Library and Information Science

Student Handbook

2012 – 2013

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 *Morgridge College of Education Bulletin* available at http://www.du.edu/education/resources/current-students/handbooks.html and 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 Associate Professor, Library & Information Science Program Coordinator.
csitter@du.edu; 303-871-2587; Room 247 Ruffatto Hall, University of Denver

Dr. Mary Stansbury, Associate Professor; School & Counseling Psychology, 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 LIS Program.

Office of Academic Services, Morgridge College of Education
303-871-2112, oas@du.edu
For assistance related to academic records, comprehensive exam registration, graduation application process, and general college support. Primary contact: Nick Heckart   nheckart@du.edu

Office of Admissions, Morgridge College of Education
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. Many, 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 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 is 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. 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: LIS PROGRAM REQUIREMENTS and POLICIES

The following provides information on the policies and procedures that specifically affect Library and Information Science students. However, this is not an exhaustive list. The University of Denver's Graduate Policies and Procedures are the first layer of academic policy under which all college and program policies are administered. The Graduate Policies and Procedures document can be found at: http://www.du.edu/currentstudents/index.html (under the "Academics" tab).

College policies are the second layer. Students should refer to the Morgridge College of Education Bulletin for specific policies and procedures on academic matters such as time limit, incomplete grade policies, registration, academic appeals procedures, and other information. The MCE Bulletin can be found at: http://www.du.edu/education/resources/current-students/index.html.

Students should check with their Academic Advisor or Morgridge College of Education Office of Academic Services for clarification of the policies and procedures that are College-wide in their applicability.

Autumn Orientation
Prior to the beginning of the autumn quarter, students are strongly encouraged to attend an orientation session that introduces them to the program, its faculty, and staff. Meeting other students, learning about faculty expectations, discussing professional roles and responsibilities, and engaging in Q&A sessions comprise the basic agenda.

Morgridge College of Education Office of Admissions and Office of Academic Services
To meet the requirements of your degree or certificate program, and to receive information about financial assistance, students are encouraged to work closely with MCE staff, especially in the Morgridge Office of Admissions (MOA) and the Office of Academic Services (OAS). These offices can provide information and assistance from initial inquiry through graduation. For questions related to financial aid, contact the Office of Admissions which is located on the first floor of Ruffatto Hall in the east wing, 303-871-2509. For questions related to academic requirements, including the comprehensive exam and graduation application, contact the Office of Academic Services, located on the third floor of Ruffatto Hall in the east wing, 303-871-2112.

The Office of Academic Services can provide essential assistance in submitting forms related to coursework and in understanding college and university academic policies. However, the faculty member assigned as your Academic Advisor should be the primary resource for decisions related to choice of courses.

Student Responsibilities
In addition to following the University of Denver Honor Code (see page 19) and behaving according to the professional ethical standards of our field (see pages 19- 21), students are expected to take responsibility for their success in the program. The LIS faculty is 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.

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, Library Management, Early Childhood Librarianship, Law Librarianship, Metadata, 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, you 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) 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.) 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.)

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, the LIS 4000 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. Recommendation for endorsement as a school librarian is made by the DU LIS Program, but endorsement is granted by the State upon the student's taking and passing the *Place Exam*. 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 Practica (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 4530 Advanced Literature and Literacy or LIS 4500 Early Childhood 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 6 required courses:
LIS 4204 Legal Issues (3 qtr. hrs.)
LIS 4240 Knowledge Management (3 qtr. hrs.)
LIS 4750 Legal Research I (3 qtr. hrs.)
LIS 4751 Legal Research II (3 qtr. hrs.)
LIS 4374 Legal Reference and Resources (3 qtr. hrs.)
LIS 4756 Legal Databases Research (3 qtr. hrs.)

