

Library and Information Science

Student Handbook

2013 – 2014



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

The University of Denver *Library and Information Science (LIS) Student Handbook* provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of the MLIS degree and advanced certificates. In addition to this handbook, the student should also refer to the University of Denver Graduate Policies & Procedures available at <http://www.du.edu/currentstudents/index.html> (under the “Academics” tab). In some cases, College and University policies take precedence over the regulations of the *LIS Student Handbook*. It is the student's responsibility to read and understand University, College, and program norms relating to the degree programs, and to complete LIS Program requirements in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees, or other changes in this handbook without advance notice.

Inquiries concerning the Library and Information Science Program should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and edinfo@du.edu. Current students should refer to the faculty/staff contacts listed within this handbook.

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

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PART I: OVERVIEW

General Contact Information

Dr. Clara L. Sitter, Clinical Professor, Library & Information Science Program Coordinator.
csitter@du.edu; 303-871-3587; Room 247 Ruffatto Hall, University of Denver

Dr. Mary Stansbury, Associate Professor; Research Methods & Information Science Department Chair.
Mary.Stansbury@du.edu; 303-871-3217; Room 246 Ruffatto Hall, University of Denver
For assistance in all matters relating to the Research Methods and Information Science (RMIS)

Nick Heckart, Academic Services Associate, Morgridge College of Education
nheckart@du.edu; 303-871-2747

For assistance related to academic records, comprehensive exam registration, graduation application process, and general college support.

Office of Admissions, Morgridge College of Education
edinfo@du.edu; 303-871-2509. For assistance related to admissions.

Student's Academic Advisor (assigned at admission): _____
For assistance in all matters relating to the LIS Program.

In Part III of this handbook, a complete list of faculty and staff associated with the LIS program is provided.

Location

The faculty and staff offices for the LIS Program are located in Ruffatto Hall, home of the Morgridge College of Education, 1999 E Evans Ave, Denver, CO. Most, but not all, of the LIS classes will be held in Ruffatto Hall. There is limited visitor parking in lots near the building. For parking information, consult the Parking and Transportation Department: <https://www.parking.du.edu/default.aspx>.

Accreditation

The Library and Information Science (LIS) Program at the University of Denver has been fully accredited by the American Library Association (ALA) as a provider of the Master's in Library and Information Science (MLIS) degree since June 2004. DU was the first new library program accredited by the ALA in more than 28 years. Programs in good standing are reviewed by ALA every seven years. The most recent review of the DU program by the ALA was in 2011 and resulted in the Program receiving re-accreditation for 7 years.

Program Mission

In an information society, information professionals need skills and knowledge to assume roles of leadership in organizations that provide or rely upon information. The LIS Program offers a distinguished professional education relevant in a rapidly evolving age of information and is based on the practices and underlying theories of information acquisition, organization, transmission, and utilization.

Program Vision

The LIS Program cultivates the knowledge and skills needed to prepare librarians and information professionals to manage and evaluate information effectively, to take leadership roles in information settings, to effectively manage organizational and technological change, and to assist diverse information users in effectively accessing and utilizing information for personal, public, and organizational decision making and problem solving. This high-quality professional education informs relevant, ethical, and effective practice in a rapidly changing multicultural, multiethnic, and multilingual society. Students will be engaged in a student-centered learning environment that focuses on both practice and theory-based principles that prepare them to be critical consumers of research and reflective practitioners. They will participate in scholarly and community-based research, building professional relationships and modeling the behaviors needed to effectively provide service to their communities, meet the needs of underserved groups, and provide library and information services in a rapidly changing technological and global society.

Program Goals

It is the goal of the LIS Program to prepare graduates to serve in public, academic, school, or specialized libraries as well as in business and corporate settings where the effective management of information is crucial. To this end, the LIS Program:

- Enables students to facilitate effective Data-Information-Knowledge transfer, utilizing appropriate technology-based solutions to accomplish the organization, storage, and retrieval of data and information in the creation of knowledge.
- Prepares graduates to effectively serve a diversity of consumers of information.
- Trains students to be reflective practitioners and critical consumers of research.
- Provides the skills that graduates will need to adapt to and effectively manage change in community and global settings.
- Instills in LIS graduates an understanding of and commitment to the high ethical standards of the Library and Information Science profession.

Program Outcomes

Program outcomes are measured by student papers and projects assigned throughout their course of study, as well as by student interaction with faculty and colleagues, professional performance in the Practicum Experience, and the comprehensive exam or Portfolio. MLIS graduates are prepared to:

1. Defend LIS professional ethics and values.
2. Justify the importance of intellectual freedom in a variety of information access situations.
3. Characterize the attributes and value of teaching, service, research, and professional development to the advancement of the profession and personal career plans.
4. Characterize historical, current, and emerging aspects of information organizations and information producers.
5. Distinguish and apply multiple and emerging approaches to the organization of information.
6. Analyze the interaction of individual characteristics and social factors with information environments. Identify, evaluate, synthesize, and disseminate information for a variety of communities and users. Demonstrate the interaction between information users and information resources and how to improve that interaction.
7. Apply current management and leadership theories and practices in the creation, administration, and assessment of services.
8. Demonstrate competency with current information technologies.

9. Demonstrate professional communication skills, work behaviors, and respect for diversity.
10. Critique and construct library, archive, and information science research.

Part II: MORGRIDGE COLLEGE OF EDUCATION POLICIES

All college and program policies are administered under the University of Denver's [Graduate Policy Manual](#), which are considered the minimum requirements for all members of the university community. The University of Denver reserves the right to make changes in the regulations, rules, fees or other aspects of the policy manual without advance notice. The following sections provide additional policy and procedure information specifically affecting Morgridge College of Education (MCE) students and may be more stringent than the policies outlined in the Graduate Policy Manual.

UNIVERSITY OF DENVER HONOR CODE (MCE ADOPTION)

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of the Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff, and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of the Student Conduct, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction.

The University also recognizes its obligation to students who have been charged with but not found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission. The complete text of the *Honor Code* can be found [here](#).

ORIENTATION

Students are strongly encouraged to attend the MCE orientation at the beginning of their first quarter. At this event students will have an opportunity to meet program faculty and staff, as well as members of other MCE programs. The event is designed to provide an opportunity to learn about a variety of college and university support systems, the overview of the student's specific program content and requirements.

ADVISING

Students are assigned advisors upon enrollment in the program. Students are instructed to contact faculty advisors directly to schedule appointments and create coursework plans. Academic advisors will provide clarification of the policies and procedures that are college-wide in their applicability.

APA REQUIREMENT

The MCE requires that students use *The Publication Manual of the American Psychological Association* (currently in its 6th edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics
- many other elements that are a part of every manuscript.

Note: Students conducting arts-based research who want to diverge from the APA style guide should speak with their advisors.

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The [DU bookstore](#) carries the APA Manual, and additional information is available online: <http://www.apastyle.org/manual/index.aspx>

DEGREE PLANNING

Course Descriptions

The DU Course Catalog contains the official, current course descriptions and can be accessed at http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg. Select a term, then select your program.

The Coursework Plan

During the first quarter of study students will develop, with the assistance of the advisor, a plan of study consistent with program requirements to ensure the student understands the sequence of required courses. The signed coursework plan of study and any transfer or waiver request forms will be submitted to the department Academic Service Associate for processing. It is recommended that a copy be retained by both the student and advisor.

Certificate students will submit the initial completed and signed coursework plan no later than the end of the first quarter of enrollment; degree seeking students will submit the course plan within the first 15 credits of enrollment. Sample coursework plans appear in the appendices of this handbook.

Although the initial quarters of enrollment may consist of required courses, students will also confer with the advisor to select electives when appropriate. Course work plans can be amended when deemed necessary by the student and advisor. To ensure that approved changes are honored at the time of degree evaluation, a revised, fully signed and dated coursework plan must be submitted to the department Academic Service Associate. This document will replace the original plan.

Waiver or Substitution of Courses

If the advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver or substitution by completing the form found at this link:

<http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf>

Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed course work plan.

Transfer of Credit

Degree seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a 45 credit hour Master's degree is generally limited to 10 quarter hours. Transfer credit toward a 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the [Graduate Studies Policy Manual](#), section 4.3.i.

Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the advisor, will initiate a request to transfer-in credits by completing the form found at this link: <http://www.du.edu/media/documents/graduates/transfer.pdf>

This form must be signed by both the faculty advisor and the Department Chair.

Non-MCE Courses

Degree-seeking students in the MCE are sometimes advised to take classes in other units on campus to complement the course work completed within the college. Please note that courses taken at University College will not be counted as part of the degree unless the course approved by the advisor has been certified to be one level above the student's degree, and has been approved in writing by the MCE Dean. Written approval, signed by both the advisor and the Dean must be obtained prior to taking the course, and submitted with a revised coursework plan to the department Academic Service Associate.

ENROLLMENT REQUIREMENTS

Degree-seeking students must be in active status and enrolled for consecutive terms, fall through spring. Enrollment may consist of registration for courses, thesis credits, or dissertation credits.

Student Status

Unless a student is on an official leave of absence, a student's status is rendered inactive after one quarter of non-enrollment. Inactive students will not be able to register for courses and will need to contact the Office of Graduate Studies (gst@du.edu) to request a reactivation form and, if applicable, pay any continuous enrollment fees owed for previous quarters. Complete information regarding leaves of absence is found in the [Graduate Policy Manual](#). The form is found at this link:

<http://www.du.edu/media/documents/graduates/personalleave.pdf>

Provisional Admission Status

Students who are admitted with some deficiency in undergraduate training, incomplete credentials, or low GPA are admitted with provisions. The student status of individuals admitted with provisions will be changed to regular status as soon as the conditions governing this type of admission have been met. In general, provision related to incomplete credentials must be satisfied no later than the sixth week of the first quarter

of enrollment. Provisions related to deficiencies in undergraduate training or low GPA must be met within the first quarter of enrollment. Students will refer to the letter giving the offer of admission for specific provisions and the completion timeframe set by the MCE. Unmet admission provisions will result in a registration hold on the student's account.

MCE Grading Scale (Approved February 2013)

Grades submitted by instructors at the end of the term are final and are not subject to change by reason of revision of judgment on the part of the instructor. Grades cannot be changed on the basis of second trial, such as a new examination or additional work undertaken or completed after the original grade has been submitted.

Any student whose overall grade point average falls below a 3.0 will be placed on probation. Upon program notification, the student must meet with the advisor to develop a plan of improvement. After three (3) consecutive quarters of deficit, the student may be recommended for termination from the program.

A	4.0 = 93-100
A-	3.7 = 90-92
B+	3.3 = 87-89
B	3.0 = 83-86
B-	2.7 = 80-82
C+	2.3 = 77-79
C	2.0 = 73-76
C-	1.7 = 70-72
D+	1.3 = 67-69
D	1.0 = 63-66
D-	0.7 = 60-62
F	0.0 = 59 & below

Professionalism

The MCE prepares students for professions which require a deep knowledge of content and pedagogy, as well as a commitment to mutual wellbeing. Therefore, the Morgridge College of Education expects all students, staff and faculty members to act in a professional manner in all interactions and communications (email, phone, and face-to-face) throughout the program and in every program related setting: classes, schools sites, community settings, in-services, and program meetings. The following behaviors will never be tolerated in any of these settings and any evidence of the display of such may lead to probation or immediate dismissal from the program:

1. Verbal or personal attacks including: bullying, belittling, mocking, or ridicule.
2. Discriminatory, derogatory, or inflammatory language intended to demean and dehumanize.
3. Disrespect of any student, teacher, faculty member, administrator, parent, or other person at the partnership sites.

Reasons for Probation and Dismissal

Students who do not adhere to University/MCE/program policies may be placed on probation and may be dismissed from the program. While such instances are rare, should they occur, students will be contacted by their advisor and informed *specifically and in writing* of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, safety concerns, and/or ethical violations. *Students will be asked to respond to these concerns personally and in writing.* Decisions regarding probation or dismissal will be made by the program coordinator and the appropriate faculty in consultation with the MCE Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

Time to Degree

The MCE faculty are committed to working closely with students to facilitate their academic progress. As part of this process, faculty regularly review all students' work to assess their progress toward the degree. Assessment is based on a review of coursework, independent work, and other relevant criteria such as demonstrated competence in writing and critical thinking. In addition, in order for students' knowledge to be current, and to pursue research on timely problems that will advance the field, it is expected that all students will make steady progress toward completion of degree requirements.

