503 Collection Development	502 Mgmt. of LIS	504 Reference & Information Service
541 Library Materials in Social Sci.	504 Reference & Information Service	508 Intro to Info Science & Technology	505 Organization of Information	512 History of Libraries & Librarianship	508 Intro to Info Science & Technology	505 Org. of Information	508 Intro to Info Science & Technology
557 Research & Evaluation in LIS	510 History of Books and Printing	530 Reading Interests of Children	525 Multiculturalism in Libraries	545 Indexing and Abstracting	515 Information Ethics	529 Theory & Prod. of Library Media	528 Media in the Library
	593 Independent Work	539 Business Reference	528 Media in the Library	557 Research and Eval. in LIS	564 Intro to Lib. Preservation	530 Reading Interests of Children	531 Reading Interests of Young Adults
	595 Prof'l Field Experience	593 Indep. Work	593 Indep. Work	593 Indep. Work	593 Indep. Work	593 Indep. Work	557 Research & Eval. in LIS
	596 School Library Media Practicum & Seminar	595 Professional Field Experience	595 Professional Field Experience	595 Professional Field Experience	595 Professional Field Experience	595 Professional Field Experience	593 Independent Work
							595 Prof'l Field Experience

The Internet offerings listed below represent minimum course offerings. We anticipate that additional Internet courses will be available.

Fall and Spring Internet Courses Originating in Rhode Island

Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
508 Intro to Info Science & Technology	508 Intro to Info Science & Technology	508 Intro to Info Science & Technology	508 Intro to Info Science & Technology	508 Intro to Info Science & Technology	508 Intro to Info Science & Technology	508 Intro to Info Science & Technology	508 Intro to Info Science & Technology
521 Public Library Service	533 Digital Resources for Children and Teens	533 Digital Resources for Children and Teens	535 Public Library Youth Services	521 Public Library Service	543 Government Publications	533 Digital Resources for Children and Teens	535 Public Library Youth Services
	535 Public Library Youth Services		543 Government Publications				543 Government Publications
	543 Government						

	Publications						
	548 Internet for Librarians						

Summer Internet Courses Originating in Rhode Island

Summer 2005		Summer 2006		Summer 2007		Summer 2008
508 Intro to Info Science & Technology		508 Intro to Info Science & Technology		508 Intro to Info Science & Technology		508 Intro to Info Science & Technology
541 Library Materials in the Social Sciences		540 Library Materials in the Humanities		541 Library Materials in the Social Sciences		540 Library Materials in the Humanities
548 Internet for Librarians		548 Internet for Librarians		548 Internet for Librarians		548 Internet for Librarians