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 with consideration of the areas of interest indicated in the student's application materials. A student may be assigned to a faculty member who is not in the student's area of interest because of needing to balance the number of student advisees across the faculty. However, 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.
  - o _____ (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.
  - o _____ (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.
  - o _____ (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.
  - o _____ (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.
  - o _____ (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 _____

Autumn Orientation

Prior to the beginning of the autumn quarter, students are strongly encouraged to attend an orientation session that introduces them to the LIS Program, its faculty, and staff. Meeting other students, learning about faculty expectations, discussing professional roles and responsibilities, filling out initial Coursework Plans, registering for courses, receiving pre-practicum materials, and engaging in Q&A sessions comprise the basic agenda.

Transfer of Credit Policy

Transfer credit toward a Master's degree is limited to 10 quarter hours however some programs may have more restrictive limits. Please contact the individual unit for details. Transfer credit must be completed during the first quarter of attendance and must be approved by the student's faculty advisor. The *Transfer of Credit Request* form can be found here: http://www.du.edu/education/resources/current-students/forms.html

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.

Time Limit for Degree Completion

The time limit to complete the master's degree is five years.

Coursework Plan

The *Coursework Plan* provides the student with an opportunity to design their course of study to meet the degree requirements of the MLIS. This plan enables the student to develop a schedule for taking courses and the practicum or capstone experience. The annual University of Denver class schedule is available online through the Registrar's website at http://www.du.edu/registrar/. By conferring with his/her faculty advisor, each student will be able to work out a course plan to complete degree requirements. It is the student's responsibility to meet with a faculty advisor during the first quarter of study to ensure an understanding of degree requirements and to secure the advisor's signature on the initial plan. The Coursework Plan becomes part of the student's official file. It may be amended or changed; however, the faculty advisor must approve all changes to the Coursework Plan. A blank Coursework Plan is provided at the end of this handbook and must be filed with the MCE Office of Academic Services before the end of the second quarter of enrollment. [Note that as stated above, transfer credit must be completed in the first quarter.]

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.

Final Comprehensive Examination Requirement

The MLIS prepares graduates for a professional career as information professionals. Students who have earned a graduate degree reflect the successful acquisition of the knowledge, skills, and competencies required to work in the field. 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 the MCE's Office of Academic Services for further information: http://www.du.edu/education/resources/current-students/exams.html.

Graduation

Completing a master's degree in the Morgridge College of Education deserves celebration. The University of Denver, Morgridge College of Education, and the Library and Information Science Program applaud your hard work and great accomplishment. Please follow the appropriate guidelines so that you are able to graduate when you intend to do so. Students must check with their faculty advisors to verify that all coursework and paperwork are complete. ***Students must register for graduation.*** Official deadlines and forms are online at http://www.du.edu/currentstudents/graduates/graduationinformation.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 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).

Please refer to the MCE Bulletin for additional information.

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 Department Chair; the Associate Dean 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 III: 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 and Technology (ASIST). 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 http://www.du.edu/LIS or the LISSAA Portfolio Community https://portfolio.du.edu/pc/index 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 of program support 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.

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

Denise Anthony, MLIS, University of Michigan; PhD University of Michigan. Dr. Anthony has a strong commitment to working with graduate students in the Archives and Records Management (ARM) concentration as they learn about the functions and purposes of the various and ever-increasing forms and formats of records and documents in our society and concepts and techniques to manage and preserve these materials. Her research interests include knowledge transfer within archives organizations and user access.

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 & Information Systems combining teaching, research, and practice at a University and international organization settings. His primary research and teaching interests include information storage and retrieval, organization of information, knowledge structure (knowledge representation, classification, and categorization), user-centered approach to information systems analysis and design, information systems success, scholarly communication, open access, health informatics, and learning technologies. He is a recipient of three international scholarships and fellowships from Fogarty/New England medical Center and University of Natal, the British council, and Internet Society. Dr. Assefa is a member of the American Society for Information Science and Technology and Association of Library and Information Science Education.

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.

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.