MCE students are expected to complete degree requirements within the following number of years of beginning their programs, as measured by the matriculation into the degree program:

- Certificate students – three years
- Master's candidates – five years
- Doctoral candidates – seven years

Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The student initiates the petition via webCentral and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request.

Petition procedures and instructions are detailed in the [Graduate Studies Policy Manual](#).

Video- and Audio-Taping Policy

The MCE partners with many K-12 schools to support students in the completion of internship and/or practicum requirements. While in these schools, it is not uncommon for MCE students to record their interactions with students and use the recordings as a tool for improving their teaching practice. *Before conducting any recording*, students will consult with the host school administration regarding the school/district regulations.

Students are also required to adhere to the MCE Video- and Audio-Taping Policy when conducting any recording activities. The document supporting this policy (Procedures/Checklist for Recording Video and Audio in Classrooms) is found on the MCE website.

Graduation

Completing a degree in the Morgridge College of Education (MCE) deserves celebration; the university and the MCE applaud your hard work and great accomplishment.

In order for your degree to be conferred (appear on the transcript) students must apply to graduate. This application must be submitted at least two quarters prior to the intended date of graduation. Information regarding the application process, including critical time lines and deadlines/calendars, can be viewed at this link: [Graduation Information](#). Step-by-step directions can be viewed at this link: [Graduation Application Instructions](#). Failure to file the application on time will automatically delay the date of graduation to a subsequent quarter.

MORGRIDGE COLLEGE OF EDUCATION OPERATIONAL PROCEDURES

Procedure for Student Booking Study and Meeting Spaces

Katherine A. Ruffatto Hall (KRH) is a state-of-the-art learning space. We are fortunate to work and learn in a lovely and versatile building which has been designed to facilitate all forms of learning. Within KRH there are several large classrooms and there are many smaller spaces that are available for students to use for individual study and/or small group work.

The MCE utilizes a computerized room scheduling system, [25Live](#). This system is open for students to book the following spaces for academic-related activities in KRH:

- KRH 124 (turret room East – Capacity 6)
- KRH 134 (turret room West – Capacity 15)
- KRH 203 (small conference room – Capacity 8)
- KRH 206 (turret room East – Capacity 14)
- KRH 234 (turret room West – Capacity 12)
- KRH 334 (turret room West – Capacity 12)

Students who are interested in scheduling a room for studying or to meet with a small group, will find directions, FAQs, and login information by going to the Resources tab in webCentral. Go to the box labeled *Space, Event, and Library Study Room Requests*. Click on the *Campus Space and Event Requests* link and use your webCentral username and password to log into 25Live.

Room Reservation TIPS:

- For best results, review the instructions on webCentral first.
- Fill out every field within the online form or the system will refuse your request.
- Once you have requested a room, you will receive an email stating the request has been processed - **this is NOT the confirmation**. The confirmation will come in a separate email message.
- Plan ahead: requests are not processed immediately. Requests must be submitted a minimum of 24 hours in advance of the event, and best results will be achieved by placing your request 48 hours in advance.
- Classroom space has first priority: no reservations will be processed until all MCE classes have been scheduled.

- Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are rarely available for student scheduling.
- Plans change. If you have to cancel a reservation you will need to work directly with MCE Technology Support, 303-871-3222, as the cancellation cannot be completed online.

All classrooms have layout diagrams posted within the room. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had.

Technology Support Procedures

The Technology Team's mission is to support Morgridge College of Education students, faculty, and staff with university-related technical services listed here.

Computer Lab Support

- Printing and scanning assistance, including trouble-shooting
 - Student ID cards are loaded with a \$50 printing allowance each quarter. DUNet printers available for use are located in the computer lab and in the 2nd floor turret room behind the student locker bank.
 - The Technology Team will be responsible for replacing paper, toner cartridges, paper jams, staples and minor hardware/software questions.
 - Problematic print jobs should be presented to the Technology Team for coordination with UTS.
- Lab Hours and Assistance Available
 - Lab hours are posted on the door of the 210 computer lab.
 - Lab Monitors are available in the 210 computer lab during most evening hours and on Saturdays to help with minor printing and software issues
 - For all other issues, please contact a member of the Technology Team at 1-3222 or in KRH 212.

Student Technology Support

All student computer technical support issues are currently handled by UTS and questions should be directed to 303-871-4700 or by visiting the UTS help desk. Services include:

- DU wireless configurations for all students' personal laptops should be done with the assistance of UTS. UTS can be reached at 303-871-4700 or by visiting the UTS helpdesk at the [Anderson Academic Commons](#).
- Account help with Blackboard, webCentral, wireless setup.

MCE offers an equipment check-out and usage training program designed for students to use in order to complete equipment requirements for various courses. Please check with the Tech Team in the computer lab regarding availability. In order to gain access to this equipment, student DU identification number, student program name, phone number and an expected return date for all items will be required.

- Available equipment includes laptops, MAC adaptors, video cameras, digital audio recorders, and transcription machines, along with many other miscellaneous devices. The resources are housed in the MCE computer lab room #210 and can be checked out from the technology team. Technology team members are available to help train students to use the equipment and make suggestions on which equipment best suits the student's need.
- MCE students may check out equipment for a maximum of 3 days. If not returned after 3 days, the student will be charged \$20.00 per day until the item is returned. In the event that the

equipment is not returned, the MCE Technology Team can request that the student's diploma be held until the matter is settled. The Technology Team also reserves the right to refuse equipment check-out to students who fail to abide by these policies.

Event Support

The Technology Team is also responsible for supporting all events in KRH. If you are interested in hosting an event at MCE you must first reserve the space online. Go to <https://25live.collegenet.com/du/> and sign in using your DU ID and passcode (same as webCentral login), and then select Create an Event. All MCE faculty, staff and students can request a space for an event in KRH. All room requests should be submitted at least five (5) business days prior to the event. Classes are booked through the department Academic Services Associate. Only events sponsored by the MCE, Disability Services, and Learning Effectiveness Program are reserved via this form. All other departments and organizations must contact Conference and Event Services at 303-871-4333 or email events@du.edu.

- Room reservations do not include catering, parking, set-up/clean-up, or event support.
- For setup questions call Conversion Services at 303-871-3298
- For Catering call DU Dining at 303-871-4410
- For Audio Visual Support email mce.support@du.edu or call 303-871-3222

Event requests can only be processed for terms in which classes have been assigned spaces. Event requests for each term will be processed as follows:

- Winter Quarter – first week of November
- Spring Quarter – third week of February
- Summer Quarter – second week of April
- Fall Quarter – first week of September

Events spanning multiple terms (i.e., a monthly meeting occurring throughout the academic year) must be resubmitted for each term. Do not submit event requests more than 3 weeks prior to the dates listed above. For questions, please contact the MCE Room Scheduler, 303-871-3222. If you need to change or cancel an event please reply to your confirmation email and include the Reference Number.

Quick Forms for Students and Advisors

Exceptions to Academic Policy/Extension of Program—Refer to the Graduate Studies Policy Manual for descriptions of academic exceptions: <http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>

- The application portal for Academic Exceptions is found in WebCentral on the MyWeb tab, Student and Financial aid section.

Application for Graduation—Application deadlines occur on the first day of the quarter before the student will graduate.

- The graduation application portal is found in WebCentral on the MyWeb tab, under Student and Financial Aid.

Application for I (Incomplete) Grade—This form is initiated by student following a careful review of the conditions on page two of this form. If approved, the instructor will assign a grade of “I” and an expiration date. All incompletes not changed to grades in one year default to a grade of F.

- This form is found at http://www.du.edu/registrar/forms/Incomplete_application.pdf

Waiver or Substitution of Courses. Waived courses do not reduce the number of credits required for degree completion. The student may request a waiver or substitution of a course by completing the form found at this link:

- <http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf>

Application for Independent Study/Directed Study/Dissertation Research—The PhD student initiates this form each quarter. Both the student and the instructor (for independent or directed study) or the student's faculty advisor (for dissertation research) sign it before it is submitted to the Registrar.

- This form is available at <http://www.du.edu/registrar/forms/independentstudy.pdf>

Transfer of Credit—Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. Transfer requests are initiated by the student's completion of this form

- This form is available at <http://www.du.edu/media/documents/graduates/transfer.pdf>

Continuous Enrollment (CE) Approval Form—The qualified student initiates this form prior to the beginning of fall quarter each year. The student, the student's faculty advisor, and the Department Chair sign it before it is submitted to Graduate Studies for approval.

- This form is found at <http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>.

Reserving a room in the MCE—<https://25live.collegenet.com/du/>

Part III: LIS PROGRAM REQUIREMENTS

Master of Library and Information Science Degree

Core Curriculum and Specializations

Coursework Overview

The MLIS Program is designed to have both academic and experiential learning components. Each approach is essential to professional preparation and completing a graduate degree. The following review of learning experiences gives an overview of the purpose of these degree components.

The Master of Library and Information Science Degree (MLIS) is made up of 58-quarter hours of classes and field-based coursework. In addition to the LIS Core courses and requirements, MLIS students may focus their studies by selecting courses that support a specialization in areas such as Archives and Special Collections, , Early Childhood Librarianship, Law Librarianship, Information Technology, and Reference Services as well as other areas. In prior years, students were required to select a concentration with specific coursework requirements. Concentrations are no longer required for the degree except for the area of School Libraries. The School Libraries concentration with corresponding required courses remains in effect because of state licensure requirements.

In collaboration with the academic advisor, students will select courses that best suit their career goals and interests. For areas other than School Libraries, students are not required to choose a particular configuration of electives. However, the academic advisor may strongly encourage students to take certain courses in order to be best prepared for the professional workforce.

Course descriptions for all LIS courses, a Coursework Plan form, and Specialization Guidesheets are found in the Appendices.

Library and Information Science Degree Core and Specialization Electives comprise a major segment of the degree program. Students will learn about the LIS profession in its many aspects: administration, reference and user services, information technology, archives and special collections, school libraries, knowledge management, and other areas. Core courses provide theoretical knowledge, professional skills, and technical competencies. Elective courses build upon the fundamental concepts of the core courses and bring specialized content that is conceptual as well as practical.

Morgridge College of Education Research Requirement (RMS 4900 Education Research and Measurement) provides the student with the ability to understand and develop educational and library research projects. While only one course is required, students are encouraged to take other courses to increase their understanding of research in the LIS field.

Culminating Experience Options: Practicum or Capstone

The Practicum experience is a supervised opportunity that provides academic credit and experiential learning. This applied experience prepares students to begin entry- and mid-level positions within the information environments. It is expected that most students in the master's program complete a practicum, even those with previous or current library or archives experience. Faculty supervisors provide regular individual feedback on the student's practical experience in the work setting, discuss the student's progress with practicum field mentors, and provide appropriate group exploration of issues related to library professionals. The practicum experience totals 4 credit hours. Enrollment in the Practicum requires that the student has completed all core courses and a minimum of 38 quarter hours. Most students take the Practicum during the last one or two quarters before graduation. Students select their own Practicum sites. Some locations are more selective than others and may require formal application procedures. The *Practicum Handbook* is available on the LIS website. LIS 4910 Practicum Experience (4 qtr. hrs.) is the course for all students except School Library Concentration. School Library students take both LIS 4911 Elementary Practicum (2 qtr. hrs.) and LIS 4912 Secondary Practicum (2 qtr. hrs.) instead of LIS 4910.

The Capstone course is an option for those students who have substantial library or archives experience at a supervisory level and who expect to continue their professional path in the same or similar organization. In addition, the Capstone course is a suitable option for those students who expect to conduct research in their professional career, such as those in academic libraries. The range of possible Capstone projects is extensive and is an individual choice. However, all Capstone projects require a substantive, original effort which is likely to involve the collection of data in some form. A student who chooses the Capstone course in consultation with the academic advisor may elect to also complete a Practicum. The *Capstone Handbook* is available on the LIS website. Students considering the Capstone option must consult with their academic advisor at least two quarters before the Capstone course is taken. LIS 4901 (4 qtr. hrs.)

LIS Courses

MLIS Required Courses (28 qtr. hrs.)

Students should take their core courses as soon as possible (except for the Practicum or Capstone) because these courses present foundational concepts that are key to success in electives. In particular, LIS 4000 and LIS 4015 should be taken in the first quarter of study.

Required Courses are:

LIS 4000 Foundations of Library, Archival, and Information Sciences (4 qtr. hrs.)

LIS 4010 Organization of Information (4 qtr. hrs.)

LIS 4015 User and Access Services (4 qtr. hrs.)

LIS 4050 Library and Information Technologies (4 qtr. hrs.)