Mary Stansbury, MLS, PhD, Texas Woman's University, is currently chair of the School & Counseling Psychology, Research Methods and Information Science 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 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.

<u>University of Denver Faculty – Morgridge College of Education Research Methods & Statistics (RMS) Faculty</u>
- 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. Penrose 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,
- Holly Carroll
- Dan Cordova,
- Melissa Depper
- Kim Dority
- Martin Garnar

- Marcie Haloin
- Megan Kinney
- Kathy Lane
- Jamie LaRue
- Alex Martinez
- Sharon Morris
- Jeremy Nelson
- Karen Neville
- Priscilla Queen
- Joseph Sanchez
- Keith Schrum
- Camden Tadhg
- Tara Bannon Williamson

University of Denver Librarians Teaching LIS Courses
Penrose Library Faculty
- Christopher Brown
- Steve Fisher
- Carrie Forbes
- Joseph Kraus
- Erin Meyer

Westminster Law Librarians
- Stacey Bowers
- Sheila Green

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, Penrose Library – 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 – Penrose Library, University of Denver
- Gene Hainer, Assistant Commissioner for Library and Adult Education - Colorado State Library
- Kris Haglund, Archivist, Denver Museum of Nature and Science - Library/Archives
- Bill Knott, Director, Jefferson County Public Library [retired]
- Joanne Lerud, Director, Arthur Lakes Library – Colorado School of Mines
- Paula Miller, Executive Director, Pikes Peak Library District

**Morgridge College of Education Office of Admissions and
Office of Academic Services**

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 and the Office of Academic Services. These offices can provide information and assistance from initial inquiry through graduation. For questions related to financial aid, contact the Office of Admissions which is located on the first floor of Katherine A. Ruffatto Hall in the east wing, 303-871-2509. For questions related to academic requirements, including the comprehensive exam and graduation application, contact the Office of Academic Services, located on the third floor of Ruffatto Hall in the east wing, 303-871-2747.

The Office of Academic Services 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 IV: 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.

University of Denver Honor Code Statement
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 this *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.

Students should refer to the Morgridge College of Education Bulletin and the University web site for further information on the rationale, authority, and enforcement of the University's Honor Code.
http://www.du.edu/studentlife/studentconduct/honorcode.html

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 (ASIST)
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 V: PROFESSIONAL LIBRARY, INFORMATION SCIENCE, and ARCHIVES 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), http://www.aallnet.org/
- American Association of School Librarians (AASL), http://www.ala.org/aasl/
- American Library Association (ALA), www.ala.org; Listing of ALA Divisions, http://www.ala.org/groups/divs
- American Society for Information Science and Technology (ASIST), http://www.asis.org
- Colorado Association of Law Libraries, http://www.aallnet.org/chapter/coall/
- Colorado Association of Libraries (CAL), http://cal-webs.org/
- Colorado Association of School Libraries (CASL), http://cal-webs.org/CASL_.html
- Colorado Council of Medial Librarians, http://www.ccmlnet.org/
- Mountain Plains Library Association (MPLA), http://www.mpla.us/
- Public Library Association (PLA), http://www.pla.org/
- REFORMA, The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking, http://www.reforma.org/
- Society of American Archivists (SAA), http://archivists.org/
- Society of Competitive Intelligence Professionals (SCIP), http://scip.org/
- Special Libraries Association (SLA) http://www.sla.org/, Rocky Mountain Chapter (RMSLA), http://www.sla.org/chapter/crmt/index.asp

Part VI: STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY, ROOM RESERVATIONS

APA Requirements
The Morgridge College of Education and the LIS Program ask 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, along with
- many other elements that are a part of every manuscript.

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/pubmanual.html

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.

Computer Labs and Technology Resources
A computer lab is available for Morgridge College of Education students on the second floor of Ruffatto Hall. Throughout Ruffatto Hall, there are large monitors for use by students working in groups or individually; a VGA cable is needed in order to connect to these monitors.

Computer lab hours vary but normally range from 8:00 a.m. to 9:00 p.m. Monday through Thursday and from 8:00 a.m. to 4:30 p.m. on Fridays. Weekend hours may be available, please check the schedule. Labs are closed on holidays.

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 both buildings. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed in both labs 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.

Technology Support and Services
The technology staff is available to provide technical help in the computer labs and classrooms Monday through Friday from 8:00 to 4:30. Call 303-871-3222.

For the student's personal computers the University Technology Services (UTS) can assist students via phone, e-mail, in person, or online. UTS provides phone assistance by calling 303-871-4700 or walk in assistance at the Penrose Library help desk.

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.

Digital Cameras, Camcorders, Transcribers and Laptop Computers
The Morgridge College of Education provides cameras and transcription machines for students to use in order to complete requirements of various courses. This equipment can be checked out from the Technology staff in the open computer lab. Click here: http://www.du.edu/education/resources/current-students/technology.html for more information.

Student Policy for Booking Study and Meeting Spaces
Katherine A. Ruffatto Hall (KRH) is a state of the art learning space. It has been designed to facilitate all forms of learning. Within the building there are several large state of the art classrooms and there are many smaller spaces that are available for students to use for individual study and/or small group work. The Morgridge College of Education employs a computerized room scheduling system. This system, R-25, is open for students to book the following spaces for school related activities:

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

Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are not available for student scheduling. If you are interested in scheduling a room for studying or to meet with a small group please use this link. Once you are on the page, log on using your WebCentral user name and password. It is very important that you fill out every field within the form or the system will refuse your request. Although this appears to be a completely automated system it does require human management, as a result requests are not processed immediately so please plan ahead. You can find instructions for R25 completion at the bottom of this page.

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 e-mail message. If you have to cancel a reservation you will need to work with Julie Collier or James Conyers directly as the cancellation cannot be completed online.

We are all fortunate to work and learn in such a lovely and versatile space. 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. All classrooms have layout diagrams posted within the room.

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

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.

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.

LIS 4011 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.

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 as well as the concepts of information literacy, user education, and assessment of information services. 4 qtr. hrs.

LIS 4020 Professional Principles & Ethics
This course introduces students to writings and theories on professional ethics, values and principles of concern to information specialists and information service providers. It will challenge students to think creatively and critically in their application of ethics concepts in social, organizational, historical, and contemporary contexts. The course will briefly address the relationships between professional ethics and the laws, including copyright, intellectual freedom, first amendment rights, and confidentiality. Emphasis is placed on developing an understanding of the importance of values, professional ethics, and socially responsible behavior in the professional setting. 3 qtr. hrs.

LIS 4030 The Information Environment
This course provides an overview of the historical and contemporary generation, production, management, dissemination, and use of information. Examines the role of society, current issues in the information

industries, economics of information production and services, the impact of technologies, and national information policies. 3 qtr. hrs.

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.

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 will be 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 will be discussed 4 qtr. hrs.

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 4000). 3 qtr. hrs.

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, 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.

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. (Prerequisites: LIS 4000, LIS 4010) 3 qtr. hrs.

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. (Prerequisites: LIS 4000, LIS 4010, LIS 4015) 3 qtr. hrs.

LIS 4110 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.

LIS 4200 Information in Organizations

In order to make an effective contribution in the corporate environment, the information professional requires knowledge about organizations: types, structure, functions, and levels of operation, decision-making processes, and flow of information throughout the organization. To supply corporate information needs, an understanding of needs analysis and of information technologies that support the provision of information is required. Information professionals require an understanding of the basic features, use, effect, and management of information systems in organizations, types of systems for all levels of the organizations, the flow of information through the levels of the organization, and the integration of systems. 3 qtr. hrs.

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.