LIS 4040 Management of Information Organizations (4 qtr. hrs.)

LIS Practicum or Capstone (4 qtr. hrs.)

RMS 4900 Education Research and Measurement (4 qtr. hrs.)

Electives (30 qtr. hrs.)

The electives serve to provide exposure to content and experiences that will develop expertise in a particular area and prepare the student for professional practice. Some students may want exposure to a broad array of concepts and experiences; others may wish to develop a tightly focused expertise. By working closely with the academic advisor, students will be able to choose electives that best meet their professional goals.

In addition to the LIS elective courses, students may also choose electives within the Morgridge College of Education or other programs at the University of Denver. Students must secure faculty advisor approval for any elective specialty beyond those listed here. Students should refer to the appropriate program catalog for authoritative information on courses offered outside of the LIS Program and are responsible for meeting prerequisites for those courses. Examples of other program areas include: Higher Education; Curriculum and Instruction; Research Methods and Statistics; Museum Studies; and, the DU Publishing Institute (<http://www.du.edu/pi/>).

School Libraries (SL) Concentration

The DU School Libraries (SL) Program is approved by the Colorado Department of Education (CDE). A concentration in School Libraries prepares students to work with children and young adults in K-12 school libraries as well as youth services departments in public libraries. Colorado endorsement as a Teacher-Librarian requires applicants to have a valid teaching credential, one year of classroom teaching and pass the *Place Exam* (School Librarian endorsement is available for applicants without classroom teaching experience. Recommendation for the added endorsement as a school librarian is made by the DU LIS Program, but endorsement is granted by the State of Colorado. Individual State requirements vary and may include teaching experience and media examinations in addition to a valid teaching credential. Students should consult with the Colorado Department of Education for the most updated endorsement requirements. Dr. Clara Sitter of the LIS faculty is the primary contact for this specialization.

Required Core: 28 qtr. hrs.

LIS 4000 Foundations of Library, Archival, and Information Sciences (4 qtr. hrs.)

LIS 4010 Organization of Information (4 qtr. hrs.)

LIS 4015 User and Access Services (4 qtr. hrs.)

LIS 4050 Library and Information Technologies (4 qtr. hrs.)
LIS 4040 Management of Information Organizations (4 qtr. hrs.)
LIS 4911 and 4912 Elementary and Secondary Practicum (2 hrs. each for total of 4 qtr. hrs.)
RMS 4900 Education Research and Measurement (4 qtr. hrs.)

Required Classes: 18 qtr. hrs.

LIS 4060 Reference (3qtr. hrs.)

LIS 4070 Cataloging (3 qtr. hrs.)

LIS 4321 Collection Management (3 qtr. hrs.)

LIS 4510 Children's Materials & Services (3 qtr. hrs.)

LIS 4520 Young Adult Materials and Service (3 qtr. hrs.)

LIS 4500 Early Childhood Materials & Services or LIS 4350 Adult Materials & Services (3qtr. hrs. each)

Electives: 12 qtr. hrs.

Certificate of Advanced Study in Law Librarianship

In addition to the MLIS degree, the LIS program offers a Certificate of Advanced Study in Law Librarianship. The Certificate of Advanced Study in Law Librarianship prepares students who already hold a Masters of Library and Information Science or Juris Doctorate degree to meet the unique challenges faced by professional law librarians. Students will gain a professional understanding of the complexity of the law, its marriage with interdisciplinary subject areas, and its dependence on both print and electronic mediums. The certificate will allow students to take courses designed to promote the competencies required of professional law librarians. The certificate will emphasize education and experience in the legal field as well as librarianship. The 18 credit hour certificate consists of a minimum of 6 courses in legal resources and complementary classes.

Academic Advising

Academic advising is a shared responsibility of the student and the faculty academic advisor. Ultimately, the completion of degree requirements and submission of all necessary documentation is the student's responsibility. It is the faculty advisor's responsibility to provide the student with accurate information about degree and program requirements, as well as professional guidance. When a student is admitted to the LIS Program, an academic advisor is assigned. All LIS faculty are prepared to advise students in their selection of courses, filing of the Coursework Plan, and other program requirements. The academic advisor works with the student to complete and approve the Coursework Plan, select the Practicum or Capstone option, and submit necessary documentation for transfer credits or other coursework-related documentation. The academic advisor also guides the student in development of the student's professional goals. All of the LIS faculty are available for career guidance. However, only the academic advisor should give the student academic program advice and approvals. Faculty members generally work on nine-month contracts during the regular academic year. During the summer, students may need to work with the Library and Information Science Program Coordinator if their advisor is not on campus. The LIS Advising Checklist for Students (below) indicates the necessary advising activities and chronology.

LIS Advising Checklist for Students

Students will be assigned an advisor when they are admitted to the program. The advisor will remain in place for the duration of the degree. This does not eliminate the opportunity for students to discuss careers, classes, etc. with other faculty members but the initial assignment will remain.

Student Expectations and Preparation

Students are responsible for scheduling and attending meetings with their advisor. Failure to meet on scheduled times may result in a delay in graduation. Arrange meetings with your advisor. Every meeting (after the first one) students should take a copy of the Coursework Plan and an informal transcript.

- **1st Quarter**—*Purpose:* Prepare Coursework Plan; transfer credits; general advising. *Preparation:* Transcript and course description for courses to be transferred to LIS program.
 - _____ (date completed)
- **1st/2nd Quarter interim**— *Purpose:* Grade check; general advising as needed. *Preparation:* Students bring a copy of the Coursework Plan and an informal transcript.
 - _____ (date completed)
- **3rd Quarter (24-28 hours)**— *Purpose:* Annual review; general advising; plan/ideas for Culminating Experience; set dates for completion of the degree including the comprehensive exam. *Preparation:* Students take a copy of the Coursework Plan and an informal transcript; forms for Application for Graduation, and Culminating Experience as appropriate.
 - _____ (date completed)
- **5th Quarter (40-45 hours)**— *Purpose:* Discussion of Culminating Activity (Practicum or Capstone); Comprehensive exam schedule; Graduation application; general advising. *Preparation:* Students take a copy of the Coursework Plan and an informal transcript; forms for Application for Graduation, Comprehensive Exam, & Culminating Experience as appropriate.
 - _____ (date completed)
- **Last Quarter**— *Purpose:* Final check before graduation; incompletes; Comprehensive Exam; Culminating Experience completed; general advising. *Preparation:* Students take a copy of the Coursework Plan and an informal transcript; forms for Application for Graduation, Comprehensive Exam, & Culminating Experience as appropriate; contact information post-graduation, placement services.
 - _____ (date completed)

If students miss a quarter of continuous enrollment, other than summer, they should inform their advisor and fill out any necessary paperwork.

Student _____ Advisor _____

Grade Requirements

A satisfactory quality of achievement with a grade point average of B (3.0) or better is required by the LIS Program in graduate coursework counted toward the degree. The average is determined on the basis of the University's grading system. Credits carrying below a "B" will not be accepted by the LIS program as meeting degree requirements. Any student whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended or dismissed. The Graduate Student Records Office informs the Morgridge College of

Education in writing at the end of each quarter when a student's cumulative GPA falls below 3.0. It is the LIS Program's responsibility to inform the student. The student must contact his or her advisor to develop a plan designed to remedy the academic deficits. After two consecutive quarters of deficit, the student will be dismissed from the LIS program.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit. The candidate's status is subject to review at any time.

Incomplete Grade Policy

Students with three (3) incompletes will not be allowed to take additional classes until they have fewer than three incompletes. It is the student's responsibility to follow up with an instructor in terms of removing an incomplete. After one calendar year following the term of registration for the course, the Incomplete automatically reverts to a grade of F.

Portfolio Requirements

New students entering the 2013-2014 academic year will have an extensive Portfolio as a replacement for the LIS comprehensive exam. Artifacts from each core class and most electives will make up the portfolio as well as other documents and personal statements.

Final Comprehensive Examination Requirement for Students in the Program before summer 2013

The comprehensive examination is intended to provide an opportunity for students to demonstrate their ability to integrate, synthesize, and make meaning of the knowledge they have gained during their program of study. Designed as a reflective exercise that emphasizes the student's ability to utilize knowledge and skills in a compressed time frame, a final examination enables the student to certify that he or she has gained sufficient knowledge and professional expertise to begin or continue employment in an information environment. Registration is required and students are responsible for timely registration, according to University deadlines. The comprehensive exam is given in the fall and spring quarters. Consult Nick Heckart, Academic Service Associate, nheckart@du.edu (Ruffatto Hall 251): <http://www.du.edu/education/resources/current-students/exams.html>.

Reasons for Probation and Dismissal

1. Violation of the DU Honor Code: Please refer to the DU Honor Code at <http://www.du.edu/studentlife/studentconduct/honorcode.html>
2. Cheating: Most students understand that copying another student's answers on a test, copying another student's paper, stealing copies of a test, using forbidden material on a closed book test, etc., are included in the typical definition of academic cheating. Again, as students you should know such behavior is unacceptable and, according to the DU Honor Code, are grounds for placing a student on probation or dismissing them from the University. In the Master's of Library and Information Science Program at the University of Denver, we have tried to maintain an atmosphere of student cooperation. As a result, students are often encouraged to work together on projects or to prepare for tests.

Students prepare together for exams and often share notes, references, etc. It is tempting in the guise of friendship to pass on to new students copies of old assignments knowing that a professor will often use similar materials and questions in future years. It is also tempting for new students to borrow

copies of old assignments. Such behavior is, however, unfair to other students who do not have friends from whom to borrow assignments, to the student whose work is being borrowed without credit, and to the student who is borrowing the assignment since they do not have to do the learning involved in working through the assignment on their own. As a result, the faculty will consider such behavior to be cheating and it will be treated like other forms of cheating specified in the first paragraph.

3. Plagiarism: It is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2000) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable in our Program to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.

4. Lack of Academic Progress: It is expected that students make reasonable and consistent progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on probation and/or dismissed from the program.

5. Lack of Professionalism and Unethical Behavior: As students or professionals, librarians, information specialists, and archivists are expected to follow the ethical principles that are explained in Part IV of this handbook. Failure to abide by these standards while enrolled as a student in the LIS program will lead to probationary status and may be grounds for dismissal from the program.

Students who are not functioning effectively in academic, ethical, interpersonal, or practice areas or if students who are deemed unable to perform the duties of a library and information science professional will be advised of deficiencies and required to remediate them. They may also be placed on probation. If remediation is not successful as determined by the faculty, students may be dismissed from the program.

While it is not expected that a student will be dismissed from the LIS program, the above examples are illustrative of unacceptable behavior for successful completion of the program. While not exhaustive, these examples are provided to apprise all students of unacceptable behavior(s).

Due Process

When students do not follow program or university policies, they may be placed on probation and ultimately dismissed from the program. While these instances are rare, should they occur, due process procedures will be followed. Students will be informed in writing if they are placed on probation and will have the right to appeal the decision. In other words, students have a right to know specifically and in writing the concerns the faculty have in regard to their academic progress, their interpersonal or practice effectiveness, their attendance, or their ethical behavior. Second, students have a right to respond to those concerns, personally or in writing. Third, students have a right to appeal the faculty's decision.

If they wish to appeal the faculty's decision, that appeal and the reasons for it should be submitted to the faculty in writing, with a copy to the LIS Program Coordinator, Dr. Clara Sitter. Once a decision has been made regarding the appeal, students have a right to know the basis for the decision. If students remain dissatisfied, the usual University appeal procedure should be followed (i.e., the RMIS Department Chair of the Morgridge College of Education should be contacted).

Grievances

If a student has a grievance involving another student or a faculty member, it is preferable for the student to work it out with that person. Students' advisors, the Program Coordinator, and the Department Chair may act in a consultative role in this process. If student cannot work out the grievance directly with the faculty member or student, the student may direct his/her concern to the Department Chair personally or in writing. If the grievance is not solved to the student's satisfaction, the student may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. The process is outlined in the Graduate Policy Manual: <http://www.du.edu/currentstudents/index.html> (under the "Academics" tab).

PART IV: PROGRAM, COLLEGE, and UNIVERSITY OFFICES, PERSONNEL, AND RESOURCES

Library and Information Science Student Associations

Professional associations and networks are essential to the socialization and support of LIS graduates. All LIS students automatically become members of DU's Library and Information Student and Alumni Association (LISSAA). LIS has student chapters of the American Library Association (ALA), the Society of American Archivists (SAA), the Special Library Association (SLA) and the American Society for Information Science & Technology (ASIS&T). These associations assist students in their graduate experience by providing support and encouragement to students throughout the master's and certificate experience. Planned activities provide opportunities to meet and network with LIS professionals at the local, regional, and national levels. Groups meet outside of class to pursue research, and provide for further learning and student support. Visit morgridge.du.edu/programs/library-and-information-science/ for further information, and sign up for *Libschool-L*, the LISSAA distributed email list at <https://listserv.du.edu/mailman/listinfo/libschool-l>.

College of Education Student Association (COESA)

The College of Education Student Association (COESA) promotes unity in the college and augments personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students studying in the college an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field. (See page 20 for a list of COESA officers.)

Library and Information Science Faculty

Full-time faculty in the Library and Information Science Program include:

Shimelis Assefa, MS, Information Science, Addis Ababa University, Ethiopia; PhD, Information Science, University of North Texas. Dr. Assefa has extensive experience in the field of library and information systems combining teaching, research, and practice at university and international organization settings. Before joining the LIS faculty at DU, he held different positions including Lecturer, Systems Librarian, Chief Medical Librarian, and consultant at Addis Ababa University (Ethiopia), University of North Texas, San Jose State University, United Nations Economic Commission for Africa, and the African Union. His teaching and research interests include library and information technologies, information science, web content management, information seeking behaviors, information access and retrieval, medical libraries, and teaching and learning with technology. His current research focuses on the application of bibliometric methods to understand the domain of STEM education; scholarly communication with a focus on the speed of knowledge diffusion and innovation

from research findings to application; information seeking behavior of low-income communities; and productivity and efficiency measures of health sciences libraries.

Krystyna Matusiak, MLIS, PhD, University of Wisconsin-Milwaukee. Dr. Matusiak's areas of research include digital library development and evaluation, image indexing and retrieval, information seeking, digital literacy, and user studies in the digital environment. Dr. Matusiak designed and managed over 20 unique digital collections featuring maps, images, architectural drawings, artist books, monographs, oral histories, and video. She has practical experience in all aspects of digitization process including scanning, image processing, metadata creation, Web design, usability testing, and working with content management systems.

Heather Ryan, MLIS, University of Denver; PhD, University of North Carolina at Chapel Hill, expected early 2014. Ms. Ryan's areas of research and teaching expertise are in digital preservation, data management, digital collection management, and archives. She managed two IMLS-funded projects (*DigCCurr II: Extending an International Digital Curation Curriculum to Doctoral Students and Practitioners*, and *Closing the Digital Curation Gap: An International Collaboration to Integrate Best Practice, Research, Development, and Training in Digital Curation*), and one NSF-funded project (*Curating for Quality: Ensuring Data Quality to Enable New Science*). Ms. Ryan is a member of the American Library Association (ALA), the Association for Information Science & Technology (ASIS&T), the Association for Computing Machinery (ACM), the Association for Library and Information Science Education (ALISE), the Institute of Electrical and Electronic Engineers (IEEE), the Long Now Foundation, the Open Planets Foundation (OPF), and the Society of American Archivists (SAA).

Clara L. Sitter, MLS, The University of Texas at Austin; PhD, University of Colorado Boulder. Dr. Sitter is currently LIS Program Coordinator. She has more than 30 years of professional library experience in academic, public, school, and special libraries. She served as library faculty at Amarillo (TX) College, West Texas State University, The University of Texas at Austin, and the University of Alaska Anchorage. Dr. Sitter was a school librarian for 17 years and worked in academic libraries for 18 years. She has experience in reference, collection development, cataloging, and administration. Research interests include special collections, database instruction, user needs, and library history. She has authored books, articles, and chapters. She has been an active member of professional associations including serving as president of the Alaska Library Association, member of the ALA Council, and various committees and editorial boards. She is a member of the Colorado Association of Libraries (CAL); Association of Library & Information Science Education (ALISE); and the American Library Association (ALA), including many divisions and roundtables.

Mary Stansbury, MLS, PhD, Texas Woman's University, is currently chair of the Research Methods and Information Science (RMIS) Department in the Morgridge College of Education. Dr. Stansbury's areas of teaching and research expertise include reference services, information policy, information and communications technology access and equity, and health information seeking behaviors. She has worked as an elementary school librarian, a special librarian, and served as a public library trustee. Dr. Stansbury is co-author of *Virtual Inequality: Beyond the Digital Divide* and was co-principal investigator of an IMLS-funded research project on health information seeking behaviors of older adults. She is currently the PI on the IMLS-funded Early Childhood Librarianship project. She is an active member of the Colorado Association of Libraries, Mountain Plains Library Association, Association of Library & Information Science Education, and the American Library Association. Mary is a member of the ALA Committee on Accreditation.

University of Denver Faculty – Morgridge College of Education Research Methods & Statistics (RMS) Faculty

- Kathy Green, PhD
- Duan Zhang, PhD
- Nick Cutforth, PhD
- Antonio Olmos-Gallo, PhD

The LIS Program also benefits from the dedication and expertise of professors and instructors who teach on an ongoing basis. Adjuncts (part-time faculty) are highly qualified practitioners and specialists, working in the field in various capacities, who share their expertise with LIS students. Anderson Academic Commons librarians and Westminster law librarians regularly teach and mentor students in the public and technical services tracks and provide opportunities for internships, practicum experiences, and service learning.

Adjunct Faculty

- Scott Brown
- Dan Cordova
- Melissa Depper
- Kim Dority
- Martin Garnar
- Julie Herrera
- Megan Kinney
- Jamie LaRue
- Alex Martinez
- Stephanie McCutcheon
- Sharon Morris
- Jeremy Nelson
- Joanna Nelson
- Karen Neville
- Priscilla Queen
- Joseph Sanchez
- Jeff Sauro
- Keith Schrum
- Brian Schwartz
- Jamie Seemiller
- Tara Bannon Williamson

University of Denver Librarians Teaching LIS Courses

Anderson Academic Commons Faculty

- Christopher Brown
- Steve Fisher
- Carrie Forbes
- Joseph Kraus
- Erin Meyer

Westminster Law Librarians

- Karina Condra
- Peter Kersten
- Mark Popielarski

Advisory Board

The Advisory Board of the LIS Program is a body of experienced, influential, and highly connected professionals who represent major employers, libraries, and corporations in Colorado and the Rocky Mountain Region. Their role is to advise the LIS Program with regard to advances and trends in the LIS profession, both regionally and nationally, and to serve as a sounding board for changes in curriculum and Programmatic directions.

- Camila Alire, Past President, American Library Association; Dean Emeritus, University of New Mexico and Colorado State University libraries
- Nancy Allen, Dean, University Libraries, University of Denver
- Nancy Bolt, Consultant, former Deputy Commissioner for Education and State Librarian of Colorado.
- Steve Fisher, Associate Professor/ Curator of Special Collections and University Archivist, Anderson Academic Commons, University of Denver
- Gene Hainer, Assistant Commissioner for Library and Adult Education - Colorado State Library
- Paula Miller, Executive Director, Pikes Peak Library District

Morgridge College of Education Office of Admissions

To meet the requirements of the MLIS and to receive information about financial assistance, students are encouraged to work closely with MCE staff, especially in the Office of Admissions, located on the first floor of Katherine A. Ruffatto Hall in the east wing, 303-871-2509. Kristina Coccia (Kristina.Coccia@du.edu) generally works with LIS students.

Academic Services

For questions related to academic requirements, contact Nick Heckart, Academic Services Associate, nick.heckart@du.edu or 303-871-2747 (Ruffatto Hall 251). Nick can provide essential assistance in submitting forms related to coursework and in understanding college and university academic policies. However, the LIS faculty member assigned as the Academic Advisor should be the primary resource for decisions related to choice of courses.

PART V: ETHICAL CODES AND PROFESSIONAL STANDARDS

All degrees at the University of Denver are accredited through the North Central Association of Colleges and Schools. The University Honor Code governs all students and faculty at the University of Denver. In addition, Library and Information Science students are expected to adhere to the academic and professional expectations and standards of professional associations such as the American Library Association (ALA), the Association of College and Research Libraries (ACRL), and the American Association of School Librarians (AASL). Failure to comply with these expectations may be construed as unprofessional behavior and can result in dismissal from the program.

Student Responsibilities

In addition to following the University of Denver Honor Code and behaving according to the professional ethical standards of our field (see below), students are expected to take responsibility for their success in the program. The LIS faculty are responsible for supporting all students' efforts in achieving success, but, ultimately, success is the student's responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field. If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

Professional Norms and Standards

The Library and Information Science Program is accredited through the *American Library Association*, and expects its students and faculty to abide by the *ALA Code of Ethics* and the behavioral norms and standards of the Association's various divisions. Expectations regarding professional behavior, codified by other professional associations, are also respected and adhered to as appropriate. These include, but are not limited to, the national associations listed below along with their regional and State divisions and chapters:

American Association of Law Libraries (AALL)
American Association of School Librarians (AASL)
American Society for Information Science and Technology (ASIS&T)
Medical Libraries Association (MLA)
Society of American Archivists (SAA)
Society of Competitive Information Professionals (SCIP)
Special Libraries Association (SLA)

American Library Association Code of Ethics

Adopted June 28, 1997, by the ALA Council; Amended January 22, 2008.

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics States the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad Statements to guide ethical decision making. These Statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Part VI: PROFESSIONAL LIBRARY, INFORMATION SCIENCE, and ARCHIVES ASSOCIATIONS

National, Regional, and State Associations

All LIS students are encouraged to join at least one professional library association. Membership in these organizations provides the student with an opportunity to become familiar with librarianship, begin networking, and become part of the library community. The following organizations are suggestions; there are many others for students to consider.

- American Association of Law Libraries (AALL), www.aallnet.org
- American Association of School Librarians (AASL), www.ala.org/aasl
- American Library Association (ALA), www.ala.org; ALA Divisions, <http://www.ala.org/groups/divs>
- American Society for Information Science and Technology (ASIS&T), <https://www.asis.org>
- Colorado Association of Law Libraries (CoALL), www.aallnet.org/chapter/coall
- Colorado Association of Libraries (CAL), www.cal-webs.org
- Colorado Association of School Libraries (CASL), www.cal-webs.org/?page=CASL
- Colorado Council of Medical Librarians (CCML), www.ccmlnet.org
- Mountain Plains Library Association (MPLA) www.mpla.us
- Public Library Association (PLA), www.ala.org/pla
- REFORMA, The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking, www.reforma.org
- Rocky Mountain Special Library Association Chapter (RMSLA), <http://rockymountain.sla.org/>

- Society of American Archivists (SAA), www.archivists.org
- Society of Competitive Intelligence Professionals (SCIP), www.scip.org
- Special Libraries Association (SLA), www.sla.org (See Rocky Mountain Chapter (RMSLA), <http://rockymountain.sla.org/>)

DU and LIS Student Groups

COESA (College of Education Student Association) <https://portfolio.du.edu/COESA>

<http://univofdenvercoesa.blogspot.com/>

President: Katie Voroselo, Child, Family & School Psychology (CFSP)

Vice President: Nick Ota-Wang, Higher Education (HE)

Treasurer: Elizabeth Bennhoff, Library & Information Science (LIS)

Secretary: Cameron Hays, Curriculum & Instruction (C & I)

Community Engagement & Inclusive Excellence Chair: Elizabeth Mazzotta, Counseling Psychology (CP)

Communications Chair: Ian Burke, Research Methods & Statistics (RMS)

Activities Chair: Ariel Haytas, Child, Family & School Psychology (CFSP)

Faculty Advisor: Gloria Miller, Child, Family & School Psychology (CFSP)

LISSAA (Library and Information Science Student and Alumni Association) lissaa.du@gmail.com

President: Elizabeth Bennhoff

Vice President: To be elected Fall 2013

Secretary: Andrew Wade

Treasurer: To be elected Fall 2013

Program Chair: To be elected Fall 2013

Faculty Advisor: Clara Sitter

ALA (American Library Association—Student Chapter)

President: Lindsay Dwyer

Vice President: Hana Zittel

Secretary: Tina Gonzales

Treasurer: To be elected Fall 2013

Program Chair: To be elected Fall 2013

International Librarianship Interest Group:

Faculty Advisor: Krystyna Matusiak

ASIS&T (American Society for Information Science & Technology Student Chapter) asistdu@gmail.com;

<http://asistdu.wordpress.com/>

Chair: Gina Schlesselman-Tarango

Vice Chair: Sylvia Smith

Secretary and Treasurer: Wendy Thomas

Program Director: Jen Baldwin

Marketing Director: Rachel Garfield-Levine

Web Content Manager: Julia Havelick

Faculty Advisor: Shimelis Asefa

SAA (Society of American Archivists—Student Chapter)

President: Jen LaBarbera

Vice President: Amy Delgado

Secretary: To be elected Fall 2013

Treasurer: To be elected Fall 2013

Program Chair: To be elected Fall 2013

Faculty Advisor: Heather Ryan

SLA (Special Library Association—Student Chapter)

President: Tina Gonzales

President Elect: To be elected Fall 2013 (Should be a 1st year student)

Secretary: Alicia Cartwright

Treasurer: Lindsay Dwyer

Faculty Advisor: Joe Kraus, Anderson Academic Commons Librarian)

Beta Phi Mu (Honorary association for Library Science)

Approximately 20% of the graduating students each year are selected for membership. Selection is done in the spring for graduates from the previous August, November, March and upcoming June. Induction into Beta Phi Mu is typically done in May. Once inducted you should be a member “for life.”