LIS 4204 Legal Issues

Current corporate practice relies heavily on the production and storage of information in computer systems and on information from external systems such as the Internet. It is necessary for the information professional to understand the regulations concerning information in systems and the legal issues involved in using internal and external information sources for the management of knowledge. The history, current legislation, challenges in compliance, and future of related legal issues for corporations in a national and global environment will be explored. 3 qtr. hrs.

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.

LIS 4240 Knowledge Management

In the current corporate environment, knowledge, not information, is described as the greatest asset to an institution, and emphasis is placed on the value of systems and methods to preserve intellectual capital. The

information professional can contribute traditional skills of organization and dissemination of information, and also must develop abilities to assess needs in the process of selecting and preparing information that will be synthesized into organizational knowledge. Knowledge management requires capturing tacit knowledge of the organization and combining it with explicit knowledge using information technologies such as Intranets, groupware, expert systems, and intelligent agents. 3 qtr. hrs.

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.

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.

LIS 4326 Research Methods in LIS
Students will participate in library-based social science research problems on selected topics. Evaluation of the research in the library and information science discipline will be emphasized. 3 qtr. hrs.

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.

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.

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.

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.

LIS 4374 Legal Reference and Resources
This course provides the student with an opportunity to explore information resources in legal 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. 3 qtr. hrs.

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.

LIS 4377 Arts & Humanities 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.

LIS 4379 Social Sciences Resources
This course provides the student with an opportunity to explore information resources in legal 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.

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.

LIS 4500 Early Childhood Materials & Services
An introduction to the Materials & Services for nurturing early literacy skills in very young children. Topics covered include early childhood development, literacy skills acquisition process, family partnerships, and frameworks within LIS related to providing early literacy services. 3 qtr. hrs.

LIS 4510 Children's Materials & Services
This course is designed to prepare librarians to work with children 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.

LIS 4511 Storytelling for All Ages
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.

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.

LIS 4521 Booktalking for All Ages
This course is designed to teach librarians the skills, techniques, and procedures for developing and implementing booktalking and school visiting Programs for middle and high school aged students and adults. Students will be required to learn how to "read for booktalking," to discover types of talks that work best with different writing styles and genres, how to put together a group of books to present to a specific audience, presentation skills, changing presentations style for different groups, and how to work with school faculty and administration to set up a booktalking program in schools. How to teach booktalking to both young adults and adults, and how to set up a curriculum unit on booktalking for middle or high school students will also be included. 2 qtr. hrs.

LIS 4530 Advanced Literature & Literacy
This course defines aspects of literacy with an emphasis on the application of research to practice in promoting information literacy and literature appreciation based on information literacy standard for K-12 education. Other types of literacy such as visual, media, computer, network, and basic literacy will be addressed briefly. Attention will be given to instructional design and collaboration in the areas of reading, instruction, and literacy. Techniques for enhancing reading interest and pleasure will be addressed including book talking, book walking, storytelling and readers' theater. 3 qtr. hrs.

LIS 4540 School Library Administration
This course will investigate organizational theory, behavior, and change. When students understand management theories, they will focus on the planning, organizing, staffing, budgeting, leadership, and advocacy issues found within the school library and other information organizations. 3 qtr. hrs.

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.

LIS 4620 Grant Writing & Fundraising
This course provides a focused overview of grant writing and fund development for educators and librarians. Examines development reference tools (paper, electronic, and online), websites, structuring and writing the funding request, community collaboration and partnerships, project budgeting, management, evaluation, sustainability, and reporting activities. Students will be encouraged to collaborate in the design of projects and Programs for which grant funds can be solicited or fund raising events can be sponsored. 3 qtr. hrs.

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.

LIS 4750 Legal Research I
Law librarians require a special set of research skills to be effective. This course will introduce students to legal materials generated by the Executive/Administrative, Legislative, and Judicial branches of the U.S. and state governments. Students will develop research strategies for answering legal questions using primary and secondary resources and learn to relate the various sources of authority to the structure of government. Emphasis will be placed on print materials and learning foundational research strategies. 3 qtr. hrs.