Faculty Advisor: Mary Stansbury

Part VII: COMMUNICATION CHANNELS AND TECHNOLOGY

Libschool-L Distributed Email List

All accepted and enrolled students in the LIS Program should immediately subscribe to the *libschool-l* distributed email list, using their preferred email address. *You must include your name in order to be subscribed to this list.* *Libschool-l* is used to deliver official LIS Program notices, job and internship opportunities, and discussion of matters among students and faculty. Students may go to <https://listserv.du.edu/mailman/listinfo/libschool-l> in order to subscribe.

Laptops

It is strongly recommended that LIS students invest in a quality laptop. Our campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. The University of Denver's wireless network is designed to be a convenient supplement to the wired network for general functions including web browsing, email, and printing to public printers. Wireless access points located in many areas of campus allow suitably configured computers equipped with wireless network cards to make wireless connections to the Internet. For recommended specs on laptops, visit the DU Bookstore website.

Software Installed in Computer Lab

The Microsoft Office Suite consisting of Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher, and Word is on all lab computers. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed in the lab along with many Morgridge College of Education course-specific software titles. Research Methods and Statistics course software is also available. For questions about specific software titles please call 303-871-3222 for information.

Student Training

The University Technology Services (UTS) offers [various training and events](#) to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources such as Blackboard. Courses are available free of charge to all students who have a DU ID number. The DU Discoveries program provides setup assistance to entering students.

Computer and Software Purchases

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the [Laptops and Learning Page](#) for more information.

DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the [Bookstore web site](#) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

APPENDIX A

LIBRARY AND INFORMATION SCIENCE COURSE DESCRIPTIONS

Please Note: The University of Denver Registrar's website contains the official and most current course descriptions. Available at: http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg The list below indicates the current course rotation which is subject to change. Students should check with their advisor for updates.

LIS 4000 Foundations of Library, Archival, and Information Sciences

An overview of the theoretical and conceptual foundations of library, archival, and information sciences and an introduction to the information professions, including principles, values, professional organizations, publications, current and future challenges. 4 qtr. hrs. **2/year; fall**

LIS 4010 Organization of Information

This course provides an overview of the methodologies of organizing information in both electronic and paper formats. Examines indexing systems, websites, citation systems, records management systems, descriptive cataloging, indexing, classification, standards, natural language, and controlled language systems. 4 qtr. hrs. **2/year; winter & spring**

LIS 4015 User and Access Services

Overview of human information processing and user services in the changing information environment and different communities of practice. This course introduces the concepts of user information needs, seeking, and processing as a foundation for understanding users and designing user-centered information services. The course will examine both traditional reference and current/emerging information services in different institutional settings and for diverse populations. The course also includes concepts of information literacy, user education, and assessment of information services. 4 qtr. hrs. **2/year fall**

LIS 4040 Management of Information Organizations

An introduction to current theory and practice of management in information organizations through the study of organizations, communications, decision making, planning, leadership, human resources and budgeting. (Prerequisites: LIS 4000 or instructor permission). 4 qtr. hrs. **2/year; winter & spring**

LIS 4050 Library and Information Technologies

A foundation course on the applications of information and communications technology in libraries and information agencies. Integrated library systems and the acquisition, evaluation, and implementation of library automation solutions, including electronic resource management systems are explored. The course further introduces database design, Internet technology, web services, cloud computing, computer networks, telecommunications, and computer security. Hardware, software, and other productivity tools and utilities from organizations such as OCLC, Amazon, and Google are discussed. 4 qtr. hrs. **2/year; winter & spring**

LIS 4060 Reference

Information resources include a number of different kinds of reference materials in a wide variety of formats. These include guidebooks, encyclopedias and dictionaries, indexes and abstracts, handbooks, bibliographies, biographical finding tools and biographies, data sets and much more. Many of these resources are available on-line, as well as in print and other digital formats. This course will help students identify and evaluate the most likely resources for information queries in particular settings. It will also provide the opportunity to find answers to real research questions. The course will cover the primary resources for the broad disciplines of business, humanities, sciences, social sciences and government publications in print and electronic formats. Class exercises will reflect the multidisciplinary and multicultural interests and characteristics of library users. (Prerequisites: none; Recommended: LIS 4015). 3 qtr. hrs. **2/year; fall & winter**

LIS 4070 Cataloging & Classification

Theory and practice of bibliographic control including the study of representative cataloging using *Anglo-American Cataloging Rules*, 2d ed., rev. with amendments and *Library of Congress Rule Interpretations*, machine-based representation using the USMARC formats and other standards, and subject analysis and classification using *Library of Congress Subject Headings*, *Sears Subject Headings*, *Dewey Decimal Classification*, and *Library of Congress Classification*, with principle focus on monographs, major media, sound recordings, and serials. (Prerequisite: LIS 4010). 3 qtr. hrs. **2/year; fall & spring**

LIS 4101 Information Science

Survey of historical and contemporary concepts and issues in information retrieval, including text, images and audio/video content. Theory and practice of how knowledge is represented, structured and retrieved in information systems past, present and future. 3 qtr. hrs. **Every other year; winter 2015**

LIS 4102 User-Centered Design

Principles and strategies of the design of information systems that address the needs and preferences of users in a fundamental way. Engaging users in the process of iterative design, from needs assessment to testing and evaluation. 3 qtr. hrs. **Every other year; summer 2015**

LIS 4103 Information Architecture

This course introduces students to the fundamentals of web information architecture (IA). The course will cover various strategies and skills in which information architects structure, organize, label, navigate, and search for information on large websites. A service learning component is built into this course so that students can transfer their IA knowledge and skills to a real-world project. For this project, students will work in teams of 2-3 with a real client. Students will produce website wireframes, taxonomies, workflow diagrams, video presentations, and an IA executive summary for their client. 3 qtr. hrs. **Every other year; fall 2014**

LIS 4104 Information Access & Retrieval

Using systems for information discovery, access, and retrieval requires an understanding of characteristics of information storage media (books, videos, floppy disks, hard disks, CD-ROM, etc.), information transmission (digital and analog), and query logic. It also requires understanding the various systems for organizing types of information, including textual information, numeric, geographic, and image files. The current and existing technologies and software aiding information access and retrieval will be explored in this course. Students will experience and discuss searching systems for all types of information files stored in various media and accessed by the use of both analog and digital telecommunications systems. (Prerequisites: LIS 4010). 3 qtr. hrs. **Every other year; fall 2015**

LIS 4203 Competitive Intelligence

In today's corporate environment, knowledge about competitors is critical for organizational survival. This course explores the need for competitive strategies and systems. The processes and systems are discussed in the various contexts: product-oriented, customer-oriented, financial, and behavioral. The trends, research, role of the information professional, and methodologies are related to the global environment of business and the change in focus from internal to external information orientation. The use of Internet and web-based strategies and the negative side of competitive intelligence are discussed. 3 qtr. hrs. **Every third year; winter 2014**

LIS 4206 Web Content Management

This course will include instruction in web page creation, selection, and evaluation of web content as well as web site management. Selection of web page content will be discussed in the context of organizational knowledge management and competitive intelligence needs. Differences in information needs for provision of public information and competitive intelligence on Internet pages versus the organizational information needs of Intranets in knowledge management will be explored. This course also will address human-computer interface design to allow web page designers to create effective web pages according to established principles of design. 3 qtr. hrs. **Every year; spring**

LIS 4301 Information-Seeking Behaviors

This course explores various models of information-seeking behavior, and how information delivery systems can be designed to meet the needs of users in a variety of information agencies and settings. It examines assessment and evaluation tools used to judge information system effectiveness. (Prerequisite: LIS 4000 or instructor approval). 3 qtr. hrs. **Every other year; fall 2013**

LIS 4321 Collection Management

Topics addressed in this course include collection development and access policies, selection methods and practices, collection assessment, preservation and conservation, de-selection, treatment of rare material, manuscripts and archives, U.S. government publications, non-book and digital formats management, juvenile, and other special materials. 3 qtr. hrs. **2/year; winter & spring**

LIS 4330 Library Instruction

This course provides an introduction to the principles of library instruction and information literacy including a historical overview of their place within the profession. Emphasis is on instruction within an academic setting, but students will learn important educational theories that can be applied to a variety of settings. ACRL and AASL standards will be examined as well as types of instruction, instructional design, collaboration with faculty, various competencies, assessment, and lifelong learning. The class has a strong emphasis on public speaking, communication skills, and the practical application of educational theory. 3 qtr. hrs. **Every year; winter**

LIS 4335 Teaching and Learning with Technology

A foundation course about the science of effective teaching and the role of technology and media to enhance the learning outcome. This course engages students with skills and knowledge required to incorporate effective media and technology to support the teaching and learning activity. The course primarily explores a wide-range of appropriate educational media and technology that facilitate preparation, presentation, and delivery of content. Most importantly, tools and educational technologies that promote best practices in both classroom interaction and expanding the learningscape outside the classroom will be explored. Theories, principles, and strategies supported by the science of learning to improve the learning outcome will be discussed. 3 qtr. hrs. **Every other year; winter 2014**

LIS 4350 Adult Materials & Services

This course provides the student with an opportunity to explore readers' advisory service from a customer's perspective. Students study the reader's advisory literature and examine all types of genre fiction. Lecture, readings and class discussion will focus on specific genres and authors within them. Students will also be required to read in all the genres. 3 qtr. hrs. **Every other year; or as needed**

LIS 4362 Government Publications Resources

The U.S. government is the world's most prolific publisher, both for tangible and electronic formats. This class will cover the origin, nature, and scope of federal publications and issues related to management, organization, access, and reference services in a federal depository library. Technical/managerial aspects will cover acquisitions, organization, maintenance, bibliographic control, and technical processing. The reference component will cover congressional, presidential, executive branch, and judicial publications in all formats, together with their finding aids. 2 qtr. hrs. **Every year; fall**

LIS 4370 Database searching

Nearly all historic, traditional finding aids such as library catalogs, indexes, microform guides, and archival aids have migrated to web-based systems. This course covers the evolution of finding aids from analog formats to the digital world, and explores the complexities of searching for materials in an online environment. Topics to be covered include database and field structures; controlled vocabularies and indexing schema; search

syntaxes; reference linking; data exploring and manipulation; non-textual database searching including numerical, GIS, image, and multi-media data; metasearch and web-scale discovery technologies. (Prerequisites: LIS 4010, LIS 4015, & LIS 4060 or permission from the instructor). 3 qtr. hrs. **Every year; spring**

LIS 4372 Medical Librarianship

Overview of information sources and services in health sciences libraries. Principles and practices of medical librarianship as well as sources and services in consumer health information, evidence-based resources, drug and chemical information, systematic reviews and guidelines will be covered. In addition, concepts related to health informatics, including search tools and technologies for gene and protein information will be discussed. 3 qtr. hrs. **Every other year; fall 2014**

LIS 4373 Business Resources

This course provides the student with an opportunity to explore information resources in business and economics. It is a companion course to Reference (LIS 4060). Lecture, readings, class discussion, and exercises will address all formats of materials including print, non-print, electronic, and web resources. 2 qtr. hrs. **Every other year or as needed**

LIS 4375 Science & Technology Resources

This course provides the student with an opportunity to explore information resources in science and technology materials. It is a companion course to Reference (LIS 4060). Lecture, readings, class discussions, and exercises will address all formats of materials including print, non-print, electronic, and web resources. 2 qtr. hrs. **Every other year; winter 2014**

LIS 4377 Arts & Humanities Resources

This course provides the student with an opportunity to explore information resources in arts and humanities materials. It is a companion course to Reference (LIS 4060). Lecture, readings, class discussions, and exercises will address all formats of materials including print, non-print, electronic, and web resources. 2 qtr. hrs. **Every other year; summer 2015**

LIS 4379 Social Sciences Resources

This course provides the student with an opportunity to explore information resources in social sciences materials. It is a companion course to Reference (LIS 4060). Lecture, readings, class discussions, and exercises will address all formats of materials including print, non-print, electronic, and web resources. 2 qtr. hrs. **Every other year; winter 2015**

LIS 4404 Metadata Architectures

Provides an overview of the principles and theories of metadata development in the digital environment. Focuses on the design and application of metadata schemas for distinct domains and information communities, issues in metadata interoperability, vocabulary control, quality control and evaluation.