LIS 4751 Legal Research II
The skill set of the successful law librarian extends far beyond the realm of basic legal research. In all professional capacities law librarians are called upon to do the extraordinary. Understanding the depth and breadth of the relevant field of knowledge is critical for success. Building upon the foundations laid in Legal Research I, this course will introduce students to complex research strategies, advanced subject-specific materials, and the complexity and intricacy of the web of information utilized by legal research professionals. 3 qtr. hrs.

LIS 4756 Legal Databases Research
This course will introduce students to a variety of legal databases, both fee-based and free, that can be utilized for conducting effective legal research as a student and practicing lawyer. Students will learn to analyze and critically evaluate whether or not a database provides accurate information and resources. Students will learn to determine which legal databases are most useful for specific types of information and resource needs. Students will learn to construct successful search strategies that can be employed to search a database and find the information required. This course will equip students to become expert searchers in the online environment. (Prerequisites: LIS 4011 Information Access & Retrieval) 3 qtr. hrs.

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.

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.

LIS 4803 Preservation & Conservation
The course provides 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. Topics include 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.

LIS 4804 Digital Objects & 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.

LIS 4840 Archives and Manuscript Administration
Organizational theory, behavior, and change form the foundation of this course. Planning, organizing, staffing, budgeting, leadership, and advocacy issues will be addressed in the context of archives. [Prerequisites: LIS 4800 or instructor permission.) 3 qtr. hrs.

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 Coursework 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 Coursework completed, including all core courses; a proposal approved by the advisor) 4 qtr. hrs.

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.

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.

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.

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 25 hours of service is required for each quarter hour of credit. Variable qtr. hrs.

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. Variable qtr. hrs.

Other Morgridge College of Education Course Offerings
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.

APPENDIX B
Library and Information Science Program
Coursework Plan (Handbook year 2012-2013)

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, and Information 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 and 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				
TOTAL	30			
TOAL HOURS (MINIMUM 58 REQUIRED FOR MLIS)	58			
Non-Academic Requirements:	Quarter to Enroll	Quarter Enrolled	Date Passed	
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: 2012-2013   Total Hours 58   Revised 05/31/2012

APPENDIX C
SPECIALIZATION GUIDESHEETS

Library and Information Science Program Guidesheet[1]
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 Electives[2]
(Prerequisites may apply.)
LIS 4060	Reference (3 qtr. hrs.)
LIS 4321	Collection Management (3 qtr. hrs.)
LIS 4404	Metadata Architectures (3 qtr. hrs.)
LIS 4620	Grantwriting & Fundraising (3 qtr. hrs.)
LIS 4700	Special Topics: Rare Books (3 qtr. hrs.)
LIS 4800 ⊶	Introduction to ARM (3 qtr. hrs.)
LIS 4802 ⊶	Arrangement, Description and Access to Archives (3 qtr. hrs.)
LIS 4803	Conservation and Preservation (3 qtr. hrs.)
LIS 4804	Digital Objects and 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**

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[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 (http://www.du.edu/education/programs/lis/index.html).

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 f conceptual foundations; collection development vis-à-vis digitization; organization, metadata schemes and vocabularies; digital libraries 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 Courses[2]
(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 4804 ⊷   Digital Objects and 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**

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[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 (http://www.du.edu/education/programs/lis/index.html).

Library and Information Science Program Guidesheet[1]
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 Courses[2]
(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.)
LIS 4521   Book Talking (2 qtr. hrs.)
LIS 4620   Grantwriting and Fundraising (3 qtr. hrs.)

⊶ **Key electives**

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[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 (http://www.du.edu/education/programs/lis/index.html).