Examines international standards, activities and projects. (Prerequisites: LIS 4000, LIS 4010, LIS 4070 or LIS 4800 or LIS 4801). 3 qtr. hrs. **Every year; spring**

LIS 4500 Early Childhood Materials & Services

This course prepares librarians to work with babies and toddlers and preschoolers, from birth to age five, and their parents and caregivers, in libraries and pre-school settings. Topics include child development, picture books, materials selection, collection development (print and non-print), programming, storytime techniques, and promotion. Skills for incorporating early literacy information into early childhood programs and services using "Every Child Ready to Read®" materials are introduced and appropriate materials to teach and model the skills will be emphasized. Students will practice storytime techniques and methods for teaching early childhood literacy skills to children and adults. 3 qtr. hrs. **Every other year; spring 2014**

LIS 4510 Children's Materials & Services

This course is designed to prepare librarians to work with children (age birth to 12 years; emphasis on 5-12 years) in school and public libraries. Topics covered include children's development, reading interests and needs, materials selection, collection development (including print and non-print materials), discussions of specific genres, reading motivation skills, designing a children's area, and developing various programming ideas. Students will read/view/listen to and evaluate a wide variety of materials for and about this age group, prepare and present booktalks and stories, become familiar with review sources, and design a one-year plan for youth services in a school or public library. 3 qtr. hrs. **Every year; fall**

LIS 4511 Storytelling

This course teaches librarians the skills, techniques, and procedures for developing and implementing a storytelling program for children, young adults, or adults. The history of storytelling, its place in the school or public library, and in our culture as a whole, will be included. Students will read a wide variety of stories, learn techniques to adapt them for various settings and groups, demonstrate their ability to tell stories and to develop storytelling programs for two different age groups. 2 qtr. hrs. **Every other year; summer 2015**

LIS 4520 Young Adult Materials & Services

This course prepares librarians to work with young adults (ages 12-18) in school and public libraries. Topics covered include young adult development, reading interests and needs, materials selection, collection development (including print and non-print materials), and discussions of specific genres, reading motivation skills, designing a YA area, programming, and intellectual freedom issues. Participants will read/view/listen to and evaluate a wide variety of materials for and about this age group, prepare and present booktalks, become familiar with review sources, and design a one-year plan for a YA department in a small school or public library. 3 qtr. hrs. **Every year; winter**

LIS 4610 Alternative Careers for Librarians

This course will explore the many different types of jobs and careers open to individuals with library-type skills. It will cover both traditional library jobs, including law librarianship, archivist work, corporate librarianship, school librarianship, and records management, as well as non-traditional career choices such as information brokering, publishing, and information advising. 3 qtr. hrs. **Every year; fall**

LIS 4700 Special Topics in Library & Information Science

This flexible library and information science course will provide students with the opportunity to explore issues of current importance in the field. Topics and credit hours will vary and will address subjects such as emerging technologies, new methodologies, specific reader services, standards and practices, and social and economic trends in the profession. (Prerequisite courses may be recommended or required as determined by the content of the specified course). 1-5 qtr. hrs. **Generally 1 or 2 per quarter**

LIS 4753 Legal Research Methods 3 qtr. hrs. (proposed; subject to change)

This course introduces students to conducting legal research from a librarian's perspective. Students will learn the various types of legal authority, organization of legal materials, research tools, and strategies for effective research. The objective of this hands-on practice-oriented course is to prepare students to effectively handle various legal research inquiries from patrons. Course materials will be tailored to provide effective instruction for learning legal research methods regardless of past experience in law and will give students a solid base from which to develop their knowledge of these methods. **Every other year; fall 2014**

LIS 4754 Law Library Organization & Management 3 qtr. hrs. (proposed; subject to change)

This course introduces students to the history, development, and management of law libraries. It covers organizational structure, planning, budget management, human resources issues, and other management issues at a law library. Techniques and tools for collection development, technical processes and other management issues will be explored and evaluated. **Every other year; winter 2015**

LIS 4755 Legal Reference & Instruction 4 qtr. hrs. (proposed; subject to change)

This course covers the role of a legal reference librarian and the special considerations involved in providing legal reference services and research instruction to faculty, students, practicing attorneys, and the general public. Students will gain experience conducting effective reference transactions with different patron types, developing their instructional skills in formal and informal settings, and discuss the unique issues implicated by providing legal reference services. **Every other year; spring 2015**

LIS 4800 Introduction to Archives & Records Management

This course provides an introduction to the objectives and methods of the archival and records management professions including an overview of terminology, issues, and common practices. The systematic control of records throughout their life cycle from creation through processing, distribution, organization, retrieval and

archival disposition will be covered. (Prerequisites: LIS 4000, LIS 4010; or instructor permission). 3 qtr. hrs.

Every year; winter

LIS 4801 Archival Appraisal

Archival appraisal is the most critical function of an archivist's work. Determining continuing value affects all other archival functions, and impacts individual, organizational, and societal memory. The purposes of this course are to introduce students to the basic theories, principles, techniques, and methods that archivists use for identifying and selecting information or evidence with continuing or enduring value and to enable students to compare and contrast archival appraisal to related activities in other fields. (Prerequisite 4800). 3 cr. hrs.

Every year; fall

LIS 4802 Archival Arrangement & Description

This course looks at the theory and practice of archival arrangement and description and the methods and means for providing intellectual access to the content of archival materials. (Prerequisites: LIS 4010, LIS 4800; or instructor permission). 3 qtr. hrs. **Every year; spring**

LIS 4803 Preservation & Conservation

An overview that includes the historical foundations of library and archival preservation, contemporary challenges and issues, and current preventative and response practices. The course covers: the origin and development of professional preservation and conservation practice including ethics and principles, aspects of the history of books and printing that are relevant to materials deterioration and treatment or reformatting options, environmental monitoring and control, disaster preparedness and response, collection management strategies; reformatting practices, non-book formats, and repair and conservation treatment of collection materials. (Prerequisites: LIS 4800 or instructor permission). 3 qtr. hrs. **Every other year; winter 2015**

LIS 4805 Advanced Records Management

This course covers the establishment of information maintenance plans, evaluations and audits of records and information management programs, the records and information survey, retention policies and legal requirements, and techniques for integrating automation to records and information management. 3 qtr. hrs.

Every year; winter

LIS 4810 Digital Libraries

This course will provide a theoretical foundation for the study of digital libraries and will discuss the technological, organizational, social, and legal issues associated with the development and use of digital libraries. Through this course students will develop an understanding of digital library components and will explore theoretical and practical approaches to constructing, maintaining, and evaluating digital libraries. Topics to be examined include digital library definitions, design and architecture of digital libraries, information access in the digital library environment, digital library users and user services, data repositories,

digital curation, digital preservation, digital library evaluation, and digital librarianship. 3 qtr. hrs. **Every year; fall**

LIS 4820 Digitization

The course offers an introduction to issues and trends in planning, developing and managing digitization projects at libraries, archives, and museums. The focus of the course will be on the conversion process of analog materials into the digital format, online delivery, and preservation of master files. The course will discuss collection development policy for digital projects, copyright, digital imaging technology, digitization standards and best practices for text, images, audio, and video, metadata for cultural heritage collections, delivery platforms, preservation, project management, sustainability, documentation, promotion, and evaluation of digital projects. 3 qtr. hrs. **Every year; winter**

LIS 4830 Building Digital Collections This course is designed to be an exploration of the intersection of library and archival traditions and the world of interoperable digital libraries. It will examine the existing and developing methodologies for creating, managing, preserving, and creating access to electronic records and digital objects. Topics covered include content creation standards and best practices, metadata, interoperability, sustainability, scalability of management systems, and concepts related to designing access tools and delivery systems. While not a technical course, discussion of technology and its application to digital library practices will be a major theme. (Prerequisites: LIS 4010). 3 qtr. hrs. **Every year; spring**

LIS 4901 Capstone Course

Students in this course will design and complete a research project to demonstrate the ability to integrate and synthesize their master's course work and apply their knowledge to a topic. The instructor monitors and guides the students to ensure that they complete the phases of the project in accordance with the proposed timeline and goals. Evaluation will be based on individual performance, with respect to the quality and professionalism of the research, the management of the project, and analytical and writing skills. (Prerequisite: Minimum of 45 quarter hours of graduate LIS course work completed, including all core courses; a proposal approved by the advisor). 4 qtr. hrs. **Offered as needed; fall, winter and spring**

LIS 4910 Practicum Experience

This course is designed to supplement the classroom experience by giving students practical experience working in a library or information agency. Various options are available to students depending on their areas of interest and specialization. Opportunities for experience include fields of medicine, law, art, public, and academic libraries. The student will select a practicum site and a field supervisor after discussing their goals and objectives with the Practicum Coordinator. Sites and Field Mentors must be approved by the Coordinator. One hundred hours of service over a 10-week quarter are required. The student, faculty, and field supervisor will determine specific requirements for the final paper or report. Students must notify the LIS academic advisor one quarter before enrolling in the Practicum Experience. (Prerequisite: Completion of a minimum of

38 quarter hours of graduate LIS coursework, including all core courses). 4 qtr. hrs. **Offered every year; winter, spring, summer**

LIS 4911 Elementary School Practicum

This course is designed to provide elementary school practical experience for teacher-librarians by working a minimum of 80 hours in an elementary school library. (Prerequisites: Students must have completed most of the required coursework for the degree before enrolling in the Practicum). 2 qtr. hrs. **Every year; winter & spring**

LIS 4912 Secondary School Practicum

This course is designed to provide secondary school practical experience for teacher-librarians by working a minimum of 80 hours in middle or high school library. (Prerequisites: Students must have completed most of the required coursework for the degree before enrolling in the Practicum). 2 qtr. hrs. **Every year; winter & spring**

LIS 4920 Service Learning in Library & Information Science

This course is designed to supplement the classroom experience by giving students an opportunity to participate in a service learning project. Students will propose an independent study component highlighting the learning aspects of the project. The experience should provide practical work in a library or information agency. Various options are available to students depending on their areas of interest and specialization. Opportunities for experience include many areas related to the information needs of an underserved population. It is the student's responsibility to select a site and a field supervisor. The student, faculty coordinator, and field supervisor will work together to establish the goals and objectives of the experience. A minimum of 30 hours per quarter hour of credit is required. LIS students are limited to a total of six quarter hours of combined LIS 4991 Independent Study and LIS 4920 Service Learning. Variable qtr. hrs. **Every quarter with instructor permission**

LIS 4991 Independent Study

Independent study projects allow students more in-depth investigation of the many facets of library and information science. Students must work with an approved faculty advisor and submit a proposal outlining the objectives, scope, outcomes, and evaluation criteria. The faculty advisor and the department director must approve proposals. (Prerequisites: Completion of a minimum of 30 quarter hours of graduate LIS coursework, including all core courses and a minimum GPA of 3.0). LIS students are limited to a total of six quarter hours of combined LIS 4991 Independent Study and LIS 4920 Service Learning. Variable qtr. hrs. **Every quarter with instructor permission**

LIS 4992 Directed Study

Variable qtr. hrs.

Other Morgridge College of Education Course Offerings

All courses outside the LIS program must be approved by the student's advisor. All courses must be at the graduate level (4000 or above). University College classes are not approved. Appropriate classes from MCE programs include: Child, Family & School Psychology; Curriculum & Instruction; Higher Education; and Research Methods & Statistics.

Research Methods and Statistics

RMS 4900 Education Research & Measurement

This course is intended for Master's students in the Morgridge College of Education. Quantitative research designs, empirical methods of data collection and interpretation, and measurement issues in research are examined. 4 qtr. hrs. [Required for all MCE masters level students. Students with another masters degree and have taken a similar class should discuss options with their advisor.] **Every year; fall, winter, spring, and summer**

RMS 4959 Grant Writing

This course is often offered in the summer. 3 qtr. hrs.

Other University of Denver Course Offerings

Museum Studies

Various classes are available on a space-available basis.

ENGL 4851 Publishing Institute

The Publishing Institute is offered every summer generally mid-July to early August. It is four weeks of intensive study seven days per week, all day, and most evenings. 6 qtr. hrs. (du.edu/publishinginstitute) Admission requires a separate application due in March; early admission is possible. The DU Publishing Institute is one of only a handful of programs in the United States. Enrollment is limited to 95 students.

APPENDIX B
Library and Information Science Program
Coursework Plan (Handbook year 2013-2014)

Student _____ ID# _____
 Student Email _____ Student Advisor _____
 Anticipated Graduation Date: _____ Quarter _____ Year _____

LIS CORE and REQUIRED COURSES—28 quarter hours	Credit Hours	Quarter to Enroll	Quarter Enrolled	Grade Earned
LIS 4000 Introduction to Library, Archival, & Info Sciences	4			
LIS 4010 Organization of Information	4			
LIS 4015 User and Access Services	4			
LIS 4040 Management in Information Organizations	4			
LIS 4050 Library & Information Technologies	4			
RMS 4900 – Education Research and Measurement	4			
Practicum or Capstone LIS 4901 or LIS 4910	4			
TOTAL	28			
ELECTIVES—30 quarter hours				
	30			
TOAL HOURS (MINIMUM 58 REQUIRED FOR MLIS)	58			
Non-Academic Requirements:		Quarter	Date Passed	
Portfolio/Comprehensive Exam				

Grade Requirement:
 A satisfactory quality of achievement with a grade point average of B (3.0) or better is required by the LIS Program in graduate coursework counted toward the degree. The average is determined on the basis of the University's grading system. Credits carrying below a "B" will not be accepted by the LIS program as meeting degree requirements.

 Student _____ Date _____ Advisor _____ Date _____

Note: Degree plan approval is not binding unless it meets the requirements of the Handbook under which the student was accepted. Independent Study and transfers from other institutions require separate written approval.
 Handbook Year: 2013-2014 Total Hours 58 Revised 8/15/13

APPENDIX C
SPECIALIZATION GUIDESHEETS

Library and Information Science Program Guidesheet¹
Archives and Special Collections

Archivists and Special Collections professionals select, collect and manage documents, manuscripts, records and other unique texts—primary source materials—as a means for preserving and disseminating historical memory; understanding cultures, societies and government; and providing social accountability. While Special Collections are most often associated with and within libraries, archives are found in many different types of institutions, including, but not limited to, corporations, universities, historical societies, governments, churches, and museums. The courses offered in this program provide a foundation for work in any of these organizations as well as allowing students to focus on specific areas of special interest.

Core Requirements

LIS 4000	Foundations of Library, Archival, and Information Sciences (4 qtr. hrs.)
LIS 4010	Organization of Information (4 qtr. hrs.)
LIS 4015	User and Access Services (4 qtr. hrs.)
LIS 4040	Management of Information Organizations (4 qtr. hrs.)
LIS 4050	Library and Information Technologies (4 qtr. hrs.)
RMS 4900	Educational Research and Measurement (4 qtr. hrs.)

Culminating Experience (choose one course)

LIS 4901	Capstone (4 qtr. hrs.)
LIS 4910	Practicum (4 qtr. hrs.)

Suggested Electives²

(Prerequisites may apply.)

LIS 4060	Reference (3 qtr. hrs.)
LIS 4321	Collection Management (3 qtr. hrs.)
LIS 4404	Metadata Architectures (3 qtr. hrs.)
LIS 4800 ⇌	Introduction to ARM (3 qtr. hrs.)
LIS 4801 ⇌	Archival Appraisal (3 qtr. hrs.)
LIS 4802 ⇌	Arrangement, Description and Access to Archives (3 qtr. hrs.)
LIS 4803	Preservation and Conservation (3 qtr. hrs.)
LIS 4810	Digital Libraries (3 qtr. hrs.)
LIS 4820	Digitization (3 qtr. hrs.)
LIS 4830	Building Digital Collections (3 qtr. hrs.)

This is not an exhaustive list. Please consult with your advisor who can assist you in indentifying other course of interest

⇌ Key electives

¹ The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.

² Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (morgridge.du.edu/programs/library-and-information-science/).

Library and Information Science Program Guidesheet *Digital Librarians*¹

A student aspiring to work as a digital librarian is one who has a full grasp of the theoretical, socio-technical, and methodological principles of digital information management. Digital librarianship integrates the knowledge of the technological infrastructure and processes required to build a digital library; the management and mediation of digital artifacts in a networked environment; and the provision of service to a community of users. Specific areas of knowledge or skills in digital librarianship span conceptual foundations; collection development vis-à-vis digitization; organization, metadata schemas and vocabularies; digital library architecture including protocols and interoperability; searching and user services; and long-term preservation in the life cycle of the digital object.

Core Requirements

LIS 4000	Foundations of Library, Archival, and Information Science (4 qtr. hrs.)
LIS 4010	Organization of Information (4 qtr. hrs.)
LIS 4015	User and Access Services (4 qtr. hrs.)
LIS 4040	Management of Information Organizations (4 qtr. hrs.)
LIS 4050	Library and Information Technologies (4 qtr. hrs.)
RMS 4900	Educational Research and Measurement (4 qtr. hrs.)

Culminating Experience (choose one course)

LIS 4901	Capstone (4 qtr. hrs.)
LIS 4910	Practicum (4 qtr. hrs.)

Recommended Courses²

(Prerequisites may apply.)

LIS 4060	Reference (3 qtr. hrs.)
LIS 4070	Cataloging & Classification (3 qtr. hrs.)
LIS 4101	Information Science (3 qtr. hrs.)
LIS 4102 ↔	User Centered Design (3 qtr. hrs.)
LIS 4810	Digital Libraries (3 qtr. hrs.)
LIS 4820	Digitization (3 qtr. hrs.)
LIS 4830	Building Digital Collections (3 qtr. hrs.)
LIS 4206 ↔	Web Content Management (3 qtr. hrs.)
LIS 4404 ↔	Metadata Architectures (3 qtr. hrs.)
LIS 4700 ↔	Information Architecture (3 qtr. hrs.)
LIS 4321	Collection Management (3 qtr. hrs.)

↔ Key electives

¹ The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.

² Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (morgridge.du.edu/programs/library-and-information-science/).

Library and Information Science Program Guidesheet¹ ***Early Childhood Librarianship***

Librarians who work with babies, toddlers, young children and their families and caregivers in early childhood centers, pre-schools, and public libraries may focus their studies in early childhood librarianship. The LIS Program at the University of Denver offers the first MLIS degree designed to increase the knowledge and skills of public librarians, early childhood educators, families, and caregivers in order to encourage the development of young children's early literacy skills. Early childhood librarians provide one of a child's first opportunities to interact with books. Primarily a public library interest, early childhood services typically include provide preschool storytimes, lapsits for babies, toddler storytimes, family programming, and outreach services to child care centers and preschools.

Core Requirements

LIS 4000	Foundations of Library, Archival, and Information Sciences (4 qtr. hrs.)
LIS 4010	Organization of Information (4 qtr. hrs.)
LIS 4015	User and Access Services (4 qtr. hrs.)
LIS 4040	Management of Information Organizations (4 qtr. hrs.)
LIS 4050	Library and Information Technologies (4 qtr. hrs.)
RMS 4900	Educational Research and Measurement (4 qtr. hrs.)

Culminating Experience (choose one course)

LIS 4901	Capstone (4 qtr. hrs.)
LIS 4910	Practicum (4 qtr. hrs.)

Recommended Courses²

(Prerequisites may apply.)

CFSP 4308	↔ Early Language and Literacy Development and Interventions (3 qtr. hrs.)
CFSP 4310	↔ Infant Development (3 qtr. Hrs.)
LIS 4060	Reference (3 qtr. hrs.)
LIS 4321	↔ Collection Management (3 qtr. hrs.)
LIS 4500	↔ Early Childhood Materials & Services (3 qtr. hrs.)
LIS 4510	↔ Children's Materials & Services (3 qtr. hrs.)
LIS 4520	Young Adult Materials & Services (3 qtr. hrs.)
LIS 4511	Storytelling (2 qtr. hrs.)

↔ Key electives

¹ The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.

² Courses are listed on the annual LIS rotation. Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (morgridge.du.edu/programs/library-and-information-science/).

Library and Information Science Program Guidesheet¹

Law Librarianship

The Law Librarianship specialization prepares students for careers as professional law librarians and emphasizes their education and experience in the legal field as well as librarianship. The complexity of the law, its marriage with interdisciplinary subject areas, and its dependence on both print and electronic mediums, have created a special need for law librarians who are trained both in law as well as in library and information science.

The legal community is increasingly seeking information professionals with subject knowledge in law, medicine, finance, science, and business. Foreign language proficiency is often required to serve both local and national constituencies and comparative legal knowledge and cross-cultural understanding is increasingly important in a global legal world.

Core Requirements

LIS 4000	Foundations of Library, Archival, and Information Science (4 qtr. hrs.)
LIS 4010	Organization of Information (4 qtr. hrs.)
LIS 4015	User and Access Services (4 qtr. hrs.)
LIS 4040	Management of Information Organizations (4 qtr. hrs.)
LIS 4050	Library and Information Technologies (4 qtr. hrs.)
RMS 4900	Educational Research and Measurement (4 qtr. hrs.)

Culminating Experience (choose one course)

LIS 4901	Capstone (4 qtr. hrs.)
LIS 4910	Practicum (4 qtr. hrs.)

Recommended Courses²

(Prerequisites may apply.)

LIS 4060	Reference (3 qtr. hrs.)
LIS 4203	Competitive Intelligence (3 qtr. hrs.)
LIS 4330	↔ Library Instruction (3 qtr. hrs.)
LIS 4362	Government Publications (2 qtr. hrs.)
LIS 4753	↔ Legal Research Methods (3 qtr. hrs.)
LIS 4754	↔ Law Library Organization & Management (3 qtr. hrs.)
LIS 4755	↔ Legal Reference & Instruction (4 qtr. hrs.)

↔ Key electives

¹ The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.

² Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (morgridge.du.edu/programs/library-and-information-science/).

Library and Information Science Program Guidesheet¹ ***Reference Librarianship in Academic Libraries***

Reference librarians in academic libraries serve the information needs of the [higher education](#) community to improve learning, teaching, and research. They assist undergraduates, graduate students, faculty, staff, and alumni by finding and organizing information, interpreting information needs and guiding them through the vast array of information available in print, electronic, and digital formats. Dedicated to supporting the institution's teaching mission, academic reference librarians help learners find information and use it effectively in their formal educational pursuits. They must have knowledge of a wide variety of scholarly and information sources, serving as liaisons to academic departments, selecting resources for the library's collection, and developing information programs and systems to meet users' needs.

In response to their instructional role to support learners' information literacy, reference librarians face a need to develop a more focused set of skills to teach effectively in library instruction programs. They must operate effectively at all levels of the academic institution to implement broad-reaching curriculum-integrated information literacy programs. In addition, many academic libraries prefer their librarians to have expertise in one or more academic subjects.

Core Requirements

LIS 4000	Foundations of Library, Archival, and Information Science (4 qtr. hrs.)
LIS 4010	Organization of Information (4 qtr. hrs.)
LIS 4015	User and Access Services (4 qtr. hrs.)
LIS 4040	Management of Information Organizations (4 qtr. hrs.)
LIS 4050	Library and Information Technologies (4 qtr. hrs.)
RMS 4900	Educational Research and Measurement (4 qtr. hrs.)

Culminating Experience (choose one course)

LIS 4901	Capstone (4 qtr. hrs.)
LIS 4910	Practicum (4 qtr. hrs.)

Recommended Courses²

(Prerequisites may apply.)

LIS 4060	↔	Reference (3 qtr. hrs.)
LIS 4070	↔	Cataloging and Classification (3 qtr. hrs.)
LIS 4321	↔	Collection Management (3 qtr. hrs.)
LIS 4330	↔	Library Instruction (3 qtr. hrs.)
LIS 4362		Government Publications (2 qtr. hrs.)
LIS 4370	↔	Database Searching (3 qtr. hrs.)
LIS 4375		Science and Technology Resources (2 qtr. hrs.)
LIS 4372		Medical Librarianship (3 qtr. hrs.)
LIS 4377		Arts and Humanities Resources (2 qtr. hrs.) or LIS 4379 Social Sciences Resources (2 qtr. hrs.)

¹The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.

² Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (morgridge.du.edu/programs/library-and-information-science/).