Library and Information Science Program Guidesheet[1]
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 Courses[2]
(Prerequisites may apply.)
LIS 4060   Reference (3 qtr. hrs.)
LIS 4203   Competitive Intelligence (3 qtr. hrs.)
LIS 4204   Legal Issues (3 qtr. hrs)
LIS 4240   Knowledge Management (3 qtr. hrs.)
LIS 4750   ↤   Legal Research I (3 qtr. hrs.)
LIS 4751   ↤   Legal Research II (3 qtr. hrs.)
LIS 4362   Government Publications (2 qtr. hrs.)
LIS 4374   ↤   Legal Reference and Resources (3 qtr. hrs.)
LIS 4756   ↤   Legal Databases Research (3 qtr. hrs.)

↤ **Key electives**

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[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 (http://www.du.edu/education/programs/lis/index.html).

Library and Information Science Program Guidesheet[1]
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 Courses[2]
(Prerequisites may apply.)

LIS 4060	⊶	Reference (3 qtr. hrs.)
LIS 4070	⊶	Cataloging (3 qtr. hrs.)
LIS 4321	⊶	Collection Management (3 qtr. hrs.)
LIS 4330	⊶	Library Instruction (3 qtr. hrs.)
LIS 4362		Government Publications (3 qtr. hrs.)
LIS 4373		Business Resources (2 qtr. hrs.)
LIS 4375		Business and Technology Resources (2 qtr. hrs.)
LIS 4376		Health and Medical Resources (2 qtr. hrs.)
LIS 4377		Arts and Humanities Resources (2 qtr. hrs.)
LIS 4379		Social Sciences Resources (2 qtr. hrs.)

⊶ **Key electives**

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[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 (http://www.du.edu/education/programs/lis/index.html).

Library and Information Science Program Guidesheet[1]
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 Courses[2]
(Prerequisites may apply.)
LIS 4060   ↤   Reference (3 qtr. hrs.)
LIS 4321   ↤   Collection Management (3 qtr. hrs.)
LIS 4362   Government Publications (3 qtr. hrs.)
LIS 4373   Business Resources (2 qtr. hrs.)
LIS 4376   Health and Medical Resources (2 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**

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[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 (http://www.du.edu/education/programs/lis/index.html).

Library and Information Science Program Guidesheet[1]
School Libraries Concentration[2]

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 (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.)
One additional literacy or literature class: LIS 4530 Advanced Literature and Literacy (3 qtr. hrs.); LIS 4500 Early Childhood 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 4350   Adult Materials & Services (3 qtr. hrs.)
LIS 4500   Early Childhood Materials & Services (3 qtr. hrs.)
LIS 4511   Storytelling (2 qtr. hrs.)
LIS 4521   Book Talking (2 qtr. hrs.)
LIS 4620   Grantwriting and Fundraising (3 qtr. hrs.)

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[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 Guidesheet[1]
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 Courses[3]
(Prerequisites may apply.)

LIS 4060   Reference (3 qtr. hrs.) (3 qtr. hrs.)
LIS 4070   Cataloging & Classification (3 qtr. hrs.)
LIS 4102   User Centered Design (3 qtr. hrs.)
LIS 4202 ⊷   Introduction to Knowledge Technologies (3 qtr. hrs.)
LIS 4203 ⊷   Competitive Intelligence (3 qtr. hrs.)
LIS 4204 ⊷   Legal Issues in Information Organizations (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**

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[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/content/SLA/professional/meaning/what/index.cfm

[3] Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (http://www.du.edu/education/programs/lis/index.html).

APPENDIX D
MLIS STUDENT ANNUAL REVIEW
2012-2013

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 libschool-l listserv. Typically, this due date will be before the Winter Quarter ends. [NOTE: for 2013 the due date is March 15.] 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 **March 15, 2013**.

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 **March 15, 2013.**

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.

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 4030 class. I missed one of the LIS 4030 class meetings because of a previously planned family wedding. I did contact the LIS 4030 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.]