Library and Information Science Program Guidesheet¹ ***Reference Librarianship in Public Libraries***

Reference librarians in public libraries guide users through the vast array of information available in print, electronic, and digital formats. Dedicated to serving diverse communities, reference librarians help people find information and use it effectively for personal and professional purposes. They must have knowledge of a wide variety of public and scholarly information sources. Reference librarians manage staff, select resources for the library's collection, and develop information programs and systems for the public to meet users' needs.

Increasingly, Reference librarians in public libraries are expected to serve in outreach roles in their communities, finding innovative ways to engage community members in lifelong learning and information resources.

Core Requirements

LIS 4000	Foundations of Library, Archival, and Information Science (4 qtr. hrs.)
LIS 4010	Organization of Information (4 qtr. hrs.)
LIS 4015	User and Access Services (4 qtr. hrs.)
LIS 4040	Management of Information Organizations (4 qtr. hrs.)
LIS 4050	Library and Information Technologies (4 qtr. hrs.)
RMS 4900	Educational Research and Measurement (4 qtr. hrs.)

Culminating Experience (choose one course)

LIS 4901	Capstone (4 qtr. hrs.)
LIS 4910	Practicum (4 qtr. hrs.)

Recommended Courses²

(Prerequisites may apply.)

LIS 4060	↔	Reference (3 qtr. hrs.)
LIS 4321	↔	Collection Management (3 qtr. hrs.)
LIS 4362		Government Publications (2 qtr. hrs.)
LIS 4370	↔	Database Searching (3 qtr. hrs.)
LIS 4373		Business Resources (2 qtr. hrs.)
LIS 4372		Medical Librarianship (3 qtr. hrs.)
LIS 4500		Early Childhood Materials & Services (3 qtr. hrs.)
LIS 4510		Children's Materials & Services (3 qtr. hrs.)
LIS 4520		Young Adult Materials & Services (3 qtr. hrs.)
LIS 4350	↔	Adult Materials & Services (3 qtr. hrs.)

↔ Key electives

¹ The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.

² Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (morgridge.du.edu/programs/library-and-information-science/).

Library and Information Science Program Guidesheet¹ ***School Libraries Concentration²***

School librarians work in collaboration with classroom teachers to support teaching and learning through high school. In Colorado, they are called Teacher-Librarians, and must be certified as a classroom teacher before beginning LIS coursework. School librarians teach information literacy skills and guide students through the vast array of resources that support the school curriculum. School librarians are responsible for building the collection and managing the school library. They develop and offer programming that promotes lifelong learning and a love of reading for pleasure. Dedicated to serving as campus leaders, school librarians model and promote the integration of technologies into the 21st century learning environment. They must have knowledge of a wide variety of print and electronic information sources.

Core Requirements

Core Requirements (24 qtr. hrs.)

LIS 4000	Foundations of Library, Archival, and Information Science (4 qtr. hrs.)
LIS 4010	Organization of Information (4 qtr. hrs.)
LIS 4015	User and Access Services (4 qtr. hrs.)
LIS 4040	Management of Information Organizations (4 qtr. hrs.)
LIS 4050	Library and Information Technologies (4 qtr. hrs.)
RMS 4900	Educational Research and Measurement (4 qtr. hrs.)

Additional Requirements (18 qtr. hrs.)

LIS 4060	Reference (3 qtr. hrs.)
LIS 4070	Cataloging and Classification (3 qtr. hrs.)
LIS 4321	Collection Management (3 qtr. hrs.)
LIS 4510	Children's Materials & Services (3 qtr. hrs.)
LIS 4520	Young Adult Materials and Service (3 qtr. hrs.)
LIS 4500	Early Childhood Materials & Services; LIS 4350 Adult Materials & Services; or another literacy or literature class as approved by your advisor.

Culminating Experience (4 qtr. hrs.)

LIS 4911	Elementary Practicum (2 qtr. hrs.) and
LIS 4912	Secondary Practicum (2 qtr. hrs.)

Recommended Electives (12 qtr. hrs.)

LIS 4110	Teaching & Learning with Technology (3 qtr. hrs.)
LIS 4206	Web Content Management (3 qtr. hrs.)
LIS 4330	Library Instruction (3 qtr. hrs.)
RMS 4959	Grantwriting (3 qtr. hrs.)

¹ The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.

² The School Library concentration is listed on the official University of Denver transcript and carries the institutional recommendation to the Colorado Department of Education for the "added" school library endorsement. This endorsement is based on the candidate holding a valid teaching credential and passing the PLACE examination for School Library Media. See the CDE website for further information (http://www.cde.state.co.us/index_license.htm).

Library and Information Science Program Guidesheet¹ *Special Librarianship*

Special librarians are identified most clearly by the setting in which they work. Special librarians work in corporations, private businesses, government agencies, museums, colleges, hospitals, consulting firms, and as independent contractors. Because the settings in which special librarians work vary considerably and may require advanced subject area knowledge, many special librarians, similar to academic librarians, develop expertise in a subject or industry area. Familiarity with current information technologies is particularly important. The Special Libraries Association is the primary organization for this area. SLA says this about the role of the special librarian: "Special librarians are information resource experts dedicated to putting knowledge to work to attain the goals of their organizations. Using the Internet and other current technology, they also evaluate, analyze, organize, package, and present information in a way that maximizes its usefulness."²

Core Requirements

LIS 4000	Foundations of Library, Archival, and Information Science (4 qtr. hrs.)
LIS 4010	Organization of Information (4 qtr. hrs.)
LIS 4015	User and Access Services (4 qtr. hrs.)
LIS 4040	Management of Information Organizations (4 qtr. hrs.)
LIS 4050	Library and Information Technologies (4 qtr. hrs.)
RMS 4900	Educational Research and Measurement (4 qtr. hrs.)

Culminating Experience (choose one course)

LIS 4901	Capstone (4 qtr. hrs.)
LIS 4910	Practicum (4 qtr. hrs.)

Recommended Courses³

(Prerequisites may apply.)

LIS 4060	Reference (3 qtr. hrs.)
LIS 4070	Cataloging & Classification (3 qtr. hrs.)
LIS 4102	User Centered Design (3 qtr. hrs.)
LIS 4203 ⇌	Competitive Intelligence (3 qtr. hrs.)
LIS 4206 ⇌	Web Content Management (3 qtr. hrs.)
LIS 4321 ⇌	Collection Management (3 qtr. hrs.)
LIS 4362	Government Publications Resources (2 qtr. hrs.)
LIS 4373	Business Resources (2 qtr. hrs.)
LIS 4374	Legal References and Resources (2 qtr. hrs.)

⇌ Key electives

¹ The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.

² Special Libraries Association, <http://www.sla.org/>

³ Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (morgridge.du.edu/programs/library-and-information-science/).

APPENDIX D
MLIS STUDENT ANNUAL REVIEW
2013-2014

Background and Process

The MLIS Annual Student Review Process commenced in the 2011-12 academic year. In addition to evaluating academic progress, primarily through the GPA, the Library and Information Science (LIS) Program faculty believe that qualities such as dependability and time management are essential for success as an LIS professional. These professional qualities of each student will be evaluated annually using a variety of sources.

The LIS faculty will meet in the Spring Quarter of each year to review the following sources: 1) the self-reported assessment created by each student; 2) the evaluation by classroom instructors; and, 3) the evaluation by the academic advisor.

Students meeting or exceeding expectations will be notified via email or letter. Students not meeting expectations in any area will be required to meet with the assigned academic advisor before the next academic year to devise an improvement plan.

Instructional faculty will assess each student on selected qualities at the end of the academic term in which they taught.

Format of Annual Student Review Self-assessment

Students must submit their Annual Student Review Self-assessment (ASRS) to their LIS faculty academic advisor in electronic form as an email attachment on or before the due date. The due date will be published in the LIS Student Handbook and announced through the libschoo-l listserv. Typically, this due date will be before the Winter Quarter ends. [NOTE: for 2014 the due date is the first day of the Spring Quarter.] The ASRS should be written in a clear, professional manner with specific examples incorporated for each quality.

On each page of the ASRS, students must have their name, page number, and date of ASRS submission in the top right hand corner of each page.

The ASRS should be double-spaced with 1" margins.

A sample of a partial ASRS follows these guidelines.

Following are the qualities with definitions for the ASRS. Please note that Year 2 students must address all dimensions. Students who are in the program for more than two years should follow the guidelines for the Year 2 review.

Annual Student Review Self-assessment

For each of the listed qualities, please create a single paragraph with specific examples of your achievement and/or need for improvement. Submit a single electronic document to your academic advisor as an email attachment no later than the **first day of Spring Quarter (Monday, March 24, 2014)**.

Qualities 1 (Dependability), 2 (Time Management/Work Organization); 4 (Communication); and 6 (Interpersonal Effectiveness) are also evaluated by instructional faculty.

Year 1 (or up to 24 credits)

- 1. Dependability** – follows through on tasks; completes assignments in accordance with stated parameters and/or constraints; attends classes on a regular basis.
Please describe one or more incidents that you feel demonstrate your dependability and/or your need for improvement.
- 2. Time Management/Work Organization** – organizes work and manages time effectively; completes assignments in a timely manner.
Please describe one or more incidents that you feel demonstrate your time management and/or organizational abilities and/or your need for improvement.
- 3. Respect for Human Diversity** – exhibits awareness of and sensitivity to racial, cultural, socioeconomic, religious, gender-based, sexual orientation and other human differences; seeks out further understanding and skills needed to work with diverse populations.
Please describe one or more incidents that you feel demonstrate your respect for human diversity and/or your need for improvement.
- 4. Communication** – expresses self orally in a clear and organized manner and expresses self in writing in a clear and organized manner.
Please describe one or more incidents that you feel demonstrate your ability and/or personal challenges to communicating orally and in writing.
- 5. Technology** – expresses an understanding of the role of information technology management and a familiarity with direct use of basic or appropriate technologies to solve information-related problems.
Please describe one or more incidents that you feel demonstrate your ability and/or personal challenges with technology.
- 6. Interpersonal Effectiveness** -- relates effectively with people and treats others with respect and professionalism.
Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities and/or personal challenges in this area.
- 7. Adaptability/Flexibility** – adapts effectively to demands of situation; exhibits flexibility in face of change.
Please describe one or more incidents that you feel demonstrate your adaptability and flexibility and/or personal challenges in this area.

Year 2 (or 25-58 credits).

For students in Year 2 (25-58 credits), please create a paragraph addressing each of the qualities from Year 1 **and** the qualities listed in this section.

Students in the program for longer than two years should follow these guidelines for Year 2.

Submit a single document to your academic advisor no later than **the first day of Spring Quarter (Monday, March 24, 2014).**

8. **Leadership** – initiates professional and program-related activities; seeks out additional responsibility; is recognized as a leader by peers.
Please describe an incident that you feel demonstrates your leadership and/or why it is an area for improvement.
9. **Lifelong Learning** – identifies a philosophy and plan for continuing professional development.
Please describe your philosophy and plan for professional development and/or why it is an area for improvement.
10. **Ethical Responsibility** – supports intellectual freedom rights, understands copyright and intellectual property issues.
Please describe your philosophy of professional ethical responsibility and/or why it is an area for improvement.
11. **Professional Demeanor**-- conveys a confidence and self-awareness; exhibits an ability to work in a professional culture and commitment to service.
Please describe an incident that you feel demonstrates your professional demeanor and/or why it is an area for improvement.

See the following page for a sample annual student review self-assessment

SAMPLE PARTIAL ANNUAL STUDENT REVIEW SELF-ASSESSMENT

1. **Dependability –**

In the past year, I believe I have demonstrated a high level of dependability in my classes. For example, in my LIS 4000 class, I was ill for 10 days but managed to get my assignments to the instructor on the due dates. I attended every class meeting for all of my classes this year, with the exception of my LIS 4050 class. I missed one of the LIS 4050 class meetings because of a previously planned family wedding. I did contact the LIS 4050 instructor ahead of time to let her know about the situation. Overall, I think I'm a dependable person on a consistent basis.

2. **Time Management/Work Organization –**

This is an area in which I'd like to improve. I do tend to leave assignments to the last minute and have been fortunate to turn in all assignments on time, even with this last minute approach. In my first year in the program, I've found it a bit challenging to figure out a good way to approach assignments. Perhaps when I've become a bit more familiar with the concepts and terminology in LIS, I'll be better able to organize my assignment work and class readings work. I'd like to try creating an outline for my approach to an assignment, including a timeline that is realistic but that also allows for unexpected events.

[Continue with remainder of qualities.]

NOTES: